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Report No: PAD3287

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROGRAM PAPER

ON A

PROPOSED ADDITIONAL

GRANT
IN THE AMOUNT OF SDR 38.3 MILLION
(US$55.0 MILLION EQUIVALENT
OF WHICH US$50.0 MILLION EQUIVALENT FROM THE WINDOW FOR HOST COMMUNITIES AND REFUGEES)

TO THE

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

FOR THE

GENERAL EDUCATION QUALITY IMPROVEMENT PROGRAM FOR EQUITY

FOR REFUGEES INTEGRATION

April 16, 2021

Education Global Practice
Eastern and Southern Africa Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective February 28, 2021)

Currency Unit	=	Ethiopian Birr (ETB)
ETB	=	US$0.025
US$	=	ETB 37.39
US$	=	SDR 0.695

FISCAL YEAR
July 8 – July 7

Regional Vice President:	Hafez M. H. Ghanem
Country Director:	Ousmane Dione
Senior Global Practice Director:	Jaime Saavedra Chanduvi
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Task Team Leader:	Salman Asim

ABBREVIATIONS

AF	Additional Financing	ARRA	Agency for Refugee and Returnee Affairs
AWPB	Annual Work Plan and Budget	BoFED	Bureau of Finance and Economic Development
CPF	Country Partnership Framework	CRRF	Comprehensive Refugee Response Framework
CSA	Central Statistical Agency	CTE	College of Teacher Education
DLI	Disbursement Linked Indicator	DLR	Disbursement Linked Result
DP	Development Partner	EAC	Ethics and Anti-Corruption
ECCE	Early Childhood Care and Education	EGRA	Early Grades Reading Assessment
E&S	Environmental and Social	EMIS	Education Management Information System
ESAA	Education Statistics Annual Abstract	ESCP	Environmental and Social Commitment Plan
ESDP	Education Sector Development Programme	ESMP	Environmental and Social Management Plan
ESMS	Environmental and Social Management System	ESMSG	Environmental and Social Management System Guidelines
ESSA	Environment and Social System Assessment	ETB	Ethiopian Birr
F&C	Fraud and Corruption	FEACC	Federal Ethics and Anti-Corruption Commission
FSA	Fiduciary Systems Assessment	FY	Fiscal Year
GBV/SEA	Gender-based violence	GDP	Gross Domestic Product
GEID	General Education Inspection Directorate	GEQIP	General Education Quality Improvement Program
GEQIP-E	General Education Quality Improvement Program for Equity	GEQIP-E MDTF	General Education Quality Improvement Program for Equity Multi-Donor Trust Fund
GER	Gross Enrolment Ratio	GP	Global Practice
GPE	Global Partnership for Education	GPI	Gender Parity Index
GRM	Grievance Redress Mechanism	GRS	Grievance Redress Services
IA	Implementing Agency	IBRD	International Bank for Reconstruction and Development
ICB	International Competitive Bidding	ICT	Information and Communication Technology
IDA	International Development Association	IERC	Inclusive Education Resource Center
IFR	Interim Financial Report	IGAD	Intergovernmental Authority for Development
IPF	Investment Project Financing	IPSSAHUTLC	Indigenous peoples, sub Saharan Africa, historically underserved, traditional local communities
IR	Intermediate Result	IRI	Intermediate Result Indicator
INT	Integrity Vice Presidency	IRR	Internal Rate of Return

IVA	Independent Verification Agency	KPI	Key Performance Indicator
LRD	Licensing and Relicensing Directorate	LMP	Labor Management Plan
M&E	Monitoring and Evaluation	MoE	Ministry of Education
MoF	Ministry of Finance	MoLSA	Ministry of Labor and Social Affairs
MoU	Memorandum of Understanding	MS	Moderately Satisfactory
MU	Moderately Unsatisfactory	MTELDD	Mother Tongue and English Language Development Directorate
NCRRS	National Comprehensive Refugee Response Strategy	NEAEA	National Education Assessment and Examinations Agency
NGO	Non-Governmental Organization	NLA	National Learning Assessment
NRES	National Refugee Education Strategy	OHS	Occupational Health and Safety
OPRC	Operations Procurement Review Committee	PAP	Program Action Plan
PCHO	Public Compliant Handling Office	PCO	Program Coordination Office
PDO	Project Development Objective	PFM	Public Financial Management
PforR	Program-for-Results	POM	Program Operation Manual
PPSD	Project Procurement Strategy for Development	PRMD	Planning and Resource Mobilization Directorate
PTA	Parents and Teachers Association	PTR	Pupil-Teacher Ratio
PqTR	Pupil-qualified Teacher Ratio	QA	Quality Assurance
QEAP	Quality Enhancement and Assurance Program	RA	Result Area
RBF	Result Based Financing	REACC	Regional Ethics and Anti-Corruption Commission
REB	Regional Education Bureau	RF	Result Framework
SDR	Special Drawing Rights	SEA	Sexual Exploitation and Abuse
SEP	Stakeholder Engagement Plan	SG	School Grant
SIP	School Improvement Program/Plan	SORT	Systematic Operational Risk Rating Tool
SSIE	Special Support and Inclusive Education	TA	Technical Assistance
TBC	To Be Confirmed	TELDD	Teachers and Education Leaders Development Directorate
TLM	Teaching and Learning Materials	TTL	Task Team Leader
TVET	Technical & Vocational Education & Training	UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund	USAID	United States Agency for International Development
USD/US$	United States Dollar	WB	World Bank
WEO	Woreda Education Office	WoFED	Woreda office of Finance and Economic Development

| BASIC INFORMATION – PARENT (Ethiopia General Education Quality Improvement Program for Equity - P163050) |

Country	Product Line	Team Leader(s)
Ethiopia	IBRD/IDA	Kirill Vasiliev

Project ID	Financing Instrument	Does this operation have an IPF component?	Practice Area (Lead)
P163050	Program-for-Results Financing	Yes	Education

Implementing Agency: Ministry of Education

Is this a regionally tagged project?	Bank/IFC Collaboration
No	No

Original Approval Date	Effectiveness Date	Closing Date
19-Dec-2017	21-Dec-2017	30-Jun-2024

Environmental and Social Risk Classification (ESRC)	
Substantial	

Program Development Objective(s)

The Program Development Objective (PDO) is to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12)

Ratings (from Parent ISR)

	Implementation	Latest ISR

	20-Mar-2019	29-May-2019	27-Dec-2019	21-May-2020	17-Nov-2020	26-Mar-2021
Progress towards achievement of PDO	S	MS	MU	MS	MS	MS
Overall Implementation Progress (IP)	S	MS	MU	MS	MS	MS
Overall Risk	S	S	S	S	S	S
Technical	S	MS	MS	MS	MS	MS
Fiduciary Systems	S	MU	MU	MU	MU	MU
E&S Systems	S	MU	MU	MS	MS	MS
Disbursement Linked Indicators (DLI)	S	MS	MU	MS	MS	MS
Monitoring and Evaluation	S	MS	MS	MS	MS	MS

BASIC INFORMATION – ADDITIONAL FINANCING (Additional Financing to GEQIP-E for Refugees Integration - P168411)

Project ID	Project Name	Additional Financing Type	
P168411	Additional Financing to GEQIP-E for Refugees Integration	Scale Up	
Financing instrument	Product line	Approval Date	Will there be additional financing for the IPF component?
Program-for-Results Financing	IBRD/IDA	07-May-2021	Yes
Projected Date of Full Disbursement	Bank/IFC Collaboration		
30-Sep-2025	No		

Is this a regionally tagged project?

No

Disbursement Summary (from Parent ISR)

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed	
IBRD					%
IDA	300.00	175.30	130.87		57 %
Grants	186.81	49.08	137.73		26 %

PROGRAM FINANCING DATA – ADDITIONAL FINANCING (Additional Financing to GEQIP-E for Refugees Integration - P168411)

FINANCING DATA (US$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Government program Cost	1430.20	79.50	1509.70
Total Operation Cost	582.50	79.50	662.00
Total Program Cost	542.50	59.50	602.00
IPF Component	40.00	20.00	60.00
Total Financing	572.50	79.50	652.00
Financing Gap	10.00	0	10.00

DETAILS – Additional Financing

International Development Association (IDA)	**55.00**
IDA Grant	55.00
Trust Funds	**24.50**
Education for All Supervising Entity	19.60

Ethiopia General Education Quality Improvement Project II	4.90

IDA Resources (in US$, Millions)

	Credit Amount	Grant Amount	Total Amount
Ethiopia	0.00	55.00	55.00
National PBA	0.00	5.00	5.00
Refugee	0.00	50.00	50.00
Total	**0.00**	**55.00**	**55.00**

Policy

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

No

Does the Program require any waivers from Bank policies?

No

Legal Operational Policies

	Triggered
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
Cultural Heritage	Not Currently Relevant
Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank's due diligence assessment of the Project's potential environmental and social risks and impacts, please refer to the Project's Appraisal Environmental and Social Review Summary (ESRS).

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

TASK TEAM

Bank Staff

Name	Role	Specialization	Unit
Salman Asim	Team Leader (ADM Responsible)	Senior Economist	HAEE1
Shimelis Woldehawariat Badisso	Procurement Specialist (ADM Responsible)	Senior Procurement Speicalist	EAERU
Meron Tadesse Techane	Financial Management Specialist (ADM Responsible)	Senior Financial Mangement Specialist	EAEG1
Samuel Lule Demsash	Social Specialist (ADM Responsible)	Senior Social Development Specialist	SAES2
Yacob Wondimkun Endaylalu	Environmental Specialist (ADM Responsible)	Senior Environmental Specialist	SAEE2
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Anna Olefir	Team Member	Education Specialist	HAEE1
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Tamru Demsis Temam	Environmental Specialist	Environmental Specialist	SAEE2
Yalemzewud Simachew Tiruneh	Social Specialist	Social Development Specialist	SAES2

Extended Team

Name	Title	Organization	Location

Ethiopia
Additional Financing to GEQIP-E for Refugees Integration

TABLE OF CONTENTS

I. INTRODUCTION

1.   This Program Paper seeks the approval of the Executive Directors to provide additional financing (AF) from the International Development Association (IDA) in the amount of US$55.0 million equivalent to the Ethiopia General Education Quality Improvement Program for Equity (GEQIP-E) (P163050). The AF will also be supported by a US$4.9 million Grant from the Ministry of Foreign Affairs of Denmark to the existing General Education Quality Improvement Program for Equity Multi-Donor Trust Fund (GEQIP-E MDTF); and a US$19.6 million Grant from the Global Partnership for Education (GPE) Multiplier.[1] Of the IDA Grant, US$50.0 million would come from the IDA 19 Window for Host Communities and Refugees.

2.   **The proposed AF will scale up the Program to additional schools in the following geographic regions serving refugee populations: Afar, Benishangul-Gumuz, Gambella, Somali, and Tigray.** Specifically, the AF will (i) introduce updated institutional frameworks for effective integration of refugees into national education service provision; (ii) increase capacity for planning and coordination of refugee education; (iii) scale up selected existing activities and incentives to harmonize government systems to deliver quality education to refugee communities; (iv) introduce new activities to address challenges in refugee education, particularly to promote gender equity and recovery of COVID-19 related learning loss; (v) support the transition of refugee camp-based secondary schools, currently managed by non-governmental organizations (NGOs) under the auspices of the Agency for Refugee and Returnee Affairs (ARRA)[2], to national administration by Regional Education Bureaus (REBs) under the auspices of the Ministry of Education (MoE); and (vi) provide support to existing REB schools hosting large numbers of refugees to increase capacity and support integration of refugees students.

3.   **A first AF to GEQIP-E (P170943), approved on 2 March 2021, provides US$122.5 million from GPE to fill key gaps not addressed by GEQIP-E; scale up successful interventions; strengthen parent Program performance through capacity building and improved environmental and social (E&S) management and procurement systems; and build resilience of the education system to withstand shocks such as COVID-19.** This second AF is intended to expand the scope of the program to an additional population, refugees, as part of a long-term process of integration of refugees into national educaion systems.

4.   **Ethiopia has the second largest population of refugees in Africa, with more than 790,000 refugees, approximately 484,000 of school age, and is a pilot country for the Comprehensive Refugee Response Framework (CRRF).**[3] Ethiopia has succeeded in providing schooling to a significant proportion of these refugee children, but access remains lower than in the host community. Ethiopia is a signatory to the New York Declaration for Refugees and Migrants, and as part of CRRF the Government is committed to significantly increasing the access of refugees to education.

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[1] Not including Grant Agent supervision fees of US$0.4 million from GPE and US$0.1 million from DANIDA

[2] Until November 2018, ARRA was known as the Administration for Refugee and Returnee Affairs.

[3] 792,030 total refugees (and asylum seekers) as of September 2020 (United Nations High Commission for Refugees, UNHCR). 483,653 of school age (3-18 years) in June 2019 (Ministry of Education, Educational Statistics Annual Abstract (ESAA), 2018/19). The population has decreased from more than 900,000 in August 2018.

5.   **Ethiopia has also committed to a long-term agenda of integration of refugee education into national systems.** Refugee issues have historically been viewed from a humanitarian perspective, with responsibilities for management of refugees fulfilled by ARRA with program financing from UNHCR. The majority of refugees study in camp-based schools under the auspices of ARRA; these schools have operated largely independent of MoE, with parallel systems of management, staffing and service delivery.[4] These institutional arrangements isolate refugee schools from the specialist education expertise and technical capacity of MoE, REBs and woreda (district) education officials,[5] and refugee schools have inconsistent access to services provided by MoE such as teacher training, school grants, inspections and supervision.

6.   **Under the New York Declaration, the Government has committed to deliver support to refugees through national and local public providers for education, health, social services and child protection.**[67] Education has been selected as the first sector to lead this process of services harmonization. The proposed AF is the first innovative, systematic approach in Ethiopia intended to institutionalize and strengthen service provision for refugees and initiate a transition away from dependence on unpredictable humanitarian finance to conventional government and development partner financing; and from parallel, duplicated systems, towards service provision integrated with national systems and budgets.

7.   **The AF will also extend to refugees the scope of activities to address the impacts of COVID-19 in education.** The first case of COVID-19 was recorded in Ethiopia on March 13, 2020 and as of February 28, 2021 there were 156,112 confirmed cases[8] and 2,321 confirmed deaths from the disease. A state of emergency was declared on April 8, 2020. The disruption and loss of livelihood resulting from the pandemic has exacerbated existing strains resulting from the refugee and internally displaced person (IDP) crises. The Government of Ethiopia's response to the COVID-19 pandemic involved the indefinite closure of all schools, including refugee schools, on March 15, 2020, impacting more than 26 million students. MoE has prepared a COVID-19 Emergency Response Plan (CERP) detailing a number of strategies to support learning during the period of school closure; help reduce incidence of COVID-19 by raising awareness and keeping children at home; establish the conditions for safe reopening of schools; and support recovery of the education system as schools reopen. These activities are supported by the US$14.85 million GPE COVID-19 Education Response Project (P174206); as well as the first AF to GEQIP-E. This AF will provide additional support to extend these and other mitigation activities to refugee schools.

8.   **The AF will maintain the Program for Results (PforR) modality of GEQIP-E, with a component of Investment Project Financing (IPF) to support targeted capacity building.** The successful integration of refugee education will require efforts at national, regional and woreda levels to establish modes of

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[4] At secondary level, refugee schools are operated by NGOs under ARRA oversight. See below.

[5] Wales, J., Khan, A., and Nicolai, S. 2020. "Strengthening the knowledge base for education in emergencies practitioners and partners: Ethiopia Case Study." London: Overseas Development Institute.

[6] United Nations General Assembly. 2016. "71/1. New York Declaration for Refugees and Migrants." Resolution adopted by the General Assembly on 19 September 2016.

[7] The GoE made additional pledges during the first Global Refugee Forum in December 2019, including its focus on providing quality and accredited skills training to refugees and hosts.

[8] 0.015 percent of population

collaboration for effective coordination and field-level implementation of activities supported by the AF. The proposed US$59.5 million PforR component will provide high-powered incentives to carry out necessary policy and institutional reforms to establish a sustainable framework for refugee education; to overcome local-level obstacles to extend MoE services to refugee primary schools; to transition secondary schools to MoE administration; and to implement targeted activities to address key challenges of access and quality faced by school-age children in host and refugee populations. In addition, the program will include a US$20 million component of IPF Technical Assistance (TA) to build institutional and technical capacity for harmonization and integration of refugee education.

II. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

9. **The Government has requested further AF to GEQIP-E to extend the benefits of the program to refugee education and support the integration of refugee education into national systems of service delivery.** The original program, GEQIP-E, aims to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12). GEQIP-E supports part of the Government's Education Sector Development Programme (ESDP) V (2015/16-2019/20)[9]. The program was approved on 19 December 2017 and is funded by an IDA grant of US$300 million and US$150 million from the GEQIP-E MDTF (TF072991), which receives contributions from the Foreign, Commonwealth and Development Office (FCDO), Finland's Ministry for Foreign Affairs, United Nations Children's Fund (UNICEF), Norway's Ministry for Foreign Affairs, and Denmark's Royal Ministry of Foreign Affairs; as well as counterpart financing of US$847.7 million equivalent. It became effective on December 21, 2017 and had an original closing date of July 7, 2022. The first AF of US$122.5 million from the Global Partnership for Education (GPE) is currently awaiting Effectiveness and will extend the closing date to July 7, 2024, as well as introducing additional activities, capacity building and scaling up of successful interventions.

10. **Ethiopia's basic education system has made rapid progress in recent years, but challenges remain.** A child born in Ethiopia will be 38 percent as productive as an adult as she could be if she enjoyed complete education and full health, according to the World Bank's Human Capital Index, in which the country ranks 135th out of 157 countries.[10] As of 2018/19, while 89 percent of enrolled students complete grade 5, the primary completion rate (PCR) of students completing grade 8 is only 62.1 percent.[11] In learning-adjusted years, which consider both attainment and learning, an Ethiopian child can expect to complete only 4.5 years of learning.[12] This overall performance masks significant inequity: only 60 percent of female students complete grade 8, versus 64 percent of boys.[13] Issues of equity are particularly severe in several emerging regions, home to Ethiopia's pastoralist communities. While 80 percent of enrolled students in Addis Ababa survive to grade 5, the proportion in Gambella and Afar regions, for example, were 49 percent and 29 percent respectively, as of 2016/17.[14] These disparities reflect inequities in service provision, with levels of textbooks, classrooms and staffing per student varying considerably between regions.

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[9] ESDP VI (2020/21-2024/25) is currently being finalized.
[10] World Bank, 2018. "Ethiopia". Available at:
https://databank.worldbank.org/data/download/hci/HCI_2pager_ETH.pdf. Accessed: 29th December, 2018.
[11] MoE, Education Statistics Annual Abstract (ESAA), 2018/19.
[12] World Bank, 2018. "Ethiopia".
[13] ESAA, 2017/18.
[14] ESAA, 2016/17.

11.   **To address these limitations, the ESDP V identifies three priorities for the basic education sector: (i) capacity development for improved management; (ii) general education quality; and (iii) general education access, equity, and internal efficiency.** Implementation of these priority reform areas is carried out by MoE and supported by GEQIP-E through a range of interconnected reforms including enhancements to quality assurance and inspections; improvements in the distribution of grants to schools; development of a new strategic framework for teacher training and development; and a new school-based program for teachers' professional development.

12.   **At primary level, access to education for refugees is improving, but remains behind that of the host population.** Ethiopia's main refugee-hosting regions[15] include 194,234 refugees of primary school age (7-14 years); 97,741 of these are enrolled in school. The total enrollment in refugee primary schools is 130,626, an overall GER of 67 percent, reflecting large over-age enrollment.[16] This represents a significant improvement from the 2016/17 GER of 62 percent,[17] but nonetheless contrasts poorly with the national GER of 105 percent for Ethiopian children. Refugee primary students[18] attend a network of 61 specialized refugee primary schools, located within refugee camps. Of these, the majority are in Gambella region, and the Dollo Ado area of Somali region, the largest refugee-hosting areas. Refugee primary schools are operated by ARRA[19] and entirely financed by UNHCR; they employ curricula and standards aligned with those of MoE/REB schools but are staffed by ARRA-employed teachers and managed by ARRA officials.[20]

13.   **Despite considerable investment, refugee primary schools face overcrowding and severe limitations of staffing, leading to low rates of primary completion.** The average refugee camp primary school has more than 2,000 students. Many primary refugee schools implement double shifts and most refugee schools provide only 3-4 hours of teaching and learning per day. Pupil-teacher ratios (PTR) in refugee primary schools are more than double those in REB schools (82:1 versus 39:1)[21]. Approximately 69 percent of teachers in refugee schools are recruited from refugee communities and paid a limited

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[15] More than 750,000 of Ethiopia's refugees live within the five main refugee-hosting regions (see Annex 2, Technical Assessment – Addendum), almost exclusively in camps. Four of the five regions – Afar, Benishangul-Gumuz, Gambella, and Somali – are considered emerging regions, with particular challenges in terms of economy and service delivery, while the fifth, Tigray, has been subject to fighting between national and local armed forces since November 2020. Refugees are housed in and around a network of 26 camps, operated by ARRA. Approximately 35,000 refugees reside outside of camps in other regions. These refugees use mainstream schools and are considered beneficiaries of the parent GEQIP-E program; they are not targeted by this AF.

[16] ESAA, 2018/19

[17] ESAA, 2016/17

[18] Refugees living in or near camps attend ARRA schools; a negligible number (fewer than 100) camp-based refugees are believed to be attending REB primary schools.

[19] Of the 61 refugee primary schools, 56 are directly operated by ARRA, while five are operated by Plan International under contract with ARRA; these are expected to transfer to Government operation during the AF.

[20] While national MoE education management is organized primarily at regional and woreda levels, ARRA employs zone (sub-region)-level coordination, further exacerbating disconnections and problems of coordination between the two systems.

[21] ESAA, 2018/19

stipend in lieu of salary[22]; these 'refugee incentive' teachers, who are commonly employed in lower primary, often have limited training in teaching methods or the Ethiopian curriculum. The result is that only 46 percent of teachers in refugee primary schools have minimum qualifications to teach at primary school level[23], in comparison to 90 percent of teachers in mainstream schools.[24] Shortages of infrastructure and teaching and learning materials in refugee camp schools are also severe.[25] As a result of these quality challenges, the primary completion rate for refugee children in 2017/18 was just 22 percent, versus 58 percent in the general population, meaning that refugee children are less than half as likely to complete primary school.[26]

14.   **At secondary level, access for refugees remains significantly more challenging.** 78,512 refugees in the main refugee regions are of secondary school age (15-18), of which only 10,029 are in refugee secondary schools. A further 1,300 refugees living in camps attend government schools near camps, typically in locations where these are the nearest secondary schools available.[27] The overall secondary GER for refugees is 12.8 percent[28], which contrasts poorly to the situation among Ethiopian children, for whom the secondary GER is 32.0 percent. A significant proportion of secondary school-age children not enrolled in secondary school are still in primary school, where over-age enrollment is large.[29]

15.   **At secondary levels, ARRA is not engaged in direct management of schools.** The majority of refugees attending secondary schools attend one of 13 dedicated refugee secondary schools operated by NGOs; the primary role is played by the Ethiopian Orthodox Church Development and Inter-Church Aid Commission (EOC-DICAC), which operates 12 schools, with one additional school operated by World Vision International (WVI). In addition to refugees, approximately 2,100 students from host communities attend these refugee secondary schools, primarily in communities where it is the nearest secondary school available.

16.   **Gender disparities in refugee education are large and worsening**. The primary gender parity index (GPI) for refugees in the major regions in 2018/19 was 0.64, down from 0.71 in 2016/17 and 0.69 in 2017/18;[30] and only 12 percent of refugee girls complete primary school, versus 30 percent of boys (and 56 percent of girls in the general population).[31] Fewer than eight percent of refugee primary school teachers – 166 out of 2236 – are female, exacerbating gender disparities in participation and learning as

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[22] As of September 2020, there were 1574 such 'refugee incentive' teachers (of which 135 female) and 692 Ethiopian teachers (of which 31 female) employed by ARRA and Plan International in refugee camp primary schools (UNHCR)

[23] All national teachers working in refugee primary schools have minimum qualifications, along with 356 out of 1574 refugee incentive teachers (UNHCR).

[24] ESAA, 2018/19

[25] Owing to classroom shortages, pupil-classroom ratios in refugee schools are high, an average of 101 in 2018/19, rising to as high as 150 in Gambella region. ESAA, 2018/19

[26] ESAA, 2018/19

[27] This does not include refugees living out-of-camp in Addis Ababa or elsewhere, who attend mainstream schools and are outside the scope of this project.

[28] ESAA, 2018/19. Does not include refugees enrolled in Government schools.

[29] Kimetrica, 2018.

[30] ESAA, 2018/19; 2017/18; 2016/17

[31] ESAA, 2017/18

a result of a lack of role models for girls.[32] The GER in upper secondary (grades 11-12) for refugee girls was just 3.3 percent in 2018/19.

17.   **The Government is committed to significantly increasing the access of refugees to education.** The Government announced nine pledges to support CRRF;[33] among these, it pledged to make education available to all qualified refugees from primary to tertiary level, without discrimination and within the available resources. As an initial step, the Government set a target of increasing refugee primary enrollment by 17 percent, which was achieved in 2017/18; and secondary enrollment by 89 percent, which was achieved in 2018/19.[34]

18.   **The Government has committed to a long-term vision of integration of refugees into mainstream national systems of work, society and service delivery.** As part of CRRF, the Government has adopted a ten-year vision to "gradually transform Ethiopia's refugee operation approach and model from encampment towards hosting refugees in village-style development-oriented settlements and other alternatives".[35] These efforts are supported by revisions to Ethiopia's Refugee Proclamation, the law establishing the legal rights and status of refugees. The revised law, adopted by Parliament on January 17, 2019[36], grants new rights to refugees to obtain work permits, open bank accounts, and register births, marriages and deaths, and establishes a legal right for refugees to access primary education at the same level of access as Ethiopian citizens, and secondary and tertiary education within available resources.

19.   **In the medium term, the Government aims to move provision of services to refugees away from parallel systems towards an integrated model, with service delivery overseen by mainstream national Ministries and local-level officials.** Ethiopia, along with the other members of the Intergovernmental Authority of Development (IGAD), is also a signatory to the Djibouti Declaration on Refugee Education, which commits countries to integrate refugees into national education policies, strategies, programs and plans of action.[37] The implementation of CRRF will be supported by a National Comprehensive Refugee Response Strategy (NCRRS), currently awaiting approval by the Ethiopia's Council of Ministers; the NCRRS will be a guiding document for a whole-of government approach enhancing improved access to services, including education, and self-reliance and resilience for refugees and host communities, and is expected to progressively enhance the capacity and responsibility of MoE (REBs/woredas) to include refugees in

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[32] UNHCR. 2020. Correspondence.

[33] In addition to education, the Government has made pledges under CRRF with regard to expansion of the out-of-camp policy; provision of work permits and livelihoods; documentation; social and basic services; and local integration. For details, see Technical Assessment, Annex 2.

[34] The Government's target is to increase primary refugee enrollment to 137,000 and secondary refugee enrollment to 10,300. In 2017/18, primary enrollment was 147,630; however, it fell to 130,626 in 2018/19 in response to a fall in the school-age refugee population. Refugee enrollment in refugee secondary schools in 2018/19 was 10,029; in addition, approximately 1,300 refugee students attend host community secondary schools, exceeding the target. Sources: (ESAA, 2017/18; 2018/19)

[35] Administration for Refugee and Returnee Affairs. 2017. "Roadmap for the implementation of the Federal Democratic Republic of Ethiopia Government Pledges and the Practical Application of the CRRF in Ethiopia." Addis Ababa: Administration for Refugee and Returnee Affairs.

[36] Proclamation no.1110/2019, gazetted 27th February, 2019.

[37] Intergovernmental Authority on Development. 2017. "Djibouti Declaration on Regional Conference on Refugee Education in IGAD Member States."

REB schools and gradually absorb previous camp-based school infrastructure. However, the progress on operationalization of these high-level commitments was initially slow.

20.   **The AF will support the harmonization of service delivery in refugee schools for key services, as well as integration of refugee schools and communities with national school management and host communities at secondary level.** MoE and ARRA signed a Memorandum of Understanding (MoU) in April 2019 establishing roles and responsibilities for this process, which will be operationalized through the AF (see Box 1). To rationalize delivery of services, the MoU should be supported by detailed policy and institutional guidance to place responsibility for delivery within MoE and establish clear principles and processes of collaboration between MoE, ARRA, and other stakeholders. The AF supports the development of these institutional frameworks through foundational Disbursement-Linked Results (DLRs), and required capacity building to support the implementation of these frameworks through the IPF Component.

21.   **There is also a need to support schools in host communities which host large numbers of refugees.** Approximately 1,300 refugee camp-based students currently attend REB schools, primarily at secondary level, with impacts on enrollments and availability of facilities. In order to achieve improvements in access to secondary education by refugees, there is a need to rapidly increase the capacity of REB secondary schools to meet the needs of refugee students. The proposed AF will provide additional support to schools hosting large proportions of refugee students, to meet the resulting additional needs for infrastructure and to support activities aimed at integrating refugee students into REB schools.

22.   **In addition, there is a need to address challenges specific to refugee education, both in refugee schools and in REB schools in host communities.** Large class sizes, underqualified refugee incentive teachers, and the existence of a range of language backgrounds, combined with the social, psychological and emotional impacts of displacement, contribute to low levels of learning and progression to upper grades in refugee schools. To address these challenges, along with gender disparities, the program will support activities in the areas of information and communication technology (ICT)-supported self-directed learning and girls' empowerment.

23.   **Investments are required in capacity for refugee education at national and regional levels.** Despite the establishment under the 2009 and 2013 circulars of responsibilities for MoE and REB for refugee education, there remains no dedicated capacity within MoE, or REBs, for coordination and management of services in refugee schools. In order to ensure the necessary collaboration to enable delivery of harmonized activities to refugee schools, there is also a need for dedicated capacity for refugee education within REBs, to provide technical and strategic leadership and to lead coordination between REBs and ARRA, UNHCR, NGOs, and other key stakeholders.

24.   **Humanitarian finance is supporting measures to address the COVID-19 pandemic for refugees, but additional support is required to address loss of learning.** There is also an urgent need for investment to prevent COVID-19 resurgence in schools. Preventing a recurrence of COVID-19 once refugee schools reopen will require improvements in water, sanitation and hygiene (WASH) facilities and practices at schools, as well as provision of health and personal protective equipment. Education Cannot Wait (ECW, a partnership between MoE, ARRA, UNICEF, UNHCR and Save the Children) has made available USS$2.8

Box 1. Recent progress in early stage harmonization of MoU between MoE and ARA

While refugee schools are operated under the auspices of ARRA, in recent years, a number of policy arrangements have been made for provision of key services to refugee schools by MoE. A 2009 circular* codifies the right of refugee students to access host community schools. Under a 2013 circular** , MoE committed to include teachers in refugee schools in pre- and in-service training; provide support for supervision and inspection of refugee schools; provide textbooks and learning materials; and include refugee schools in national examinations and learning assessments. Collaboration between ARRA and MoE, REBs and woredas has been strengthened in recent years in order to enable the implementation of these policies, but challenges remain, particularly in regard to access to camps for MoE, REB and woreda officials. Efforts to provide grants to schools, mirroring those supported by GEQIP-E in REB schools, have so far been unsuccessful as a result of a lack of clear institutional arrangements for funds flow to refugee schools, the majority of which lack bank accounts.

The MoU between the MoE and ARRA sets out core areas of cooperation and roles and responsibilities for provision of equitable and inclusive education for school-age refugees. The MoU is intended to combine and supersede the existing collaboration arrangements with a comprehensive and clear set of institutional boundaries. The final document includes commitments by MoE to provide services to refugee schools including provision of textbooks and learning materials and distribution of school grants. In addition, the MoU includes a range of commitments regarding teaching staff, including accreditation of the qualifications of refugee teachers; increased supply of qualified national teachers to refugee schools; licensing of national teachers working in refugee schools; and training for national teachers on refugee education.

Some aspects of collaboration between MoE and ARRA are already under implementation. Refugee schools have been included in a limited form in EMIS since 2016/17. MoE, through REBs, is providing placement exams for refugee students and have included the majority of refugee schools in assessments against national quality standards. Selected refugee teachers have received training at national Colleges of Teachers' Education. This early-stage collaboration between MoE/REBs and ARRA has depended on extensive financial and technical humanitarian and project support from donors. The primary support has been from two donor-supported programs: ECW and Building Self-Reliance of Refugee and Vulnerable Host Communities (BSRP, financed by FCDO) for both of which UNICEF is lead implementer. In addition to supporting EMIS data collection, teacher training, placement examinations and school assessments, UNICEF, through BSRP and ECW, has supported this process through capacity building of REB and woreda education officials; arrangement of joint planning workshops bringing ARRA and REBs together at the regional level.

* Education Circular, Ref 11/1-3456/1098/35. Refugees of school age can enroll in REB schools on presentation of refugee identification; school papers from countries of origin are required to be recognized and the students placed in an appropriate class, while REBs are expected to provide placement examinations to appropriately place students in host community schools.
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million[38] to support distance learning for refugee students during the closure of schools, and the reopening of schools in refugee camps through provision of water, sanitation and hygiene (WASH) and health materials, and support to teachers in COVID-19 prevention and psychosocial support. However,

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[38] COVID 19 First Emergency Response Phase II. US$1.68 million is managed by UNHCR and implemented in partnership with ARRA; the remainder is managed and implemented by the NGOs Save the Children and Plan International.

there is a need for additional finance to ensure that all refugee schools achieve minimum standards for safe reopening.

25.   In addition to ensuring safe learning environments, there is a need for accelerated instruction to mitigate the loss of learning from the prolonged school closure. The loss of learning from the closure of schools has the potential to severely impact long-term learning trajectories, and subsequently lifetime earnings. Analysis by the World Bank[39] suggests that in Sub-Saharan Africa, school closure of 5 months would produce a reduction in student learning outcomes from 4.9 learning-adjusted years of schooling (LAYS) to only 4.3, assuming some successful mitigation of learning loss from distance learning and catch-up learning following the reopening of schools. The AF will provide dedicated support, led by MoE and REBs, to support 'catch-up' and remedial learning and mitigate learning loss for refugees.

  A.   Alignment with Country Partnership Framework and IDA 19 Window for Host Communities and Refugees

26.   **The proposed AF is aligned with the World Bank Group (WBG)'s Country Partnership Framework (CPF)[40] for Ethiopia FY 2018-2022.** The CPF aims to build resilience and inclusiveness (Focus Area 2). One of the objectives under Focus Area 2 is to improve basic education learning outcomes by addressing challenges of internal inefficiency, inequity and poor quality. The AF expands the support of the original program to these goals to refugee education and is aligned with the CPF COVID-19 response adjustments, contributing directly to the restructuring and resilient recovery phases of the crisis response (Annex 8).

27.   **The Program is fully aligned with the objectives of the IDA19 Window for Host Communities and Refugees (WHR) and its COVID-19 envelope.** The Government issued a letter dated July 27, 2020 to request its access to IDA19 WHR and articulate its recommitment and its strategic approach toward development responses to refugee situations by the gradual socioeconomic integration of refugees and socioeconomic development of both refugees and host communities. The Government approach is aligned with the three objectives of the IDA19 WHR to (a) mitigate the shocks caused by inflows of refugees, (b) create social and economic development opportunities for refugee and host communities, and (c) facilitate sustainable solutions to protracted refugee situations including through sustainable socioeconomic inclusion of refugees in the host country and/or their return to the country of origin.

28.   **Since Ethiopia became eligible for the IDA18 Regional Sub-Window in 2017, the GoE has made significant progress in shifting its refugee policies.** This includes the aforementioned new Refugee Proclamation; signing of the Djibouti Declaration and New York Declaration, and adoption of pilot country status of CRRF; and the NCRRS.

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[39] World Bank (2020). Simulating the potential impacts of COVID-19 school closures on schooling and learning outcomes: a set of global estimates." Available at:
https://pubdocs.worldbank.org/en/798061592482682799/covid-and-education-June17-r6.pdf. Accessed: 1 September 2020.
[40] World Bank (2017). World Bank Group Country Partnership Framework. Report No. 115135. This approach is aligned with the principles of the IDA 19 Window for Host Communities and Refugees, stressing the importance of supporting both refugees and their host communities and establishing a basis for sustainable provis-ET.

29.   **Over the last three decades, Ethiopia has had no history of systemic or systematic refoulement or denial of access to territory and has had practices broadly consistent with the international refugee protection standards.** The revised Refugee Proclamation provides enhanced rights for refugees to work, acquire property, and access education, health and justice services. Procedures for recognition of refugee status generally adhere to international standards, and the new Refugee Proclamation includes recognition of sur place refugee claims; persons with specific needs or protection risks are prioritized. However, protection issues persist, notably inter- and intra-ethnic tension, particularly in the Gambella region, and significant incidence of gender-based violence, sexual exploitation and abuse (GBV/SEA), early marriage, and harmful traditional practices (HTP). Protection interventions by humanitarian partners have been significantly affected by the COVID-19 crisis with the closure of Child, Youth and Women-Friendly Spaces, scaled-down/adjusted GBV/SEA prevention and response measures. The recent events in Tigray have also created new and pressing concerns with regards to the situation of refugees in this part of the country. UNHCR is working closely with the Ethiopian authorities to respond to humanitarian needs in Tigray and to relocate displaced refugees in the two remaining camps. UNHCR has proposed to delay providing a comprehensive and updated protection assessment to allow for evidence gathering on the ground and after concluding critical aspects of its dialogue with authorities. At the same time, with respect to existing or proposed IDA-financed projects in Ethiopia, UNHCR suggested the Bank to rely on the assessment provided in August 2020, which had found the protection framework to be adequate.

30.   **The AF will support the GoE's policy of increasing access to quality education by refugees as defined in its pledges to support CRRF. It will also lay the groundwork for a longer-term process of harmonization and integration of refugee education into MoE, and initiate the transition of secondary refugee education entirely to MoE administration.** This approach is aligned with the principles of the IDA 19 Window for Host Communities and Refugees, stressing the importance of supporting both refugees and their host communities and establishing a basis for sustainable provision of services through integration into national systems. It will also lay the groundwork for a longer-term process of harmonization and integration of refugee education into MoE, and initiate the transition of secondary refugee education entirely to MoE administration. In the long term, such harmonization and integration provide the most sustainable solution to ensure equitable levels of service. This reform agenda is also supported by a number of other World Bank-financed projects and programs (Box 2).

B.   Parent Program Performance

31.   **GEQIP-E performance was initially strong but then encountered several challenges.** The Program was off to a good start with US$61.2 million disbursed for prior results and advances within the first eight months. In late 2018, however, the Program started witnessing implementation delays with mixed progress in terms of Key Performance Indicators (KPIs) due to sporadic conflicts and violence across the country which disrupted schooling and adversely affected data collection and administration of the Program in the regions, and the lack of staffing both at the central and regional levels. With the lack of staffing delaying the implementation of key actions under the Program Action Plan (PAP), fiduciary and E&S systems ratings were downgraded to Moderately Unsatisfactory (MU) in May 2019. Mixed progress in KPIs and significant lag in disbursements resulted in MU ratings for the program development objective (PDO), Implementation Progress (IP) and Disbursement-Linked Indicators (DLIs) in December 2019. In response, actions have been taken to address implementation bottlenecks, revise the Program design and strengthen accountability for results. These actions include completing the restructuring of the Program in April 2020, filling the majority of vacant staffing positions, and verifying the completion of Year 1 DLRs.

The restructuring of the Program clarified roles and responsibilities and provided incentives for regions to achieve the Program objectives; it made DLRs scalable and proportional to the achievement level, thereby supporting the availability of funding for priority interventions each school year; and it also recalibrated the results framework and DLIs in line with the implementation reality, while keeping the ambitious trajectory of the Program.

32.   **GEQIP-E restructuring improved Program implementation.** The restructuring in April 2020 improved Program implementation, and disbursements increased to US$224.38 million equivalent as of April 2021 (of which US$175 million equivalent IDA and US$49 million from GEQIP-E MDTF). Four of eleven Year 2 DLRs progressed well but have not been fully achieved due to school closures brought about by COVID-19. The timeline for these four DLIs will be extended as part of the proposed AF to allow their attainment. With the actions taken above, implementation improved and in May 2020 the ratings for PDO and IP were upgraded to 'Moderately Satisfactory', as well as the ratings on E&S systems and DLI. The fiduciary rating remains at 'Moderately Unsatisfactory' until key conditions for upgrading and procurement staffing are met. Approval was granted to proceed with the AF by Regional Vice President on July 29, 2020.

33.   **The first AF to GEQIP-E includes a range of measure to strengthen performance of the parent program.** The AF will incentivize procurement and E&S compliance with the new DLRs. In addition, increased attention will be given to capacity building of new personnel recruited to provide technical support to regions and woredas for implementation of Program activities including monitoring and evaluation (M&E), through the IPF component.

Box 2. World Bank Support to Responses to Forced Displacement in Ethiopia

o   **Development Response to Displacement Impacts Project** (DRDIP, P152822) US$100 million. DRDIP is ongoing and aims to improve access to basic social services, expand economic opportunities, and enhance environmental management for communities hosting refugees.
o   **Economic Opportunities Program** (EOP, P163829) US$202 million. The EOP is part of the Jobs Compact and aims to provide economic opportunities for Ethiopians and refugees in an environmentally and socially sustainable way.
o   **Urban Productive Safety Net and Jobs Project** (UPSNJP, P169943) US$400 million. The UPSNJP aims to include refugees and host communities in the existing urban safety net program and facilitate refugees' socioeconomic integration in selected geographic locations.
o   Analytical studies of **socio-economic integration for refugees**; the **socio-economic sustainability of refugee hosting areas;** the **impact of refugees on host areas**; and support to implementation planning for the CRRF process, as part of regional **Support to operationalizing forced displacement program in Ethiopia, Kenya and Uganda** (P167196).
o   Thematic studies of **Reproductive health in refugee hosting areas** (P169709); and **Education for Refugees and Resilience** (P168829); as well as analysis of fragility for refugees and internally displaced persons as part of a study on **Vulnerability and Resilience in the Ethiopian lowlands** (P167268).
o   Flexible and on-demand capacity building, including support to ARRA in the form of a development advisor; **Support for development of the Regional Action Plans** in the form of public finance, education and communications specialists; and **Learning events and trainings**.
o   Participation as an advisor to the **Steering Committee for CRRF** and in coordination mechanisms such as the **Forced Displacement Donor Coordination** and **Refugee Coordination Groups**, in addition to participation in sectoral coordination mechanisms.

III.   PROPOSED CHANGES

34.   The main changes proposed by the AF include: (i) expansion of the scope of the original Government program to include refugee education; (ii) addition of new intermediate indicators and DLIs relating to refugee education; (iii) update of the PAP based on past implementation experience and lessons learned; (iv) strengthening the E&S management system through revised PAP and Environmental and Social Commitment Plan (ESCP); and (v) extension of the closing date by nine months to allow for completion of new activities.

35.   **Program Scope:** The AF will extend the scope of GEQIP-E to refugee students and support the harmonization of key services for refugee primary schools into MoE/REB systems of service delivery; transfer of refugee secondary schools from NGO to MoE/REB administration; integration of refugee students attending MoE/REB secondary schools; and provision of innovative activities to support empowerment of refugee girls, and self-directed learning for COVID-19 recovery.

36.   **Program Development Objective (PDO):** The PDO of the original program, *to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12),* will be maintained.

Figure 2. Phased structure of AF

	2021/22	2022/23 – 2024/25
IPF	Coordination of refugee education (National and Regional Sub-Units)	
	Regional and national plans	Capacity building
PforR	Institutional frameworks; costed implementation plans	Harmonization of services at primary schools
		Integration of secondary education
		Innovation activities

37.   **Results framework and DLIs.** The results framework will be modified to include three new DLIs and associated indicators.[41] In the first year of the AF, foundational DLR targets support the establishment of institutional frameworks to establish detailed procedures and principles of collaboration between MoE, ARRA and other stakeholders to achieve harmonization of services and secondary school integration.[42] The AF will then support harmonization of a package of key services, integration of secondary schools, as well as innovations to improve learning and ease the integration of refugee students into host community secondary schools, leading ultimately to greater equity of service provision (Figure 2).

38.   **Implementation arrangements.** The AF will be overseen by a National Refugee Education Steering Committee, established as a sub-committee of the GEQIP-E Program Steering Committee within

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[41] Owing to issues of relevance and measurement, the existing RF indicators will not be amended to include refugee schools; however, refugee schools transferred to MoE ownership during the program will automatically come into the purview of these indicators with no modification required.

[42] Although the exact specifications of the Institutional Frameworks will vary according to the specific DLR/activity, it is expected that each will include: precisely demarcated roles and responsibilities for MoE, REB, WEO, ARRA and other organization officials, for implementation, oversight and monitoring of activities; rules and regulations relating to access to camps and schools by MoE, REB, WEO and other officials to complete required activities; flow of funds, where relevant; and codification of all other decisions and guidance required for completion of activities.

MoE, co-chaired by the State Minister of MoE, the Director of ARRA, and a representative of MoF, with representation from the Development Assistance Group Education Sector Technical Working Group (ETWG), UNHCR, UNICEF, and other key stakeholders, as well as from REBs for the main refugee-hosting regions; and at regional level, by Regional Refugee Education Steering Committees, co-chaired by REBs and ARRA, with participation from Bureaus of Finance and Economic Development (BoFEDs). Day-to-day management of the AF will be carried out by a National Refugee Integration Sub-Unit, established within the existing GEQIP-E Program Coordination Office (PCO) at MoE. Regional Refugee Integration Sub-Units, established within REBs, will oversee regional- and woreda-level implementation.

39.   **Program Action Plan.** The Program Action Plan (PAP) is updated to reflect completion of items, and new Program items specific to the AF, including: (i) holding of regular coordination meetings between REBs, woredas, ARRA, and other stakeholders at woreda level; inclusion of full data for refugee schools in EMIS and Standards Assessments; and incorporation of Ethiopian national teachers working in ARRA-administered schools onto REB payrolls; as well as additional items relating to environmental and social safeguards. See Annex 5 for modified PAP.

40.   **Environmental and Social Framework.** The World Bank's Environmental and Social Framework (ESF) applies to the IPF Component of the AF. In addition to an updated Environmental and Social Systems Assessment (ESSA), disclosed on March 22, 2021, an Environmental and Social Review Summary has been prepared along with an accompanying ESCP, Stakeholder Engagement Plan and Labour Management Procedures, to address the risks identified, and these were disclosed on March 17, 2021. In addition, specific risk assessments relating to the three pilot activities under the IPF component will be conducted in the first year of the AF. The ESCP and Stakeholder Engagement Plan include site-specific plans for engagement of schools, teachers, host communities, refugees, parents, and female and vulnerable students. The Labour Management Plan identifies key risks relating to Labour under the AF, including inadequate remuneration, excessive working hours, and issues relating to Occupational Health and Safety (OHS) and accidents; the Plan outlines the relevant national legislation and policies which will apply for workers under the AF, including entitlement to at least 24 hours' rest each week, restrictions on deductions in wages, rights to paid annual leave and sick pay, and benefits in the event of on-the-job injury, and mandates the inclusion of employment issues for employees including civil servants, teachers and staff of contracted civil society organisations in the remit of the AF Grievance Redress Mechanism (GRM).

A.   Program for Results Component (DLIs)

41.   Three new DLIs are introduced, supporting harmonization of refugee primary schools with MoE and REB services, and integration of secondary schools. (For more detailed description of DLIs, including alignment with GPE Variable Part dimensions, see Annex 6).

DLI 11. Harmonization of services at refugee primary schools (US$30 million equivalent of which US$21 million IDA)

42.   This DLI supports the extension of key services, identified by MoE as priorities for quality education and already supported by GEQIP-E in REB schools, to refugee schools with provision by MoE, REBs and woreda education officials. New DLRs are introduced to establish results targets specific to refugee populations outside the scope of current GEQIP-E program. In the first year of the AF (2021/22),

each DLR will support the establishment of institutional arrangements and fully costed implementation plans for each activity; in Years 2 -4 (2022/23 – 2024/25) the DLRs then support the extension of these activities to a growing proportion of refugee schools.

43.   In order to provide incentives for service delivery at local level, and to support regional and woreda-level capacity, the DLI will be measured at a regional and woreda level and a share of financing will be used to reward REBs and woredas based on achievement of results. This will allow for a deeper level of understanding at the local level of the results-based modality, a lesson emerging from the difficulties central ministry has faced in distributing school grants for GEQIP-E.

44.   *DLR 11.1: The Recipient has achieved the Agreed Target for provision of Basic School Grants by MoE and REBs to refugee primary schools (US$10 million equivalent):* School Grants (SG), introduced under the original GEQIP-E (DLI 4), provide the primary source of non-salary income for schools. GEQIP-E supports the timely and complete payment of Basic School Grants, in addition to top-up Additional School Grants of five percent for schools in emerging regions.[43] With the support of UNICEF, all refugee primary schools underwent capacity development in order to develop SIPs in the 2017/18 and 2018/19 school years. However, efforts to provide Basic School Grants to these schools have so far been unsuccessful owing to a lack of agreement between REBs, ARRA, and regional BoFEDs on the modality for funds flow to ARRA-operated schools, which are not separate legal entities and have no bank accounts.

45.   *Supported activities:* In Year 1 of the AF, 2021/22, an institutional framework will be put in place by MoE/REBs and ARRA to support the payment of Basic and Additional School Grants to refugee primary schools. Under the revised arrangements, allocations for refugee schools will be included in annual releases to WoFEDs for distribution to schools. The SG guidelines employed under GEQIP-E will be customized for refugee schools, to bolster the support provided for laboratory materials and other teaching and learning and students' materials, and for orphans and unaccompanied children; children with special needs; and girls; and to introduce arrangements for management of school-level allocations by Parent-Teacher Associations (PTAs), with supervision and support from both ARRA and woredas.

46.   *DLR:* In 2021/22, the DLR rewards the preparation and approval by Government of an insitutional framework for the provision of Basic School Grants to refugee schools. In 2022/23, 2023/24 and 2024/25, the DLR rewards the delivery of Basic School Grants to an increasing share of refugee schools each year. For details, see Results Framework and Annex 6.

47.   *DLR 11.2: The Recipient has achieved the Agreed Target for provision of improved in-service upgrading training for refugee incentive teachers (US$10 million equivalent):* GEQIP-E supports in-service training and continuous professional development for a range of teachers in REB schools (DLI 5). In refugee primary schools, the primary area of skills shortage is among refugee incentive teachers. Around 64 percent of teachers in refugee primary schools are incentive teachers, drawn from refugee communities and working for a small stipend. The majority of these are not qualified teachers, resulting in a severe lack of appropriately skilled teachers in refugee schools. The majority of these incentive teachers are deployed in Grades 1-4, creating particular shortages of skills in these grades.

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[43] GEQIP-E also supports further grants for schools which serve as cluster resource centers for students with special needs, and performance-based awards for schools achieving rapid improvements in retention in lower grades.

48.   *Supported activities:* Under the AF, a new program of upgrading training will be developed especially for refugee incentive teachers by MoE, in consultation with ARRA and REBs, and delivered by regional Colleges of Teacher Education. The development of the program will be informed by an existing curriculum offered by MoE for non-qualified teachers, as well as pilots of training for refugee incentive teachers currently being implemented in Somali, Gambella and Benishangul-Gumuz regions, supported by UNHCR and UNICEF. In addition to the Ethiopian curriculum and pedagogical skills, the program will include training on respect for and empowerment of girls, and prevention of GBV/SEA, early marriage, and HTP. The course is expected to operate primarily through class-based training during school vacations and through distance learning, to enable participants to continue teaching. For refugee teachers who were qualified teachers in their countries of origin, the course will enable accreditation as qualified teachers within the Ethiopian system. For refugee teachers without professional teaching experience but with adequate educational background, the course will enable gradual upgrading over several years with the potential for eventual accreditation (for details see Annex 6).

49.   *DLR:* In 2021/22, the DLR rewards the development and approval by Government of the training program for refugee incentive teachers, and an insitutional framework and costed implementation plan for its delivery. In 2022/23, 2023/24 and 2024/25, the DLR rewards the completion of the in-service training scheme by an increasing share of refugee incentive teachers each year. For details, see Results Framework and Annex 6.

50.   *DLR 11.3: The Recipient has achieved the Agreed Target for provision of textbooks to refugee primary schools with REB or Woreda procurement, distribution, and monitoring (US$10 million equivalent):* Textbook procurement in Ethiopia is decentralized to regional level, with REBs procuring books according to woreda-level needs and woredas distributing books to schools and monitoring their use. GEQIP-E supports the development of a new integrated, online system of textbook distribution and monitoring, and improvement in the timely and complete delivery of textbooks to schools (DLI 6). Provision of textbooks in refugee primary schools has historically been carried out through a parallel system to REB schools. ARRA identifies school-level textbook needs and procures the required books from REBs. However, refugee schools are not included in REB planning and books provided for refugee schools are typically re-printed at zonal level, at greater cost and at lower quality than books printed through normal means. In addition, the distribution and monitoring of textbooks to refugee schools is carried out by ARRA in a system separate from the distribution and monitoring system employed in REB schools.

51.   *Supported activities:* Under the AF, refugee schools will report their need for textbooks directly to REBs to be included in plans for textbook supply. Books for refugee schools will be procured, in the required languages for each region[44], and printed alongside books for REB schools, and distributed and monitored by woreda education officials.

52.   *DLR:* In 2021/22, the DLR rewards the preparation and approval by Government of an insitutional framework for the provision of books to refugee schools with REB/woreda procurement, distribution and monitoring. In 2022/23, 2023/24 and 2024/25, the DLR rewards the provision of textbooks, with REB/woreda procurement, distribution and monitoring, to an increasing share of refugee schools each year. For details, see Results Framework and Annex 6.

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[44] See Box 2.3, in Annex 2 - Technical Assessment (Addendum), for more details of language policies in refugee education in Ethiopia.

DL1 12. Integration of refugee secondary education (US$14 million equivalent of which US$9 million IDA)

53.   DL1 12 supports the integration of refugee education at secondary level through the transfer of refugee secondary schools to MoE/REB administration, and support for refugee social integration at MoE/REB schools with significant numbers of refugee students. As such, the DLI addresses significant inefficiencies from the duplication of management systems and higher-cost school management by NGOs, and streamlines the secondary sector into mainstream education management, pioneering a process which will later be followed at primary level.

54.   *DLR 12.1: The Recipient has achieved the Agreed Target for transfer of refugee secondary schools to MoE or REB administration (US$10 million equivalent):* In the long term, full integration of refugee education into national systems of school service delivery will entail the transfer of refugee schools administered by ARRA to REB administration under MoE oversight, and to an integrated model serving both refugee and host communities in a single school. The AF will support the beginning of this process, focusing on the secondary sector.[45]

55.   *Supported activities:* In 2021/22, the DLR will support the preparation of a detailed plan for integration, including for the transfer of payroll to MoE, with due consideration given to career progression and the long-term sustainability of the teaching workforce in secondary schools. In Year 2, the AF will support the transfer of two refugee secondary schools to REB administration as a pilot. In Year 3, an additional six schools will be supported for transfer to REB administration. In Year 4, the final five schools will be supported for transfer. In order to ensure that refugee education is expanded on a sustainable basis, a legal covenant will commit that any additional government secondary schools opening in camps following AF effectiveness will be under REB administration with oversight of MoE.

56.   *DLR:* In Year 1, the DLR will be achieved on development and approval by Government of an institutional framework for integration of secondary refugee education. In 2022/23, 2023/24 and 2024/25, the DLR rewards the transfer of the target number of refugee secondary schools to MoE/REB administration each year. For details, see Results Framework and Annex 6.

57.   *DLR 12.2: The Recipient has achieved the Agreed Target for payment of Top-up School Grants to MoE secondary schools in areas with large refugee populations (US$4 million equivalent):* Around 1,300 refugee students enrolled in secondary schools attend REB schools in host communities. A second DLR will provide support to these schools for activities for integration and inclusion of refugees, including increasing school capacity to meet the needs of the increased enrollment.

58.   *Supported activities:* In 2021/22, schools with large refugee populations will receive training to prepare Refugee Integration Plans, as addenda to existing School Improvement Plans. Beginning in Year 2 of the AF, these schools will prepare Refugee Integration Plans and receive top-up finance as an extension of the existing Basic School Grants.

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[45] A focus on secondary is appropriate for several reasons: (i) around one-fifth of refugee camp-based students attending secondary schools attend REB schools; (ii) the 13 secondary schools which are operated under ARRA oversight are not directly administered by ARRA but by NGOs; and (iii) five of these 13 schools also include large numbers of host community students.

Table 1. Overview of new DLRs, Baselines and Targets for DLR Achievement

DLR	Baseline 2019/20	2021/22	2022/23	2023/24	2024/25
DLI 11: Harmonization of education services for refugee primary schools					
DLR 11.1 The Recipient has achieved the Agreed Target for provision of Basic School Grants by MoE and REBs to refugee primary schools	0 schools receive grants	Framework and plan approved	60% of schools receive grants	70% of schools receive grants	90% of schools receive grants
DLR 11.2 The Recipient has achieved the Agreed Target for provision of improved in-service upgrading training for refugee incentive teachers	0 refugee incentive teachers trained	Program designed and framework approved	60% of eligible refugee incentive teachers trained	70% of eligible refugee incentive teachers trained	90% of eligible refugee incentive teachers trained
DLR 11.3 The Recipient has achieved the Agreed Target for provision of textbooks to refugee primary schools with REB or Woreda procurement, distribution, and monitoring	0 schools receive standard package	Framework and plan approved	60% of schools receive standard package	70% of schools receive standard package	90% of schools receive standard package
DL1 12: Integration of secondary education for refugees					
DLR 12.1 The Recipient has achieved the Agreed Target for transfer of refugee secondary schools to MoE or REB administration	0 schools transferred	Framework and plan approved	2 schools transferred	8 schools transferred (cumulative)	13 schools transferred (cumulative)
DLR 12.2 The Recipient has achieved the Agreed Target for payment of Top-up School Grants to MoE secondary schools in areas with large refugee populations	0 schools receive top-up grants	100% schools trained; top-up grants included in budget	100% eligible schools receive top-up grants	100% eligible schools receive top-up grants	100% eligible schools receive top-up grants
DLI 13. Implementing innovation to address key challenges in refugee education					
DLR 13.1: The Recipient has achieved the Agreed Target for implementation of activities for girls' empowerment and learning	Girls' empowerment and learner's guides active in 0 main refugee-hosting areas*	Implement-ation plan for girls' empowerment and learner's guides approved	Girls' empowerment and learner's guides active in 2 main refugee-hosting areas	Girls' empowerment and learner's guides active in 4 main refugee-hosting areas	Girls' empowerment and learner's guides active in 6 main refugee-hosting areas
DLR 13.2: The Recipient has achieved the Agreed Target for implementation of activities for self-directed learning for COVID-19 recovery	ICT for self-directed learning activity active in 0 main refugee-hosting areas*	Implement-ation plan for innovations approved	ICT for self-directed learning activity active in 2 main refugee-hosting areas	ICT for self-directed learning activity active in 4 main refugee-hosting areas	ICT for self-directed learning activity active in 6 main refugee-hosting areas

*Note: presents AF DLIs only. See Section IX for presentation of full amended GEQIP-E DLIs. *Refugee-hosting areas are Assosa, Dollo Ado, Gambella, Jijiga, Samara and Shire.*

59.   *DLR:* In 2021/22, the DLR rewards the completion of training of schools for preparation of Refugee Integration Plans and the inclusion of top-up grants for refugee integration in the MoE budget for the following year. In the remaining years of the AF, the DLR rewards the payment of top-up finance to all eligible schools following the completion of Refugee Integration Plans. For details, see Results Framework and Annex 6.

DLI 13. Implementing innovations to address key challenges in refugee education (US$15.5 million of which US$10 million IDA)

60.   DLI 13 supports innovation activities to address key challenges to learning in refugee education, in particular low levels of attainment and transition to secondary for refugee girls; and learning loss as a result of COVID-19.

61.   *DLR 13.1: The Recipient has achieved the Agreed Target for implementation of activities for girls' empowerment and learning (US$8.6 million equivalent):* GEQIP-E provides support to improvement in gender parity in MoE/REB schools through girls' clubs, gender-sensitive school improvement planning, and development of a life skills manual for upper primary. Refugee girls' enrollment lags below that of boys in all five refugee-hosting regions, and refugee girls also face an elevated risk of harassment, violence, and early marriage.[46] Following an program of life skills and empowerment classes, refugee girls in Benishangul-Gumuz expressed a greater value in prolonged schooling, and were less likely to be married or cohabiting with a male[47]. Under the AF a similar program of empowerment activities will be provided to refugee girls in all main refugee-hosting regions.

62.   *Supported activities:* The AF will support the piloting and rollout in all main refugee-hosting areas (Assosa, Dollo Ado, Gambella, Jijiga, Samara, and Shire) of empowerment and life skills training for girls, with topics including: self-esteem and confidence; decision-making and problem-solving; management of emotions and conflict; peers, friendships, and adult support; and personal health; as well as educational and work aspirations, and prevention of GBV/SEA, early marriage and HTP. The intervention will include discussions with parents and caregivers, and with boys and adult male community members, on respect for girls and prevention of GBV/SEA, early marriage, and HTP. Although the exact design of the implementation will be agreed during 2021/22, it is expected that the skills training will be offered within refugee camps to female students above ten years of age, with regular (at least monthly) sessions running through the school year. The ratio of female students to female teachers in refugee primary schools is 481:1, producing a severe lack of role models for girls. The AF will also support the appointment of adult female refugees who are secondary school graduates or above to act as learner's guides in refugee schools, particularly those schools which face severe shortages of female teachers. These learner's guides will be appointed on similar terms as refugee incentive teachers and provide support to female learners both in the classroom and pastoral support.

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[46] Evidence from the baseline study of a recent project in Benishangul-Gumuz, implemented by the International Rescue Committee, reveals one in five girls experienced early marriage or were cohabiting with a male as if married; and a similar number expressed low expectations about the level of education a girl should complete.
[47] Stark, L., Asghar, K., Seff, I., Yu, G., Gessesse, T., Ward, L., Baysa, A., Neiman, A., Falb, K. 2018. "Preventing violence against refugee adolescent girls: findings from a cluster randomised controlled trial in Ethiopia." *BMJ Global Health* 2018;3:e000825

63.   *DLR:* In 2021/22, the DLR rewards the completion of a design and costed implementation plan for the activity, agreed by MoE, ARRA and participating REBs. In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on the implementation of the activity, in accordance with the agreed design and implementation plan, in the target number of the main refugee-hosting areas. For details, see Results Framework and Annex 6.

64.   *DLR 13.2: The Recipient has achieved the Agreed Target for implementation of activities for self-directed learning for COVID-19 recovery (US$6.9 million equivalent):* Refugee schools face severe challenges to learning from shortages of qualified teachers. Host community schools also face high PTRs and large class sizes as a result of recent inflows of additional enrollment. In addition, both camp-based and host community schools include classes with a large range of ages and abilities, reflecting high rates of over-age enrollment in lower grades, and in some cases also a large range of language backgrounds[48]. These are challenging conditions even for highly qualified teachers.

Table 2. Summary of new DLR Pricing (US$ million; italics denote GPE finance)

DLR	2021/22	2022/23	2023/24	2024/25	Level of incentives*
DLI 11: Harmonization of education services for refugee primary schools					
DLR 11.1 The Recipient has achieved the Agreed Target for provision of Basic School Grants by MoE and REBs to refugee primary schools	*1*	3	2+*1*	2+*1*	Woreda
DLR 11.2 The Recipient has achieved the Agreed Target for provision of improved in-service upgrading training for refugee incentive teachers	*1*	3	2+*1*	2+*1*	Regional
DLR 11.3 The Recipient has achieved the Agreed Target for provision of textbooks to refugee primary schools with REB or Woreda procurement, distribution, and monitoring	*1*	3	2+*1*	2+*1*	Regional/ Woreda
DL1 12: Integration of secondary education for refugees					
DLR 12.1 The Recipient has achieved the Agreed Target for transfer of refugee secondary schools to MoE or REB administration	1	1+*1*	2+*1*	3+*1*	Regional
DLR 12.2 The Recipient has achieved the Agreed Target for payment of Top-up School Grants to MoE secondary schools in areas with large refugee populations	1	1	*1*	*1*	Woreda
DLI 13. Implementing innovations to address key challenges in refugee education					
DLR 13.1: The Recipient has achieved the Agreed Target for implementation of activities for girls' empowerment and learning	1	1+*1*	2+*0.8*	2+*0.8*	Regional
DLR 13.2: The Recipient has achieved the Agreed Target for implementation of activities for self-directed learning for COVID-19 recovery	1	1+*1*	1+*1*	0.9+*1*	Regional

Note: presents AF DLIs only. See Section IX for presentation of full GEQIP-E DLIs. Italics denote GPE finance.
*All DLRs incentives targeted at Federal level in 2021/22. Woreda/Regional incentives apply in 2022/23-2024/25.

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[48] See Box 2.3, in Annex 2 - Technical Assessment (Addendum), for more details of language issues in refugee education in Ethiopia.

65.   These challenges have been exacerbated by the COVID-19 pandemic and associated closure of schools. Low-cost ICT-based learning support has achieved learning gains in Ethiopian refugee camps in pilots by Ikea Foundation and Plan International. Initial results from an experimental intervention in Botswana suggest that provision of similar low-cost ICT approaches such as complementary learning material by SMS and phone calls can improve engagement in educational activities and boost learning for students of lower primary age (Angrist et al. 2020). In addition, targeting these messages to student learning levels can further improve efficiency and learning outcomes.

66.   *Supported activities:* Under the AF, support will be provided to the piloting and rollout of similar ICT-based interventions for self-directed learning in the major refugee-hosting regions. SMS messages and calls will be sent/made to households' existing mobile phones, targeted to children's learning level, which will be collected using high-frequency data collection via phone. This approach will enable adaptive, self-directed progress, and relates to principles from "Teaching at the Right Level" which targets instruction to children' current learning level regardless of grade. In-person Teaching at the Right Level approaches, and in-school activities using tablets, may also be considered to complement ICT-based solutions. In order to support students at crucial points of transition to upper primary and to secondary education, it is expected that the interventions will target students in Grades 6 and 8. The interventions will be available to both refugee and host community students. Intervention sites will be within host communities, selected in consultation between MoE and ARRA to ensure access to activities by refugee students.

67.   *DLR:* In 2021/22, the DLR will be achieved on completion of a design and costed implementation plan for the activity, agreed by MoE, ARRA and participating REBs. In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on the implementation of the activity, in accordance with the agreed design and implementation plan, in the target number of the main refugee-hosting areas. For details, see Results Framework and Annex 6.

DLI measurement and verification

68.   All DLIs are measured on an annual basis, with achievement reporting possible at any time during the year and disbursement carried out following verification. All targets in 2022/23, 2023/24 and 2024/25 are scalable. Targets are identified proportionally (as a percentage of schools, teachers, etc.) to allow for changes in the number of refugee population. This flexibility is appropriate to ensure that the achievability of DLRs is not undermined by rapid changes in the refugee population. This approach requires robust procedures for annual updating of the number of refugee schools and refugee incentive teachers. These will be specified in the updated Program Operational Manual (POM) to be completed not later than thirty days after Effectiveness. The AF will use the same verification arrangements as the original program and no changes are made to the verification protocols of existing DLIs. The new DLIs added under the AF have their own specific verification protocols laid out in Section IX. It is expected (but not required) that the same Independent Verification Agencies selected by Government for the original program will provide verification for the AF DLIs.

IPF Component

69.   In addition to DLIs, the AF will scale up the existing IPF component with an additional US$20 million equivalent to support capacity building activities specifically for refugee education. This section

provides an overview of the primary activities under the IPF component within the AF; for additional details, see Annex 6, Detailed Program Description.

IPF Component 1: Developing capacity within MoE for refugee education through the setting up of a National Refugee Integration Sub-Unit at MoE, and Regional Refugee Integration Sub-Units at agreed refugee-hosting REBs (US$1.5 million equivalent)

70.   In order to develop capacity within MoE for refugee education, the IPF Component will support the establishment of a National Refugee Integration Sub-Unit within the existing GEQIP-E Program Coordination Office (PCO) at MoE, with staff to administer and oversee MoE's responsibilities under the MoU and under the AF. The Sub-Unit will (i) identify and produce costed implementation plans for capacity building activities to be supported under the IPF, for review and approval by the National Refugee Education Steering Committee[49]; (ii) oversee development of institutional frameworks and costed implementation plans for harmonization and integration activities as supported by foundational targets of DLRs; (iii) oversee overall implementation of program activities; and (iv) ensure integration of refugee issues in MoE planning, including in annual budgets.

71.   Under the IPF component, Regional Refugee Integration Sub-Units will be established within the regional GEQIP-E PCOs at REBs in the five main refugee-hosting regions: Afar, Benishangul-Gumuz, Somali, Gambella and Tigray. These regional offices will carry out day-to-day management of the Program at the regional level, coordinate oversight of woreda-level activities, and provide necessary technical and advisory support to REBs and Woredas in taking up new activities and responsibilities to manage refugee education. In addition, they will conduct communication and community support activities around integration of refugees; prepare region-specific proposals for capacity building under the IPF; and directly liaise with communities, ARRA and other stakeholders to create a conducive environment for the required reforms to take root. Each Regional Sub-Unit will include: (1) a Communication Specialist; (2) a Refugee education specialist; and (3) a Gender specialist. In order to ensure social integration with host communities, Gambella, Benishangul-Gumuz and Tigray will also require dedicated Environmental and Social Safeguards specialists.

IPF Component 2: Enhancing capacity for harmonization and integration activities relating to refugee students (US$18.5 million equivalent)

72.   The IPF component will provide capacity building at national and regional levels to support (i) improved coordination and planning of refugee education activities and deepening of relevant expertise in government ministries and agencies; (ii) improved service delivery at the regional and woreda level to refugee schools; (iii) improved support by ARRA at zonal level to MoE and REBs for delivery of services to refugee schools and protection of refugees; and (iv) integration of secondary refugee schools to REB administration. In addition, the IPF component will provide support to the reopening of refugee schools following the COVID-19 pandemic through provision of water, sanitation and hygiene (WASH) and health materials, extending to refugee schools key aspects of the support provided to REB schools through the GPE COVID-19 Education Response Project.

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[49] For further details of the Refugee Education Steering Committees, and their relationship to the Refugee Integration Sub-Units, see part III.E, Institutional Arrangements.

Sub-component 1. Capacity building (US$5.7 million)

73.   At national level, likely activities to be supported by the sub-component include: (i) customization of EMIS, the National Learning Assessment (NLA), and other relevant education information systems for refugee schools; (ii) customization of policy guidelines for refugee schools, including on SIP; unaccompanied minors; and girls' clubs for refugee schools, including for activities around girls' empowerment and prevention of GBV/SEA, early marriage, and HTP; (iii) support to policy and logistical arrangements for access by refugees to Inclusive Education Resource Centers in host communities; (iv) improved capacity for refugee languages and alphabets within the MoE and/or ARRA; (v) investments in technical capacity within ARRA to support its transition to a role focused on refugee protection, including analytical and research activities and training; and (vi) preparation of a costed and timebound plan for the transfer of the remaining primary and secondary refugee schools to MoE/REB administration following program completion.

74.   At regional/woreda level, likely activities to be supported by the sub-component include: (i) support and specialist language expertise for regional minority language issues; (ii) stakeholder consultations and consensus building exercises around refugee education, particularly in regions with poor relations between refugees and host communities; (iii) training of education officials and school leadership on updates to guidelines and policies for refugee schools; (iv) training of officials to prepare for transfer of secondary refugee schools to REB administration; (v) development of capacity at regional Colleges of Teacher Education to support upgrading of refugee incentive teachers; and (vi) investment in technical capacity within ARRA zonal offices to support REBs in providing refugee education and provide protection to refugees in REB schools.

75.   The level of capacity building support allocated to any region will be proportional to the region's share of Ethiopia's refugee population.

Sub-component 2. Support to reopening of schools and accelerated learning (US$12.8 million)

76.   This subcomponent will extend to refugee schools activities to enable safe reopening of schools, and recovery of learning loss associated with the closure of schools as a result of COVID-19, which are conducted in host community schools under CERP and the associated COVID-19 Education Response Project.

77.   *Provision of WASH, safety and health materials.* This sub-component will provide low-cost WASH equipment at all refugee primary and secondary schools, including water tankers, portable handwashing stations, disinfectants and sanitizing materials; and health and personal protective equipment such as face masks, thermometers, first aid kits, and menstrual health management materials.

78.   *Supported to accelerated and catch-up learning.* COVID-19 Education Response project supports the preparation and dissemination to schools of materials and procedures for accelerated and remedial learning to provide targeted support to the students experiencing the most severe learning loss. The AF will support the adaptation of these materials for refugee students and their dissemination to refugee schools. In order to establish a measure of the extent of learning loss and correctly calibrate accelerated and remedial learning activities for refugee contexts, the AF will also support a rapid learning assessment activity in refugee schools and MoE/REB schools with large refugee populations.

Table 3. Estimated expenditures for IPF Component (US$ million)

Item	2021/22	2022/23	2023/24	2024/25	Total
Developing capacity within MoE for refugee education through the setting up of a National Refugee Integration Sub-Unit at MoE, and Regional Refugee Integration Sub-Units at agreed refugee-hosting REBs					
National Refugee Integration Sub-Unit	0.24	0.04	0.04	0.04	0.36
Regional Refugee Integration Sub-Unit (Gambella)	0.12	0.05	0.05	0.05	0.27
Regional Refugee Integration Sub-Unit (Somali)	0.12	0.05	0.05	0.05	0.27
Regional Refugee Integration Sub-Units (Other regions)	0.27	0.12	0.12	0.12	0.63
Enhancing capacity for harmonization and integration activities relating to refugee students					
Training	0.32	0	0	0	0.32
Vehicles	3.03	0	0	0	3.03
Computing and connectivity	1.02	0	0	0	1.02
Safeguards	0.15	0.13	0.13	0.13	0.54
Workshops	0.23	0	0	0	0.23
Other	0.17	0.13	0.13	0.13	0.55
Support to reopening of schools and accelerated learning					
Provision of WASH, safety and health materials	5.80	1.25	1.25	1.25	9.55
Supported to accelerated and catch-up learning	2.13	0	0	0	2.13
Other	0.28	0.28	0.28	0.28	1.12
Total	13.87	2.05	2.05	2.05	20

B. Program boundaries

79. The AF Program remains within the boundaries of the original Government program, ESDP V, and extends the existing support provided by GEQIP-E to encompass additional schools (refugee schools) in a subset of areas which are of maximum relevance to refugee education (Table 4).

Table 4: Program Boundaries

Government ESDP V Program	GEQIP-E	AF	Refugee AF
1. Capacity development for improved management			
1.1 Develop a relevant structure with a clear distribution of mandates and responsibilities at all levels			
1.1.1 Improving the education sector's organizational structure			
1.1.2 Managing the implementation of cross-cutting programs	✓	✓	
1.2 Provide regular gathering, processing and sharing of information to inform decision making			
1.2.1 Gathering and processing education performance data	✓	✓	✓
1.2.2 Gathering and processing financial data	✓	✓	
1.2.3 Sharing information to inform decision making	✓	✓	✓
1.3 Promote good coordination and communication within and across levels			
1.3.1 Job specifications and operational handbook			
1.3.2 Improved use of existing documentation centers and sharing platforms	✓	✓	
1.4 Ensure adequate supply of staff with the right mix of technical and leadership skills in each post/level			
1.4.1 Profiles and recruitment			
1.4.2 Professional development: mentoring training and on-the-job support			
1.5 Improve resources and conditions of work			
2. Improve quality of general education			
2.1 Strengthen teachers' and leaders' development			
2.1.1 Transform teaching into a profession of choice	✓		
2.1.2 Teachers' training and professional development	✓	✓	✓
2.1.3 Leaders' training and professional development	✓		
2.2 Improve curriculum development and provide sufficient teaching and learning materials			
2.2.1 Curriculum development	✓		
2.2.2 Teaching and learning materials	✓	✓	✓
2.3 Support schools to develop and implement School Improvement Plans (SIP)			
2.3.1 Community participation	✓		✓
2.3.2 School environment	✓		✓
2.3.3 Teaching and Learning	✓	✓	✓
2.3.4 School leadership	✓		✓
2.4 Provide ICT infrastructure facilities and resources			
2.4.1 ICT infrastructure for teaching and learning			✓
2.4.2 Content development for ICT		✓	✓
2.5 Strengthen quality assurance systems			
2.5.1 School inspection	✓	✓	
2.5.2 Teacher and school leader licensing	✓	✓	
2.5.3 Assessment and examinations	✓	✓	
3. Improve access equity and internal efficiency in general education			
3.1 Increase access to pre-primary education	✓	✓	
3.2 Increase access equity and internal efficiency to primary education	✓	✓	
3.3 Expand access to secondary education			
3.4 Provide special support program for the four emerging regions	✓	✓	
4. Increase participation and improve quality in adult and non-formal education			
5. Increase access quality and relevance of TVET			
6. Increase access quality and relevance of higher education			
7. Cross-cutting issues			
7.1 Gender	✓	✓	✓
7.2 Special needs and inclusive education	✓	✓	✓
7.3 HIV/AIDS		✓	
7.4 Education in emergencies			✓
7.5 School health and nutrition			
7.6 Drug and substance abuse prevention			
7.7 Water, sanitation and hygiene		✓	

C. Results Chain

80. The activities supported by both DLIs and the IPF component support the PDO, o improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12); in particular, in the case of the AF, refugee education. The activities also support an additional goal, of initiation of a process of integration of refugee schools into MoE administration. Figure 3 demonstrates the AF activities, outputs, intermediate results, and outcomes. This results chain is supplemental to the results chain for the original program activities, which is unchanged under the AF.

D. Institutional arrangements

81. The AF will use largely the same overall institutional arrangements as the original program, with MoE acting as implementing agency. Owing to the need for coordination between MoE, the Ministry of Finance (MoF), ARRA and other stakeholders for delivery of refugee education, additional institutional arrangements will be established for the AF (Figure 4).

82. Strategic oversight will be provided by a National Refugee Education Steering Committee. This will be established as a sub-committee of the GEQIP-E Program Steering Committee within MoE and co-chaired by Hon. Minister, MoE and the Director of ARRA, with representation from MoF, the ETWG, and the REBs of the main refugee-hosting regions; with UNHCR, UNICEF, World Bank and other key stakeholders as observers. At regional level, strategic oversight will be provided by Regional Refugee Education Steering Committees, established in each of the main refugee-hosting regions, co-chaired by the REB Heads and ARRA Zonal heads, with representation for BoFEDs. Day-to-day management of the Program will be carried out by the National Refugee Integration Sub-Unit, established within MoE as part of the GEQIP-E PCO. This approach is intended to embed the Program within a wider institutional agenda of integration of refugee education. In addition to the responsibilities outlined above, the National Sub-Unit will have responsibility for management of the PforR Program, including measurement and notification of DLR achievement, provision of documentation for verification, Monitoring and Evaluation (M&E), and other reporting. At regional level, implementation of the program will be overseen by the Regional Refugee Integration Sub-Units, within the regional GEQIP-E PCOs. These will contribute M&E and DLR achievement information and documentation to the National Sub-Unit for review and collation. For details, see Annex 2, Technical Assessment – Addendum.

Figure. 3. Results Chain for AF activities

Activities/Inputs	Outputs	Intermediate Results/Indicators	Outcomes
Provision of Basic School Grants to refugee primary schools †	Institutional framework, and detailed and costed implementation plan, for provision of Basic School Grants to refugee schools by MoE approved by Government*	% of schools receiving Basic School Grants*	Gross enrollment rate of refugee primary school-age children in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (IRI)
In-service training for refugee incentive teachers†	In-service skill upgrading and accreditation program for refugee incentive teachers developed and approved by Government

Institutional framework, and detailed and costed implementation plan, for provision of upgrading approved by Government* | % of eligible refugee incentive teachers trained*

Percentage of suitably qualified refugee incentive teachers accredited/licensed following completion of upgrading | |
| Provision of textbooks to refugee primary schools with REB/woreda procurement, distribution and monitoring† | Institutional framework, and detailed and costed implementation plan, for provision of books to refugee schools with REB/woreda procurement, distribution and monitoring, approved by Government* | % of refugee primary schools receiving standard package of books from REB/woreda*

Percentage of primary school refugee students having textbooks | |
| Transfer of secondary refugee schools to MoE/REB administration† | Institutional framework for integration of secondary refugee education, and detailed and costed implementation plan for transfer of refugee secondary schools to MoE/REB administration, approved by Government | Number of refugee secondary schools transferred to MoE/REB administration | |
| Support to host community schools for integration of refugee students† | Training for Government secondary schools with large refugee populations on preparation of Refugee Integration Plans
Top-up School Grants included in MoE budget | % of MoE Secondary schools with large refugee populations receiving top-up School Grants | Improved internal efficiency, equitable access, and quality in general education (O-Class to Grade 12) (PDO) |
| Support to girls' empowerment and learning† | Innovations for girls' learning completed in 6 main refugee-hosting areas | Number of main refugee-hosting areas in which Innovations for girls' learning completed* | |
| Support to self-directed learning for COVID-19 recovery† | Innovations for self-directed learning completed in 6 main refugee-hosting areas | Number of main refugee-hosting areas in which innovations for self-directed learning completed* | |
| Enhancing capacity for harmonization and integration activities relating to refugee students | Planning and coordination capacity at national level
Planning, coordination and service delivery capacity at regional and Woreda level | Costed timebound plan for transfer of remaining primary and secondary refugee schools to MoE/REB administration approved by Government | |
| Developing capacity within MoE for refugee education through the setting up of a National Refugee Integration Sub-Unit at MoE, and Regional Refugee Integration Sub-Units at agreed refugee-hosting REBs | National Refugee Integration Sub-Unit established within MoE, with ARRA representation

Regional Refugee Integration Sub-Units established within REBs in the five main refugee-hosting regions, with ARRA representation | | |

† Denotes DLR; * Denotes annual DLR target. All intermediate results included in Results Framework under Results Area 5: Harmonization and Integration of Refugee Education
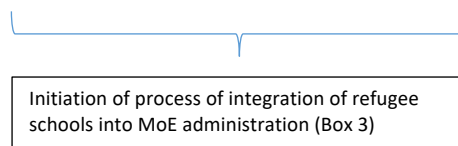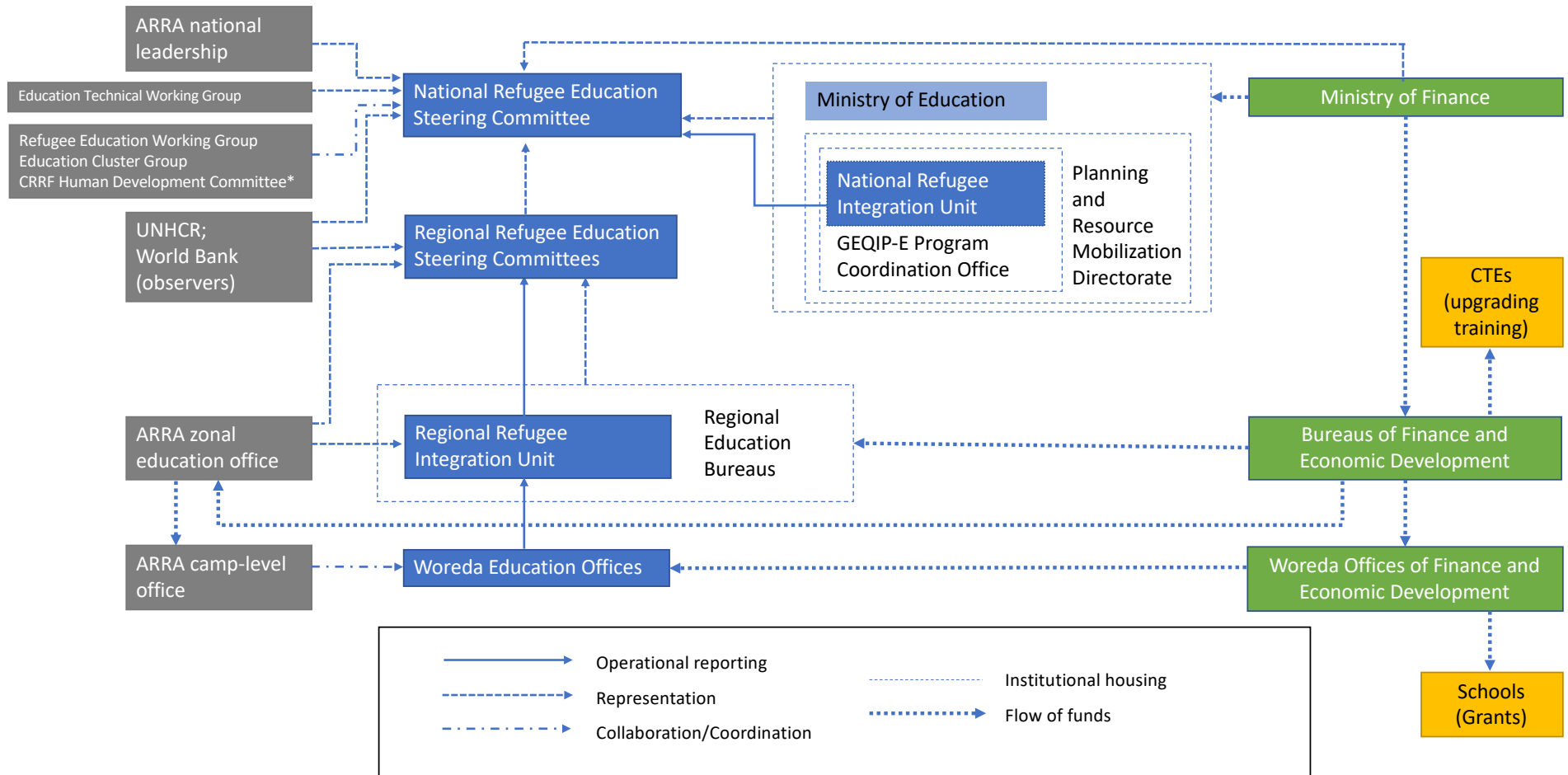
Initiation of process of integration of refugee schools into MoE administration (Box 3)

Figure 4. Institutional arrangements: Refugee Education

ARRA national leadership

Education Technical Working Group

Refugee Education Working Group
Education Cluster Group
CRRF Human Development Committee*

UNHCR;
World Bank
(observers)

National Refugee Education Steering Committee

Ministry of Education

National Refugee Integration Unit

GEQIP-E Program Coordination Office

Planning and Resource Mobilization Directorate

Ministry of Finance

Regional Refugee Education Steering Committees

ARRA zonal education office

Regional Refugee Integration Unit

Regional Education Bureaus

CTEs (upgrading training)

Bureaus of Finance and Economic Development

ARRA camp-level office

Woreda Education Offices

Woreda Offices of Finance and Economic Development

Schools (Grants)

Operational reporting

Representation

Collaboration/Coordination

Institutional housing

Flow of funds

*Expected to be introduced under NCRRS

E. Program Expenditures, Financing, and Disbursement Arrangements

83.   The Original Program Expenditure Framework includes recurrent non-salary expenditure in the education sector transferred through the regional and woreda block grant; school grants, textbook procurement, teacher development, system strengthening and program management; following the first AF, school construction will also be included.

84.   The AF extends the expenditure framework of the Original Program to incorporate expenditures relating to the harmonization of refugee schools into GEQIP-E activities, specifically school grants, textbook procurement and teacher development; the integration of refugee secondary schools into REB administration; the integration of Ethiopian teachers at refugee primary schools to REB payrolls; and capacity building and innovation activities carried out under the IPF component.

Table 5: Program Expenditure Framework GEQIP-E AF (US$ million)

	2021/ 22	2022/ 23	2023/ 24	2024/25	Total
Harmonized activities					
Basic School grants for GEQIP-E AF	0.1	1.25	2.41	2.7	6.46
Additional School Grants for Emerging Regions	0.1	0.1	0.1	0.1	0.4
Teacher Training Upgrading for GEQIP-E AF	0.2	0.57	0.87	1.17	2.81
Textbooks for GEQIP-E AF	0.2	0.73	1.17	1.17	3.27
Integration					
Operation of refugee secondary schools	0.2	3.6	6.7	8.3	18.8
Top-up grants for refugee integration	1	0.1	0.1	0.1	1.3
Primary teachers (current national teachers)	-	3.45	3.87	4.12	11.44
Primary teachers (additional for lower primary)	-	1.2	1.31	1.45	3.96
Innovations to address key challenges in refugee education					
Girls' empowerment and learning	0	0.4	0.7	1.1	2.2
Self-directed learning for COVID-19 recovery	0	0.3	0.6	1	1.9
Consultants and operations					
REB operations	0.3	0.6	0.6	0.6	2.1
WEO operations (Gambella)	0.15	0.45	0.45	0.45	1.5
WEO operations (Somali)	0.15	0.45	0.45	0.45	1.5
WEO operations (other regions)	0.3	0.55	0.55	0.55	1.95
Total	2.8	13.85	19.98	23.37	59.5

Note: presents expenditures for AF Program supported by PforR Component. For estimated expenditures for IPF Component, see Table 3.

85.   The amended Program cost will increase by the value of the AF, US$79.5 million equivalent, with no additional financing expected from the Government.

Table 6: Financing Table (US$ million)

Financing Source	Revised Program including first AF	Revised Program including Refugee AF
RECIPIENT	847.7	847.7
IDA	300.0	355.0
GEQIP-E MDTF	150.0	154.9
GPE	122.5	142.1
Financing gap	10	10
TOTAL	1,430.2	1,509.7

Note: First AF: P170943. Refugee AF: P168411

86.   **Closing date and disbursement arrangements.** The prior AF to GEQIP-E extends the closing date of the program by two years, to July 7, 2024, to allow for the completion of activities despite the delays caused by COVID-19. In order to allow four years for achievement of the PDO for refugee schools, this AF will have a closing date of April 8, 2025.[50]

87.   The AF will use the same disbursement arrangements as the original program. Upon verification of achievement of the DLIs, funds will be disbursed to the special account determined by MoF for the education sector. The Government will then use its regular mechanisms for transferring funds to the regions and woredas to cover Program expenditures and to provide disbursement of DLI funds allocated directly to regional and woreda level.

IV.   APPRAISAL SUMMARY

A.   Economic Analysis

88.   *Economic Justification:* As described in the Technical Assessment – Addendum (Annex 2), primary schools face severe shortages in resources and often poorly trained and underqualified teachers. While the private rates of return to primary education are substantial, refugee households are typically poor and lack access to credit. This credit constraint is the market failure that justifies government provision of education to the most vulnerable refugee population through sustainable mechanisms of service delivery. At the secondary level, international evidence suggests that education obtained by refugees outside the formal education system yields lower rates of return; the integration of refugee secondary schools into the formal education would ensure refugee qualifications are correctly recognized, and it is expected that MoE provision would be lower cost due to economies-of-scale and realignment of teacher salaries to MoE salary-scales. The World Bank is well positioned to support the Government's program due to its global expertise in refugee education and its long-term engagement in the education sector.

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[50] GPE and IDA finance. Closing date for GEQIP-E MDTF is unchanged as July 31, 2022.

**Box 3: Long-term Vision for Integrating Refugees in National Education System**

As a program action within the AF, in addition to the integration of refugee secondary schools to MoE/REB administration, Government will complete the transfer of Ethiopian national teachers currently employed by ARRA at refugee primary schools to REB payrolls by the time the project closes.* This process requires a number of preparatory reforms. First, salaries and conditions must be harmonized between qualified teachers of Ethiopian origin, currently employed by ARRA in refugee primary schools, and REB teachers in REB schools. Currently, ARRA-employed Ethiopian teachers earn an average 2-3 times more than national teachers with equivalent qualifications, when hardship allowances and other benefits are included.** Following harmonization of salaries and conditions, the next step will be the transfer of the teaching positions within refugee schools to the national MoE teaching system.

In the period following the AF, it is expected that the process of reform will continue, guided by ESDP VI, NRES and NCRRS. Over time, it is expected that this will include harmonization of salary scales and accreditation practices for accredited refugee incentive teachers in refugee schools; transfer of these teachers to MoE management and payroll; and ultimately full integration of primary schools into MoE administration, as part of the Government's strategic policy of integrating service delivery and moving from encampment to settlements.

In the case of refugee incentive teachers, the AF supports accreditation of these following a process of upgrading. Following accreditation, there will be a need to establish formal employment for these teachers within REBs. Finally, in addition to normalization and integration of national and refugee teachers, there will be a need to expand the supply of teachers in these schools to meet MoE norms as part of integration. Following harmonization of the workforce, the final stage of primary school integration will be legal and administrative transfer of these schools to MoE/REB management. Given the placement of some refugee primary schools (in contrast to secondary schools) well inside the boundaries of refugee camps, clear institutional and legal frameworks will be required to achieve this. These institutional and legal frameworks will be developed under the AF, as part of a costed and timebound plan for the completion of integration of refugee education.

Once integration takes place, ARRA will continue to oversee the safety and wellbeing of refugees in all schools, as part of its mandate of refugee protection. This mandate involves ensuring that refugee rights, including access to schooling, are realized, and therefore in a school context, this may involve issues that impact access such as dropout, early marriage, GBV/SEA, and disrupted education; safety issues in and on the way to school; and provision of services to children below primary school age.

Figure 5. Phased approach to integration of refugee education
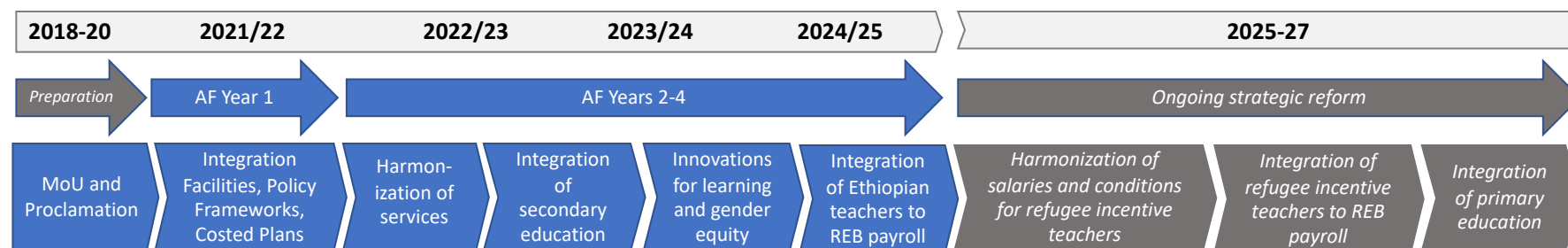
* In Ethiopia teacher salaries are funded through block grants to Woredas for basic services. The World Bank provides support to this process through the Enhancing Shared Prosperity through Equitable Services PforR (P161373).

**Source: UNHCR. Base salaries for national ARRA teachers approximately double those of MoE teachers (ETB 6,000/month v 3,000); three times larger with addition of hardship allowance (ETB 4,000 v 12,000). See Technical Assessment - Addendum (Annex 3) for more details.

89.   The benefits of investment in refugee education are expected to exceed the costs. The harmonization of service delivery to refugee primary schools, including the provision of teacher training, textbooks, and school grants, is expected to improve education quality. By modelling the effects of the educational inputs according to international evidence, the economic rate of return is estimated to be 13.4 percent for a student starting primary school. Integrating refugee secondary schools into Ethiopia's public education system would create a benefit through two sources. First, the economic cost of secondary education is expected to be reduced because of economies of scale with the MoE's provision of secondary schooling. Second, because the returns to education acquired by migrants outside the host country's formal education system tend to be lower due to a lack of recognition of qualifications, the effect of integration on refugees' future earnings are expected to be substantial. For example, based on previous research from a range of countrie, the present value of additional future earnings due to having a host-country recognized qualification is estimated to be between US$3,095 and US$16,578 discounted at 5 percent and between US$ 870 and 4,631 discounted at 12 percent.

90.   **Maintaining the program after completion is expected to have minimal effects on long term fiscal variables.** Under projections of future refugee enrollment rates, public education expenditure and government borrowing until 2035, the annual cost of maintaining both the harmonization of primary school service delivery and MoE administration of secondary schools would not exceed 0.6 percent of annual public education expenditure under a high cost, high refugee population growth scenario. This excludes any fiscal peace dividend which is expected to be non-trivial.

B. Technical

91.   A Technical Assessment was completed for the Original Program. An Addendum to the Technical Assessment, focused on the specific activities of the AF, has been prepared (Annex 2). The Technical Design Risk of the AF is rated Moderate.

92.   *Strategic Relevance and Technical Soundness:* The proposed AF is highly relevant to the context of refugee education in Ethiopia. The proposed program is aligned with Ethiopia's national development strategy, the Growth and Transformational Plan II; its education policy framework, ESDP V; and its strategic vision for integration of refugees and refugee services, as articulated by ARRA, supported by CRRF, and expected to be developed in the draft NCRRS. The activities supported by the AF for harmonization in the primary sector are aligned with the original GEQIP-E program and with ESDP V, and selected on the basis of the greatest weaknesses in current service provision in refugee schools, as identified in administrative data and endorsed by refugees through participatory assessment; as well as on the basis of supporting the medium-term process of integration of refugee education.

93.   Each of the supported activities poses unique and substantial technical challenges, primarily with regard to local-level collaboration between REB/woredas, ARRA, and other stakeholders. The proposed design of the AF addresses these risks through a number of methods, principally: direct support to national and regional-level coordination and collaboration through a dedicated coordination function and through capacity building, supported by the IPF component; and preparation of institutional frameworks for each activity as part of Year 1 DLR targets. The preparation of institutional frameworks will include technical feasibility assessments to ensure adequte capacity building for completion of activites, supported by the IPF Component.

94.   The Program also supports integration of ARRA-overseen schools to MoE administration, which is aligned with the Government's medium-term integration agenda. The proposed integration is limited to the Secondary sector, where the political imperative for reform is greatest and the technical challenges to integration are smaller as a result of schools currently being administered by NGOs. Nevertheless, the successful integration of the targeted schools will require careful planning and intensive collaboration between EOC-DICAC, WVI, ARRA and MoE/REBs from national to woreda level. In particular, issues surrounding the staffing of integrated schools, and potential transfer of existing teachers employed by EOC-DICAC to MoE payroll, will require careful planning, particularly given differentials in salary between these NGO-employed teachers and national MoE teachers (see Annex 2).

95.   *Program Expenditure Framework:* The Program expenditure framework is subject to potential risk as a result of potential changes in refugee flows and demographics. Refugees are difficult to predict and can change rapidly, as evidenced by the extremely rapid inflow of refugees from South Sudan into Gambella since 2015. Cost estimations based on per-student costs may change as a result not only of rising refugee GER, but changes in the underlying population of school-age refugees. In order to address these issues, the program expenditure framework takes an expansive approach to cost estimation, assuming a 10 percent year-on-year increase in the underlying refugee population during the AF period.

C. Fiduciary

96.   A Fiduciary Systems Assessment was completed for the Original Program. The Assessment has been updated for the AF and an addendum is included as Annex 3a. An Addendum has also been prepared for the IPF Component and this is included as Annex 3b.

Fiduciary Systems Assessment (FSA)

97.   The Integrated Fiduciary Systems Assessment (FSA) for the original program was carried out in September 2017. As an AF was being prepared, the FSA was updated in line with Bank Policy and Directive for PforR Financing and the PforR Fiduciary Systems Assessment Guidance Note. The World Bank assessed whether the Program's fiduciary systems continue to provide reasonable assurance that financing proceeds will be used for the intended purposes, with due attention to the principles of economy, efficiency, effectiveness, transparency, and accountability. The assessment also looked into any changes on the program boundary and hence the expenditure framework; the implementation and impact of previously proposed action plans to mitigate risks and newly emerged risks and their mitigating measures. To update the FSA, the various supervision mission reports, field visits, studies on service delivery for the education sector and the 2016 and ongoing Public expenditure reports, and 2019 Financial Accountability (PEFA) and Methodology for Assessing procurement Systems (MAPS) reports, have been used.

98.   The implementation arrangements for the AF will remain substantially the same as that of the original program. The MoE will have the overall project coordination and management role. The financial management function will be overseen by the MoF at Federal level, and the Bureau of Finance and Economic Development (BoFEDs) and Woreda Finance and Economic Development Office (WoFEDs) at regional and woreda levels, respectively. Most of the procurement will be carried out by the MoE although certain procurements will be carried out by REBs, CTES and the universities. Monitoring and enforcement of fraud and anti-corruption procedures will be carried out by the Federal Ethics and Anti-corruption

Commission (FEACC) with support from Regional Ethics and Anti-corruption Commissions (REACCs) and Ethics and Anti-corruption (EAC) units and Officers at various levels.

99.   The main risks that were identified during the original assessment still remain. These include weak control and monitoring over school grant utilization; delay in taking timely action on school grant audit findings; delay in release of timely resources from the government for the SPG element of the program; low budget utilization for capital expenditure; weak procurement system and human resource capacity at all levels as well as delayed submission of biannual fraud and corruption reports. With the original program, the agreed action plans were not implemented in a timely manner due to lack of adequate attention by management to the governance issues of the program and the capacity limitations noted at all levels. Weakness in these areas had been frustrations to achievement of some of the results. The proposed actions on this updated FSA take into account the actions not implemented as well as the root causes as to why they were not implemented and tries to address those.

100.   The fiduciary assessment concluded that the examined program financial management and procurement systems continue to be adequate to provide reasonable assurance that the financing proceeds will be used for intended purposes if the proposed mitigating measures are implemented. The overall integrated fiduciary risk of the project is rated Substantial due to the risks noted above.

101.   *IPF component.* Based on the assessment conducted, the financial management risk for the IPF component of the Operation is maintained as Substantial as the project is decentralized and operates in COVID-19 pandemic which limits the training, supervision and monitoring of project resources. In addition to the existing risk mitigating measures identified on the original IPF Assessment, new actions are recommended for inclusion (Annex 3B). The current standing of the MOE and REBs to plan and execute procurement activities under the IPF component of the GEQIP-E AF is not considered adequate. There is a gap in the availability of resources to undertake successful procurement planning, processing, bids/proposal evaluations, and supplier/consultant selections. Efforts to recruit procurement proficient personnel and contract management staff and enhance the capacity of these staff need to be strengthened. The procurement risk remains Substantial.

IPF Assessment

102.   *Financial Management:* The FM arrangements for the IPF in the original program will continue to apply. With the additional IPF financing, an FM Assessment was conducted for the new implementing entity, ARRA, which is now included in the program implementation. As such, it has been agreed that for this program, ARRA will prepare an Annual Work Plan and Budget (AWPB), record transactions and produce reports following the Government's accounting period although this differs from its accounting cycle. No objection will be provided by the World Bank and the budget will be proclaimed under the name of the MoE. Existing budget control, accounting and internal control procedures apply. The Program will continue to follow Channel One fund flow mechanism of the Government whereby fund will flow directly to MoF and then to MoE, ARRA, BoFEDs, universities and regions (for CTEs). Funds from the additional financing will be deposited in the designated account already opened at the National Bank of Ethiopia (NBE). ARRA will open a separate local currency account to receive resources from MoF to implement its activities. Should it be necessary for it to send resources to its centers at the camp level, the ARRA will take responsibility to do so and provide consolidated financial reporting to the MoF. The Program will continue to submit consolidated IFRs within 60 days of the quarter end. ARRA will submit its report to

MoF which will consolidate and submit an overall IPF report to the World Bank. One financial reporting will be used for both the original and additional IPF activities. The program will continue to be audited annually by the OFAG or an external audit firm it delegates to. ARRA will be included in the audit report. The report will be submitted within six months of the year end.

103.   Based on the assessment conducted, the FM risk of the IPF is raised to Substantial due to the introduction of the new implementing entity ARRA which does not have experience in World Bank financed operation and the possibility of transferring resources to the woredas which has not been the case in the original IPF element. Additional risk mitigating measure are proposed in the FSA. The financial management related covenants for the IPF part of the Program will continue to apply. With the implementation of the action plan, it is the conclusion of the assessment that the existing financial management arrangements can be relied up on to provide adequate assurance that program resources will be used for intended purposes.

104.   *Procurement:* High or substantial risk contracts are not included in the IPF component of the AF. The procurement arrangements for low value contracts is agreed with the Client and is provided in the Project Procurement Strategy for Development (PPSD). The procurement arrangements provided under the PPSD for this program are aimed at attaining value for money in the procurement of goods and services. The provisions under the IPF component which include consultancy services and appropriate technologies aimed at supporting capacity enhancing of students are low-value contracts with relatively low risk. However, the experiences of the MoE and REBs in handling the procurement of goods and services has not been efficient and effective. Hence, to attain value for money and efficient procurement, arrangements shall be made in such a way that the MoE achieves the best available consulting firms and goods and services at reasonable prices. To achieve this, risk mitigation measures outlined in the parent program need to be fully implemented.

105.   As per requirements in the Procurement Regulations, a PPSD for the IPF component has been prepared. The PPSD will inform the Procurement Plan, which describes the selection methods to be followed by the Borrower during implementation to procure goods, works, and non-consulting and consulting services financed by the program. The Procurement Plan will be updated at least annually or as required to reflect the actual program implementation needs and improvements in institutional capacity.

D.   Environment and Social

106.   An ESSA was carried out for the Original Program (dated June 30, 2017). The ESSA has been updated so that environmental and social risks associatesd with the AF could be covered and a summary is included as Annex 4. The ESSA shows that the overall risk rating for the proposed Program on the environmental and social issues and safety management perspective is 'substantial' as there are weak Environmental and Social Management System (ESMS) in implementing agencies (MoE and ARRA); high tendency of ethnic conflict given the weak and volatile relationship between refugee and host communities in Gambella and some camps in Benishangul-Gumuz; risks associated with GBV/SEA; and prevalence of larger number of particularly vulnerable groups like unaccompanied minors, particularly girls, and children with special needs.

107. For the IPF Component of the AF, the ESF is applicable. MoE has prepared an ESCP, Stakeholders Engagement Plan (SEP) and Labour Mangement Procedures (LMP) so that this component could be implemented in compliance with the requirements of the ESF.

108. The Government of Ethiopia has the necessary legal frameworks for environmental and social management and institutional arrangement down to local level to ensure consistency with the World Bank six Core Principles of PforR Financing. The environmental and social legal frameworks of Ethiopia are found adequate. In addition, Ethiopia is signatory to the UN Refugee Convention ratified in 1951, and also to refugee conventions and declarations endorsed by AU; and in January 2019, passed a proclamation that revised the 2004 Refugee Proclamation. Even though the environmental and social legal bases are strongly established, the implementations are not consistent across all regions; and varies from one region to another.

109. The capacity of implementing agencies (IAs) was found to be weak. The ESSA shows that the MoE ESMS was not well established and functional as recommended in the parent GEQIP-E ESSA. Except for the provision of capacity development trainings on the GEQIP-E's ESMSG, the ESMS is not yet strengthened as there are no evidence whether the safeguard experts/ specialists hired/assigned at some of the regions have the relevant qualifications and experiences to handle environmental and social issues and they are provided with well-equipped facilities and budget at all levels including at MoE. This is because, according to the 2019/20 program annual report, (i) planning and M&E experts have been assigned in most of the regions to handle E&S safeguards in lieu of E&S specialists; and (ii) terms of reference for the E&S focal persons assigned at the Woreda level were not shared to some of the regions. MoE's institutional arrangement and safeguard implementation capacity (the structural and staff capacity) is still weak and the gaps identified during GEQIP-E ESSA were not fulfilled. However, PforR is a new instrument for MoE, and the Ministry is committed in implementation on all fronts of GEQIP-E including adequacy of ESMS system. ARRA also does not have experience in Environmental and Social Management of World Bank supported projects/programs. As a result, it lacks well established ESMS, except an environmental officer at federal and in two zonal offices (Gambella and Dollo Ado). Therefore, during the proposed AF implementation, safeguard experts will be assigned in Refugee Integration Sub-Units at federal level and in key regions.

110. Refugees often face exclusion from or tensions with host communities as a result of competition for services and resources, including education services. While some refugee hosting regions, such as Afar, Somali, and Tigray, have experienced relatively low levels of tension and good integration, other regions, particularly Gambella, have experienced significant tensions and in some cases violent confrontations. As a result of AF integration of greater numbers of refugee children into host community schools, there will be a risk of escalating tensions unless properly managed. On the contrary, there will also be a greater number of host community schools and increased opportunities to interact. There is a jointly established functional Conflict redress committee, named Security and Protection Committee in all refugee hosting regions, commonly composed of local government bodies and ARRA to prevent and address any conflict between the refugee and host communities.

111. Field based assessment result reveals GBV/SEA is prevalent among refugee girls and women in camps. However, school[51] based GBV/SEA in refugee camps is rarely reported through official

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[51] School refers both refugee and host community schools

mechanisms. Global and federal data indicates that underreporting is substantial and so the risk is still deemed significant. There are also practices that violate girls' rights to education like: (i) early marriage; (ii) female genital mutilation (FGM); and (iii) sexual harassment. Early marriage is culturally supported and prevalent among Afar, Somali, Nuer and Anuak ethnic groups in Gambella, Berta in Benishangul-Gumuz, Sudanese and South Sudanese refugees in Assosa camps, and Kunama ethnic groups in Shimelba Camp. IRC reveals one in five girls experienced early marriage or were cohabiting with a male. Marriage of girls at early age, usually between ages 13-15, resulted in girls' high drop-out rate and significant decrease in the number of girls in high schools. This is validated by the early findings of the Refugee Education ASA. Safe places and facilities-based interventions can be found, however community outreach is required.

112.   Other vulnerable groups in the refugee context requiring special attention are children with special needs, unaccompanied children, and ethnic minorities. Many refugee students with special needs do not attend schools as they are not accessible with no classroom adjustment, teachers or teaching aids. The Inclusive Education Resource Centers planned under GEQIP-E should improve the availability of special needs education in refugee-hosting woredas where possible and capacity building work should support children's access to them. Another major cause for dropout is found to be lack of support at home, particularly for unaccompanied children, who face economic difficulties in attending school. Language is another educational barrier.

113.   Assessment of environmental and social legal frameworks and procedures, including institutional capacity and practices indicate the existence of limited environmental and social risks associated with the proposed Program implementation. The analysis indicates, except Core Principle 4: Social Considerations – Land Acquisition, five core principles of the PforR financing (Core Principle 1: General Principle of Environmental and Social Impact Assessment and Management; Core Principle 2: Natural Habitats and Physical Cultural Resources; Core Principle 3: Public and Worker Safety; Core Principle 6: Social Conflict; and Core Principle 5: Indigenous Peoples and Vulnerable Groups) are applicable. Although Core Principle 4 does not apply, there are land acquisition concerns due to recent EOC-DICAC expansion and UNICEF funded construction of secondary high schools for the integration of host and refugee communities' students. To address any legacy issues related to land acquisition for the construction of secondary high schools which may benefit from (or are supported by) the AF, a social and environmental due diligence assessment is required.

114.   *Grievance Redress Mechanism (GRM):* The ESSA shows the existence of a well-established GRM under ARRA and its zonal counterparts that will be used for the AF, supported with trainings. However, under MoE there is an attempt and steps taken to strengthen the existing GRM under the Ethics and Anticorruption Directorate. Therefore, activities to further strengthen the active functionality of the exiting GRM under MoE are required through trainings and awareness raising workshops at federal and regional levels. The procedure of grievance redress and the manuals required for GRM will be included in the ESMSG.

115.   *Program Action Plan:* The original GEQIP-E parent program is currently rated Moderately Satisfactory for Environmental and Social systems. For the first AF to GEQIP-E, additional program actions have been added relating to prevention of GBV/SEA and regular environmental and social audits. For the Refugee AF, three additional items have been added to the PAP relating to Environmental and Social systems: the preparation and use of a code of conduct for teachers relating to GBV/SEA; improved manuals, training and contract enforcement for workers and community safety; and development and

usage of guidelines on minimum standards of service provision in both refugee and host community schools.

E. Corporate requirements

116.   *Gender:* Significant effort is needed to address socio-cultural gender practices and barriers which limit access of girls to education in camp and host community schools. This requires culturally appropriate and gender sensitive interventions through various channels. In addition to activities envisaged under the parent program (empowerment of girls in upper primary grades through girls' clubs; development and implementation of a life skills training manual for upper primary education; and gender-sensitive school improvement planning, among others), the AF will support capacity development for gender equality by ensuring staff with proper understanding, competencies and skills, community mobilization and sensitization, availability of gender-disaggregated data and analyses, monitoring and reporting, gender-sensitive school improvement planning used to identify priorities for school grants spending, and attention to differentiated gender impacts of program activities. In addition, the AF will support gender equality through a number of dedicated activities, with an emphasis on raising respect for girls and prevention of GBV/SEA, early marriage, and HTP (see Box 6.1, in Annex 6).

117.   *Disabilities:* Baseline data on incidence of disabilities is not available for refugee schools. The AF proposes inclusion of indicators on physical disability to be included and reported in the annual ESAA. This will be tracked as one of the items on Program Action Plan. In addition, the AF directly supports improvement in access by disabled refugee children to Inclusive Education Resource Centers in host communities.

118.   *Climate risk screening:* Climate risk assessment has been completed for the AF. Ethiopia is highly vulnerable to natural disasters. Recurrent drought and floods are highly likely to affect the provision of education services. However, they are unlikely to affect the activities and results planned under the Additional Financing, which are primarily systems-oriented. The updated Climate Screening Tool is available here: *http://bit.ly/GEQIPAFclimate*

V.   KEY RISKS

119.   The Overall Risk Rating is Substantial, owing primarily to High Political and Governance Risk and Substantial risks in terms of Institutional Capacity for Implementation and Sustainability. The Technical Design Risk is rated Moderate. Fiduciary and Environmental and Social Risks are also rated Substantial. Specific risks related to the AF are discussed below.

120.   **The Political and Governance Risk is High** as a result of volatile political conditions in Ethiopia. Ethiopia is currently experiencing a powerful wave of reforms in a range of sectors following the resignation of Mr. Hailemariam Desalegn as Prime Minister and his replacement by Dr. Abiy Ahmed in April 2018. These reforms have been accompanied by periodic unrest. In July 2020 demonstrations occurred in Addis Ababa and other locations following the murder of a popular singer, resulting in a temporary shutdown in internet communications. In addition, one of the main refugee-hosting regions, Tigray, has since November 2020 experienced military conflict as a result of a dispute between the regional and national Governments regarding elections. These challenges pose risks of delays in implementation of the program. If the security situation of Tigray region does not get better, it will have

considerable impact in the implementation of the Program in the region and the program may need to develop respective risk management plans to achieve its objectives.

121.   The agenda of integration of refugees into mainstream settlements and service provision enjoys high-level political support, including at Prime Ministerial level. This commitment is evidenced by the recent passage of the updated Refugee Proclamation and the signinf of the MoU between MoE and ARRA. This commitment will need to be maintained, despite the overall political volatility in the country, if the proposed AF is to be successfully implemented. However, the predominantly negative response to the reforms in Gambella demonstrates the political sensitivities inherent in the normalization of refugees[52]. Continued high-level leadership is likely to be vital to ensure the necessary buy-in for harmonization and, particularly, integration.

122.   The presence of a dedicated consultant, financed by the World Bank to support the CRRF process and integration agenda, is expected to help ensure strong collaboration between the two parties during the preparation and early stage implementation of the AF. The PforR modality provides powerful incentives to maintain the momentum of reform at both national and regional levels. In addition, the volatile political situation in Gambella, Somali, and Tigray, which have experienced violent protests and confrontations with security personnel during the preparation period, poses a potential risk to implementation in these regions, which are host to more than half the target population.

123.   **The Macroeconomic risk is Substantial**, since the COVID-19 shock might affect the country's economic development. The reduction of tax revenues due to the COVID-19 might translate into a reduced ability of the Government to direct financing to eucation, as well as posing the risk of reduced humanitarian finance to support the urgent modality of funding and operation of refugee education. The financing from this operation helps mitigate the potential shortfall in the financing dedicated to the education sector, and by supporting the transition of refugee education away from short-term humanitarian financing towards long-term development financing, helps to mitigate the risk of reduced humanitarian financing in the medium term.

124.   **The Institutional Capacity for Implementation and Sustainability risk is Substantial** owing to the heterogeneity of the refugee context, and extensive limitations in capacity within MoE in areas relating to refugee education; within ARRA in relation to education issues; and at local level, within REBs, woredas and ARRA zonal offices, for delivery of harmonized services and integration of schools. The AF activities are focused in Ethiopia's five primary refugee-hosting regions, four of which are emerging regions which are less resourced than other regions in Ethiopia, and the fifth has been subject to recent violence (see below). In addition, Ethiopia's refugee population includes members from multiple countries of origin, language and cultural backgrounds, and the placement, condition, and access to nearby services of refugee camps varies widely between and within regions; all of which will warrant a varied approach towards harmonization and integration of education services. The AF's support to capacity building through the IPF, with the majority of investment expected to take place at regional level, provides an adequate level of resource to address these weaknesses and provide adequate capacity for implementation of program activities. Careful review of capacity building proposals by the World Bank will be appropriate to ensure that the planned activities adequately prepare REBs and woredas for delivery

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[52] Woldie, E. 2019. "Ethiopia Refugee Law Faces Backlash." *Ethiopia Satellite,* 21 January, 2019. Available at: *https://ethsat.com/2019/01/ethiopia-refugee-law-faces-backlash/*. Accessed: 1.23.19.

of AF activities. Financing for capacity building activities is expected to be made available proportional to each region's share of the refugee population, in order to ensure that both investment and administrative capacity are aligned with needs.

Box 5. The AF's support to host communities and long-term social integration

In line with approach of CRRF, and the principles of the IDA 19 Window for Host Communities and Refugees; the AF provides extensive support not only to refugees but to Ethiopian citizens in areas with large refugee populations. The project supports host communities in a number of ways, primarily: (i) DLR 11.2 supports investment in host community schools to address additional strains on resources caused by refugee inflows, as well as to support integration; (ii) the IPF component supports improvements in general service delivery capacity in woredas and REBs which currently face severe capacity constraints, the benefits of which will not be limited to refugee schools; (iii) innovation activities in the area of ICT-supported self-directed learning are targeted to both host communities and refugees. In addition, in the long term, the transfer of secondary schools to MoE under DLR 11.1 is expected to lead to improvements in quality in these schools, as a result of integration into the technical education expertise of MoE, with benefits for around 1200 host community students attending these schools. The integration of these schools into MoE, combined with the support to integration of refugee students by DLR 11.2, is expected to improve the social integration of refugee and host community students at secondary level.

In the long term, socioeconomic integration of refugees requires physical contact and shared use of services by refugees and host community populations. The Government of Ethiopia's ultimate goal for socioeconomic integration is to transition refugee camps to regular village-style settlements; it is expected that, in the long term, this will lead to settlement of host community residents in these communities and, combined with the eventual transfer of refugee primary schools to MoE administration following the AF, social integration of refugee and host community students at primary level. However, the physical proximity of refugee and host communities varies considerably between refugee-hosting areas in Ethiopia, with refugees in Gambella situated particularly close to major host community settlements and those in Dollo Ado, Somali region, occupying the most remote locations. While physical mingling of refugees in Gambella is limited by ethnic tensions, such integration is at a more advanced stage in Tigray region, where refugees and host communities share both physical proximity and a common ethnic background. The pace of social integration, therefore, is likely to vary considerably between refugee-hosting areas.

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125.   **The integrated Fiduciary risk of the project is rated Substantial.** The main risks include weak control and monitoring over school grant utilization; delay in taking timely action on school grant audit findings; delay in release of timely resources from the government for the SPG element of the program; low budget utilization for capital expenditure; weak procurement system and human resource capacity at all levels as well as delayed submission of biannual fraud and corruption reports. The proposed actions on the updated FSA take into account previous program actions on the Parent Program that were not implemented as well as the root causes as to why they were not implemented and tries to address those. the financial management risk for the IPF component of the Operation is maintained as Substantial as the project is decentralized and operates in COVID-19 pandemic which limits the training, supervision and monitoring of project resources. In addition to the existing risk mitigating measures identified on the original IPF Assessment, new actions are recommended for inclusion (Annex 3B). The procurement risk remains Substantial. Efforts to recruit procurement proficient personnel and contract management staff and enhance the capacity of these staff need to be strengthened.

126.   **The E&S Risk is rated Substantial.** Key risks include: weak Environmental and Social Management System (ESMS) in implementing agencies (MoE and ARRA); high tendency of ethnic conflict given the weak and volatile relationship between refugee and host communities in Gambella and some camps in Benishangul-Gumuz; risks associated with GBV/SEA; and prevalence of larger number of particularly vulnerable groups like unaccompanied minors, particularly girls, and children with special needs. or the first AF to GEQIP-E, additional program actions have been added relating to prevention of GBV/SEA and regular environmental and social audits. For the Refugee AF, three additional items have been added to the PAP relating to Environmental and Social systems: the preparation and use of a code of conduct for teachers relating to GBV/SEA; improved manuals, training and contract enforcement for workers and community safety; and development and usage of guidelines on minimum standards of service provision in both refugee and host community schools.

127.   **The risk related to refugees protection is rated High.** One of the target regions for the AF is the Tigray Regional State (which hosted about 13 percent of the total refugee population in Ethiopia before November 2020), where fighting broke out between the Ethiopian Defense Forces and local armed forces in November 2020. Based on UNHCR reports, refugee camps in the area have been cut off by the conflict and refugees are in desperate need of supplies and services as the conflict forced humanitarian workers to withdraw from the region. An assessment by UNHCR shows that urgent help is needed for the tens of thousands of refugees in Tigray, originating mainly from Eritrea. Refugees reported to UNHCR staff that though they were not impacted directly from the fighting, they were threatened and harassed by various armed groups. They continue to have safety concerns, reporting that armed gangs roam the camps at night stealing and looting. The situation remains unstable, with reported allegations of abuses affecting refugees and host communities. Meanwhile, the Government of Ethiopia aims to restore government control, security and rule of law in the region. The Bank continues to watch the volatile situation in Tigray and is in contact with UNHCR as they are monitoring the refugee situation. UNHCR has requested unimpeded access to all refugees in the Tigray region to work with the Ethiopian government to seek solutions for the above listed problems. The Bank will remain in close communication with UNHCR and ARRA to monitor changes in the protection framework, including both developments in Tigray as well as tensions between hosts and refugees over perceived inequity of services, gender-based violence, and child protection risks such as child marriage practices in other refugee-hosting regions. Adequacy of the refugee protection framework will be assessed periodically as required under the IDA policy framework.

Table 7. Key Risks and Mitigation Strategies

Risk Type	Specific Risk	Mitigation Strategies
Political and Governance	Potential failure of policy commitment of Government of Ethiopia Reform Agenda	DLRs for institutional frameworks for all key activities in first year of AF; Inclusion of ARRA in Refugee Education Steering Committees
Institutional Capacity for Implementation and Sustainability	Weak administrative capacity in Emerging Regions	IPF capacity building at regional/woreda level to directly target gaps
	Limited absorptive capacity in Emerging Regions	Financing for Regional Refugee Integration Sub-Units and capacity building targeted to regions according to refugee population
	Heterogeneity of Refugee Context	Regional Refugee Integration Sub-Units provide custom regional coordination and planning of AF activities.
Political and Governance/ refugees protection	Ongoing disputes in Tigray region	Continued dialogue and protection by UNHCR under protection framework

VI.   WORLD BANK GRIEVANCE REDRESS

128.   Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB'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 complaint to the WB's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB 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 Grievance Redress Service (GRS), please visit *http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service*. For information on how to submit complaints to the World Bank Inspection Panel, please visit *www.inspectionpanel.org*

I.   SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Change in Program Scope	✓	
Change in Results Framework	✓	
Change in Loan Closing Date(s)	✓	
Change in Program Action Plan	✓	
Change in Legal Covenants	✓	
Change in Environmental and Social Aspects	✓	
Change in Implementing Agency		✓
Change in Project's Development Objectives		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Change in Disbursements Arrangements		✓
Change in Legal Operational Policies		✓
Change in Technical Method		✓
Change in Fiduciary		✓
Change in Implementation Schedule		✓
Other Change(s)		✓

II.   DETAILED CHANGE(S)

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Current Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IDA-D2620	Effective	07-Jul-2022	07-Jul-2022	08-Apr-2025	08-Oct-2025
TF-A8352	Effective	31-Jul-2022	31-Jul-2022	29-Jul-2022	29-Jan-2023
TF-B5137	Effective	30-Jun-2024	30-Jun-2024		

LEGAL COVENANTS – Ethiopia General Education Quality Improvement Program for Equity (P163050)

Loan/Credit/TF	Description	Status	Action
IDA-D2620	The Recipient, through MoE and ARRA, within thirty (30) days of the Effective date of this Agreement, update (in consultation with Channel One Program Coordination Directorate), and furnish to the Association for its review, the Operations Manual, and thereafter, implement the Operation in accordance with the Operations Manual. (Schedule 2, Section 1, Sub-section C, Paragraph 1)	Not yet due	New

LEGAL COVENANTS – Additional Financing - Additional Financing to GEQIP-E for Refugees Integration (P168411)

Sections and Description

Name: Establishment of National Refugee Integration Sub-Unit

Description of Covenant: The Recipient, through MoE, shall, within ninety (90) days of the Effective date, establish a National Refugee Integration Sub-Unit within MoE with such staffing and facilities as may be acceptable to the Association.

Due date: No later than 90 days after Effectiveness

Recurrent: No

(Schedule 2, Section 1, Sub-section A, Paragraph 4)

Name: Establishment of Regional Refugee Integration Sub-Units

Description of Covenant: The Recipient, through the REBs of Afar, Benishangul-Gumuz, Ethiopia Somali, Gambella and Tigray regions, shall, within ninety (90) days of the Effective date, establish Regional Refugee Integration Sub-Units within each REB with staffing and facilities as may be acceptable to the Association.

Due date: No later than 90 days after Effectiveness

Recurrent: No

(Schedule 2, Section 1, Sub-section A, Paragraph 5)

The Recipient shall ensure that, ARRA shall, within forty-five (45) days from Effective Date, create a line item in its accounts to adequately reflect the activities being conducted under the

Program, in form and substance satisfactory to the Association.

Due Date: No later than 45 days after Effectiveness

Recurrent: No

(Schedule 2, Section 1, Sub-section A, Paragraph 7)

Conditions

Type	Description
Effectiveness	The Association is Satisfied that the Recipient has an adequate refugee protection framework. (Article 5.01(a))
Effectiveness	the Recipient has: (i) adopted and implemented a standalone GBV Action Plan and (ii) developed a GBV-SEA Code of Conduct, all in accordance with the ESCP (Article 5.02(a))
Disbursement	For Emergency Expenditures under Category (5), no withdrawal shall be made, unless and until all of the following conditions have been met in respect of said expenditures: (i)　(A) the Recipient has determined that an Eligible Crisis or Emergency has occurred, and has furnished to the Association a request to withdraw Financing amounts under Category (5); and (B) the Association has agreed with such determination, accepted said request and notified the Recipient thereof; and (ii)　the Recipient has adopted the CERC Manual and Emergency Action Plan, in form and substance acceptable to the Association. (Schedule 2, Section IV, Subsection C, paragraph (b)

add

IX. RESULTS FRAMEWORK AND MONITORING

Results Framework
COUNTRY: Ethiopia
Additional Financing to GEQIP-E for Refugees Integration

Program Development Objective(s)

The Program Development Objective (PDO) is to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12)

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	End Target
Improvement in Grade 2 to Grade 1 enrolment ratio (disaggregated by gender)			
G2/G1 enrolment ratio – nation-wide (Percentage)		76.00	83.00
Improvement in Grade 5 survival rate (disaggregated by gender)			
Survival rates to G5 – nation-wide (Percentage)		56.50	65.00
Improvement in girls-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz			
Improved girls-to-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz (Percentage)		63.00	71.00
Improvement in GER of G1-8 in Afar, Somali, and Benishangul-Gumuz (disaggregated by gender)			
Gross enrolment rate in Afar, Ethiopia Somali and Benishangul-		92.00	96.00

Indicator Name	DLI	Baseline	End Target
Gumuz, Grades 1-8 (Percentage)			
Improvement in Grade 2 learning outcomes in Mother Tongue Reading in Phase 1 schools (by gender)			
Average % of students in Grade 2 who can read at functional fluency level or above in Mother Tongue (Text)		33.00	50.00
Improvement in Grade 8 learning outcomes in English and Math in Phase 1 schools (by gender)			
Average % of students in G8 who perform @ basic proficiency level or above in English in P1 schools (Text)		ENG: 74% M: 77% F: 73% (NLA 2015)	ENG: 85% M: 88% F: 84% (NLA 2021)
Average % of students in G8 who perform @ basic proficiency level or above in maths in P1 schools (Text)		Math: 62% M: 64% F: 59% (NLA 2015)	Math: 72% M: 74% F: 69% (NLA 2021)

Intermediate Results Indicators by Results Areas

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	**2**	
Improved internal efficiency					
IR Indicator 1.1: Gross intake ratio (GIR) at Grade 1 (Percentage)		175.80			140.00
Improved internal efficiency					

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	**2**	
IR Indicator 1.2: Number of schools with quality-enhanced O-Classes (Text)		0.00			18,000.00
Improved internal efficiency					
IR Indicator 1.3: % of O-Classes in Phase 1 schools upgraded through the QEAP (Text)		0.00			70.00
IR Indicator 1.4: % of O-Classes in Phase 2 and Phase 3 schools with completed QEAP program (Percentage) (Text)		0.00			70.00
Improved internal efficiency					
IR Indicator 2.1: % of best performing schools, having largest improvement in the G2/G1 enrolment ratio and G5 survival rates, that receive performance-based awards by March 31 (Text)		0.00			90.00
Improved internal efficiency					
IR Indicator 2.2: % of schools that publicly display school report cards (Percentage)		0.00			75.00
Improved equitable access					
IR Indictor 3.1: GER of girls in upper primary in Afar, Ethiopia Somali and Benishangul-Gumuz (Percentage)		39.00			60.00
Improved equitable access					
IR Indicator 3.2: % of primary schools with grade 5 and higher in Afar, Somali and B Gumuz that have girls' clubs		0.00			70.00

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	**2**	
operational according to improved GC guidelines, and delivering life skills training (Text)					
IR Indicator 3.3: Number of classrooms constructed under the project (Text)		0.00			500.00
Improved equitable access					
IR Indicator 4.1: % of schools that receive basic and additional school grants in emerging regions (Percentage)		0.00			70.00
Improved equitable access					
IR Indicator 4.2: Number of IERCs with community outreach activities and support of children with SN (Number)		113.00			1,400.00
Improved equitable access					
IR Indicator 4.3: Enrolment of students with special needs in cluster schools benefiting from servic (Number)		3,000.00			49,000.00
Improved equitable access					
IR Indicator 4.4: % of PCDP schools with TLM (Percentage)		0.00			100.00
Improved quality					
IR Indicator 5.1: Progress in average pre-literacy score as measured by MELQO (Text)		MELQO tool adapted to Ethiopia context and piloted			Improvement of average pre-literacy score
IR Indicator 6.1: Number of schools benefiting from cascade training in		0.00			18,000.00

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	**2**	
school-based teacher profess (Number)					
Improved quality					
IR Indicator 6.2: % of Phase 1 schools are visited by cluster supervisors and key teachers at least (Text)		0.00			95.00
Improved quality					
IR Indicator 6.3: Average score of composite index of school inspection standards on teaching practi (Text)		54.00			70.00
Improved quality					
IR Indicator 6.4: % of actual teaching time relative to scheduled instructional time in P1 schools (Text)		Time-on-task survey to be conducted in Year 1 and Year 2			To be determined
Improved quality					
IR Indicator 6.5: % of students having textbooks (Text)		58.00			70.00
Improved quality					
IR Indicator 6.6: % of L1, L2, and L3 in school inspection (Text)		Baseline will be set by re-inspection in 2016/17-2017/18			Primary L1: 15% L2: 50% Secondary L1: 8% L2: 50%

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
IR Indicator 6.7: Licensing assessment covering digital skills (Text)		No			Yes
System strengthening for planning, policy formulation and reform					
IR Indicator 7.1: Use of unique school IDs by EMIS, NLA, EGRA, and Inspection (Yes/No)		No			Yes
System strengthening for planning, policy formulation and reform					
IR Indicator 7.2: Timely availability of EGRA and NLA scores (Text)		No			Yes
System strengthening for planning, policy formulation and reform					
IR Indicator 7.3: New concurrent program for Grades 5-8 piloted (Yes/No)		No			Yes
IR Indicator 7.4: Joint report by EMIS, GEID and NEAEA on learning gaps covering emerging regions (Text)		No			Yes
IR Indicator 7.5 EMIS digital data collection pilot (Text)		No			Yes
Indicator 7.6 National minimum infrastructure standards (Text)		No			Yes
Indicator 7.7 Back-to-school mobilization campaign (Text)		Campaign following school reopening			Periodic mobilization campaigns
Harmonization and Integration of Refugee Education *(Action: This Result Area is New)*					
IR Indicator 8.1: Gross enrollment rate of refugee primary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (Percentage)		67.00	70.00	75.00	80.00

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
Action: This indicator is New					
IR Indicator 8.2: Gross enrollment rate of refugee primary girls in Grades 5-8 in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (Percentage)		33.20	35.00	37.50	40.00
Action: This indicator is New					
IR Indicator 8.3a: Gross enrollment rate of refugee secondary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (male) (Percentage)		17.19	19.00	21.50	23.90
Action: This indicator is New					
IR Indicator 8.3b: Gross enrollment rate of refugee secondary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (female) (Percentage)		7.23	9.23	10.73	12.23
Action: This indicator is New					
IR Indicator 8.4: Percentage of refugee primary schools which receive Basic School Grants (Percentage)		0.00	60.00	70.00	90.00
Action: This indicator is New					
IR Indicator 8.5: Percentage of eligible refugee incentive teachers receiving in-service skills upgrading training (Percentage)		0.00	60.00	70.00	90.00
Action: This indicator is New					

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
IR Indicator 8.6: Percentage of suitably qualified refugee incentive teachers accredited/licensed following completion of upgrading (Percentage)		0.00			90.00
Action: This indicator is New					
IR Indicator 8.7: Percentage of refugee schools receiving standard package of textbooks with REB/woreda procurement, distribution, and monitoring (Percentage)		0.00	60.00	70.00	90.00
Action: This indicator is New					
IR Indicator 8.8: Number of refugee secondary schools transferred to MoE/REB administration (Number)		0.00	2.00	8.00	13.00
Action: This indicator is New					
IR Indicator 8.9 Percentage of MoE secondary schools with large refugee populations which receive top-up School Grants (Percentage)		0.00	100.00	100.00	100.00
Action: This indicator is New					
IR Indicator 8.10: Costed timebound plan approved by Government for transfer of remaining refugee primary and secondary schools to MoE/REB administration (Yes/No)		No			Yes
Action: This indicator is New					

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	**2**	
IR Indicator 8.11: Number of refugee-hosting areas in which innovation activities for girls' empowerment and learning completed (Number)		0.00	2.00	4.00	6.00
Action: This indicator is New					
IR Indicator 8.12: Number of refugee-hosting areas in which innovation activities for self-directed learning for COVID-19 recovery completed (Number)		0.00	2.00	4.00	6.00
Action: This indicator is New					

Monitoring & Evaluation Plan: PDO Indicators					
Indicator Name	**Definition/Description**	**Frequency**	**Datasource**	**Methodology for Data Collection**	**Responsibility for Data Collection**
G2/G1 enrolment ratio – nation-wide	The ratio of the number of Grade 2 enrollees to the number of Grade 1 enrollees, calculated as a national average capturing transition between two consecutive years in a school-cohort	Annual	EMIS	EMIS survey	EMIS Directorate
Survival rates to G5 – nation-wide	Percentage of a cohort of students enrolled in Grade 1 who reached Grade 5 in primary education	Annual	EMIS and SIP, third party verification	Administrative data on timely disbursement from the REBs collected by the SIP Directorate.	SIP Directorate

	(detailed description in GEQIP-E PAD)			Survey will be conducted by the third party.	
Improved girls-to-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz	The ratio of the number of girls to the number of boys in Grade 8, calculated as an average for Afar, Ethiopia Somali and Benishangul-Gumuz	Annual	EMIS, third party verification	Surveys	EMIS Directorate
Gross enrolment rate in Afar, Ethiopia Somali and Benishangul-Gumuz, Grades 1-8	Total enrollment in primary education, regardless of age in Afar, Ethiopia Somali and Benishangul-Gumuz, expressed as a percentage of the eligible official school-age population corresponding to primary education in a given school year in these regions	Annual	EMIS	EMIS survey	EMIS Directorate
Average % of students in Grade 2 who can read at functional fluency level or above in Mother Tongue	The indicator will track the percent of students who are reading at the highest two levels, which are considered as functional reading proficiency level in EGRA (detailed description in GEQIP-E PAD).	Every two years	Grade 2 EGRA results	Sample-based reading assessment will be undertaken with the NEAEA taking a lead.	NEAEA
Average % of students in G8 who perform @ basic proficiency level or above in English in P1 schools	The indicator will track the percent of students who scored at the highest three levels of proficiency combined as measured by	Every other year, starting with Year 1	Grade 8 NLA results	Sample based learning assessment will be undertaken by the NEAEA.	NEAEA

	NLA (detailed description in GEQIP-E PAD).				
Average % of students in G8 who perform @ basic proficiency level or above in maths in P1 schools	The indicator will track the percent of students who scored at the highest three levels of proficiency combined.	Every other year, starting with Year 1	Grade 8 NLA results	Sample based learning assessment will be undertaken by the NEAEA.	NEAEA

Monitoring & Evaluation Plan: Intermediate Results Indicators					
Indicator Name	**Definition/Description**	**Frequency**	**Datasource**	**Methodology for Data Collection**	**Responsibility for Data Collection**
IR Indicator 1.1: Gross intake ratio (GIR) at Grade 1	Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official entrance age to the first grade of primary (age 7), calculated as a national average	Annual	EMIS	EMIS survey	EMIS Directorate
IR Indicator 1.2: Number of schools with quality-enhanced O-Classes	This indicator will track the number of O-Classes in primary schools benefiting from the Quality Enhancement component of the QEAP program (detailed description in GEQIP-E PAD).	Annual (Year 1, 2, 3 & 4)	Reports from TELDD, CDID, SIP, third party verification	TELDD, CDID, SIP will collect and compile REB and school reports on different implementation stage of the QEAP.	TELDD, CDID, SIP Directorates

IR Indicator 1.3: % of O-Classes in Phase 1 schools upgraded through the QEAP	This indicator will measure a percentage of O- Classes in 2,000 Phase 1 schools upgraded in the inspection level (e.g., L1 to L2, L2 to L3) through the QEAP, in order to measure increase in the proportion of schools that meet minimum quality standard.	Annual	GEID, third party verification	External inspections for O-Class will be conducted by trained woreda inspectors. Data will be compiled, analyzed, and submitted by the GEID.	GEID Directorates
IR Indicator 1.4: % of O-Classes in Phase 2 and Phase 3 schools with completed QEAP program (Percentage)	This indicator will measure a percentage of O- Classes in Phase 2 and Phase 3 schools inspected following the implementation of the Quality Enhancement Program (detailed description in GEQIP-E PAD).	Every other year, starting with Year 2	GEID, third party verification	External inspections for O-Class will be conducted by trained woreda inspectors. Data will be compiled, analyzed, and submitted by the GEID.	GEID Directorates
IR Indicator 2.1: % of best performing schools, having largest improvement in the G2/G1 enrolment ratio and G5 survival rates, that receive performance-based awards by March 31	Percentage of best-performing schools nationwide which receive performance-based awards on time, by March 31 (detailed description in GEQIP-E PAD).	Annual	EMIS and SIP, third party verification	Administrative data on timely disbursement from the REBs collected by the SIP Directorate. Survey will be conducted by the third party.	SIP Directorate
IR Indicator 2.2: % of schools that publicly display school report cards	Percent of schools that produce and publicly display school report cards (detailed description in GEQIP-E PAD).	Annual	SIP, compiling REBs reports on the production and utilization of school	School grant surveys, administrative data from the REBs	SIP Directorate, with EMIS Directorate who will provide support in checking the data accuracy of the school

			report cards		report cards.
IR Indictor 3.1: GER of girls in upper primary in Afar, Ethiopia Somali and Benishangul-Gumuz	Total enrolment of girls in upper primary education, regardless of age in Afar, Ethiopia Somali and Benishangul-Gumuz, expressed as a percentage of the eligible official school-age girls corresponding to the same level of education in a given school year in these regions	Annual	EMIS	EMIS survey	EMIS Directorate
IR Indicator 3.2: % of primary schools with grade 5 and higher in Afar, Somali and B Gumuz that have girls' clubs operational according to improved GC guidelines, and delivering life skills training	Share of primary schools with grade 5 and higher in Afar, Ethiopia Somali and Benishangul-Gumuz with girls' clubs operating according to improved GC guidelines (detailed description in GEQIP-E PAD).	Annual	EMIS and SG evaluation	EMIS and SG evaluation surveys	EMIS Directorate
IR Indicator 3.3: Number of classrooms constructed under the project	This indicator will measure the number of classroom constructed under the project	Annual, starting with Year 3	REBs, third party verification	Project progress reports	SIP, PRMD
IR Indicator 4.1: % of schools that receive basic and additional school grants in emerging regions	Share of schools in emerging regions (Afar, Ethiopia Somali, Benishangul-Gumuz and	Annual	MoE reports based on MoF's information	Administrative data from the WoFEDs and BoFEDs collected by the MoF, and surveys by the	MoE in collaboration with MoF

	Gambella) which receive the package of Basic and Additional School Grants (detailed description in GEQIP-E PAD).		received from WoFEDs and BoFEDs through government reporting format; third party verification	third party.	
IR Indicator 4.2: Number of IERCs with community outreach activities and support of children with SN	Number of IERCs established in the country with community outreach activities and support of special needs children in cluster schools (equipped with assistive technologies and screening tools for vision and hearing impairments).	Annual	EMIS, SG program evaluations, reports of the IERCs on the outreach activities in their communities	EMIS and school grant surveys, administrative data from the REBs	EMIS, SIP and SSIE Directorates
IR Indicator 4.3: Enrolment of students with special needs in cluster schools benefiting from servic	Number of students with special needs enrolled in cluster schools including satellite schools and benefitting from the services of resourced and staffed IERCs	Annual	EMIS, SG program evaluations, reports from the REBs	EMIS and school grant surveys and administrative data from the REBs	EMIS, SIP and SSIE Directorates
IR Indicator 4.4: % of PCDP schools with TLM	Share of newly constructed PCDP III schools which receive the package of TLM in social science, math and languages under the	Annual	Needs assessment and surveys, reports from the REBs	Surveys and administrative data from the REBs	SIP and SSIE Directorates

	Program				
IR Indicator 5.1: Progress in average pre-literacy score as measured by MELQO	This indicator will be measured by MELQO assessment tool (representative; in seven mother tongue languages)	Every other year, starting with Year 2	Representative sample survey, third party verification	Sample-based learning assessment will be undertaken by the NEAEA	NEAEA
IR Indicator 6.1: Number of schools benefiting from cascade training in school-based teacher profess	This indicator tracks the number of primary schools that receive a package of school-based teacher professional development (defined under DLR 5.0 in the DLI Protocol table) at Grades 1, 2, 7 and 8 by supervisors and key teachers from cluster schools (detailed description in GEQIP-E PAD).	Annual	Training and Visiting Report at cluster and satellite schools	Training and Visiting Reports with a school stamp will be aggregated at REBs and sent to TELDD	TELDD in collaboration with CDID and REBs
IR Indicator 6.2: % of Phase 1 schools are visited by cluster supervisors and key teachers at least	Percentage of Phase 1 schools that are visited by a group consisting of at least 1 cluster supervisor, 1 key teacher for mother tongue, 1 key teacher for English, 1 key teacher for Mathematics at least three times a year (detailed description in GEQIP-E PAD). Key teachers and	Annual	Training and Visiting Report at cluster and satellite schools	Training and Visiting Reports with a school stamp will be aggregated at REBs and sent to TELDD	TELDD in collaboration with CDID and REBs

	supervisors who are doing the visits will use mobile devices to access materials and help the visited teachers. With a software app, they will record challenges faced by teachers and access materials to assist in these challenges. This will also allow the ministry to track classroom visits more efficiently.				
IR Indicator 6.3: Average score of composite index of school inspection standards on teaching practi	The composite index of school inspection standards on teaching practices refers to a simple average of scores in school inspection standards 11, 12, 13 and 18. Each standard will have a score out of 100 percent (detailed description in GEQIP-E PAD).	Annual	School inspection reports	External school inspections will be conducted by woreda inspectors and data will be compiled and analyzed by the GEID.	GEID
IR Indicator 6.4: % of actual teaching time relative to scheduled instructional time in P1 schools	This indicator will track the percentage of classroom time scheduled for teaching that is actually used by the teacher for teaching (detailed description in GEQIP-E PAD).	Annual	Sample survey	Classroom observations through an unannounced school visit will be undertaken by a survey firm	TELDD (by commissioning the survey and finalizing the report)

IR Indicator 6.5: % of students having textbooks	This indicator will track the percent of schools that have distributed textbooks to students by October every year.	Annual	Sample survey	A representative sample of schools will be surveyed by a survey firm to determined timely availability of textbooks.	CDID (by commissioning the survey and finalizing the report)
IR Indicator 6.6: % of L1, L2, and L3 in school inspection	This indicator will track the percent of schools that are classified at level 1, level 2 and level 3 in school inspections, in order to measure reduction in the percent of schools that don't meet standard (detailed description in GEQIP-E PAD).	Annual	School inspections	External school inspections will be conducted by woreda inspectors and data will be compiled and analyzed by the GEID.	GEID
IR Indicator 6.7: Licensing assessment covering digital skills	Licensing and relicensing systems assess professional competencies on the basis of predetermined standards.	Annual, starting with Year 2	LRD, third party verification	Reports from LRD will collect and compile information on progress with licensing and relicensing of teachers under the new assessment	LRD
IR Indicator 7.1: Use of unique school IDs by EMIS, NLA, EGRA, and Inspection	Unique school IDs will be developed and nationally adopted at all levels (REB, zones, woreda and schools), and by key directorates (GEID and NEAEA) in their data sets	Annual	Data submitted by EMIS, GEID and NEAEA	Data submitted by EMIS, GEID and NEAEA will be reviewed to check whether or not the school ID is incorporated correctly or not.	EMIS, GEID, and NEAEA

	(detailed description in GEQIP-E PAD).				
IR Indicator 7.2: Timely availability of EGRA and NLA scores	This indicator tracks the timely undertaking and ultimately reporting of EGRA and NLA raw scores, which are critical sources of data to measure progress in learning and modify interventions.	Annual	Reports from NEAEA	Reports and data submitted by the NEAEA on agreed deadlines will be reviewed.	NEAEA
IR Indicator 7.3: New concurrent program for Grades 5-8 piloted	The concurrent program refers to a four-year degree pre-service program that provides concurrent training on content and pedagogy (detailed description in GEQIP-E PAD).	Annual	Reports from TELDD	TELDD will collect and compile reports on different implementation stage of the program from responsible directorates and institutions.	TELDD
IR Indicator 7.4: Joint report by EMIS, GEID and NEAEA on learning gaps covering emerging regions	The report will focus on: trends and regional variations in student outcomes including learning outcomes and internal efficiency outcomes at the minimum using NLA, EGRA and EMIS; learning outcomes and learning gaps	Third year	Inspection, EMIS, and sample-based learning assessment data	School inspections, EMIS survey and sample-based learning assessments	NEAEA, EMIS, GEID
IR Indicator 7.5 EMIS digital data collection pilot	The indicator envisages EMIS digital data collection pilot in secondary schools completed with data	Once during the lifetime of AF	EMIS	census-based EMIS	EMIS Directorate jointly with REBs

	validation procedures				
Indicator 7.6 National minimum infrastructure standards	National standards for the design, siting and construction of schools based on the feasibility assessment of school facilities in terms of existing schools conditions. These national standards will include the financial feasibility as well as technical, environmental and social standards. The E&S standards will be consistent with applicable E&S standards (ESS) requirements such as Environment Health and Safety HS, waste management, accessibility and including of vulnerable groups.	First year of AF	MoE PRMD	feasibility assessment survey	MoE and REBs
Indicator 7.7 Back-to-school mobilization campaign	Community mobilization campaigns under support of Asmelash committees to reintegrate the most vulnerable and marginalized groups including girls, children with disabilities and IDP children, who are more	Annual	REBs	Administrative reporting	PRMD, SIP, EMIS

	likely to permanently leave the schooling system after disruptions in schooling.				
IR Indicator 8.1: Gross enrollment rate of refugee primary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray	Total enrolment in refugee primary schools, regardless of age in Afar, Benishangul-Gumuz, Gambella, Somali and Tigray, expressed as a percentage of the refugee school-age population corresponding to primary education in a given school year in these regions	Annual (2021/22, 2022/23, 2023/24, 2024/25)	EMIS/Independent survey	Currently EMIS survey. The trend data for the indicator is noisy that informs the calculation for baseline value and endline targets. The values are subject to revision in POM for new independent data to be collected as part of the project	EMIS Directorate/Independent survey
IR Indicator 8.2: Gross enrollment rate of refugee primary girls in Grades 5-8 in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray	Total enrolment of refugee girls in Grades 5-8, regardless of age in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray, expressed as a percentage of the refugee school-age girls corresponding to the same level of education in a given school year in these regions	Annual (2021/22, 2022/23, 2023/24, 2024/25)	EMIS survey/Independent survey	EMIS survey/Independent survey	EMIS Directorate/Independent survey
IR Indicator 8.3a: Gross enrollment rate of refugee secondary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (male)	Total enrolment in refugee secondary schools, and total enrollment of refugee children in MoE secondary schools, regardless of age,	Annual (2021/22, 2022/23, 2023/24, 2024/25)	EMIS/Independent survey	EMIS cross-validated by Independent survey	EMIS Directorate/Independent survey

	in Afar, Benishangul-Gumuz, Gambella, Somali and Tigray, expressed as a percentage of the refugee school-age population corresponding to secondary education in a given school year in these regions; disaggregated by gender				
IR Indicator 8.3b: Gross enrollment rate of refugee secondary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (female)	Total enrolment in refugee secondary schools, and total enrollment of refugee children in MoE secondary schools, regardless of age, in Afar, Benishangul-Gumuz, Gambella, Somali and Tigray, expressed as a percentage of the refugee school-age population corresponding to secondary education in a given school year in these regions; disaggregated by gender	Annual (2021/22, 2022/23, 2023/24, 2024/25)	EMIS/Independent Survey	EMIS cross-validated by Independent survey	EMIS cross-validated by Independent survey
IR Indicator 8.4: Percentage of refugee primary schools which receive Basic School Grants	Percentage of refugee primary schools in which annual allocation of Basic School Grants is received in accordance with SG guidelines; including additional 5% allocation for	Annual (2021/22, 2022/23, 2023/24, 2024/25)	MoE reports based on MoF's information received from WoFEDs and BoFEDs	Administrative data from the WoFEDs and BoFEDs collected by the MoF, and surveys by the third party.	MoE in collaboration with MoF

	schools in Afar, Benishangul-Gumuz, Somali and Gambella		through government reporting format; third party verification		
IR Indicator 8.5: Percentage of eligible refugee incentive teachers receiving in-service skills upgrading training	Percentage of currently employed refugee incentive teachers with required educational attainment completing annual round of upgrading training in accordance with standardized program approved by Government	Annual (2021/22, 2022/23, 2023/24, 2024/25)	Reports from National Refugee Integration Sub-Unit, third party verification	National Refugee Integration Sub-Unit will collect and compile Regional Refugee Integration Sub-Unit reports	Regional Refugee Integration Sub-Unit
IR Indicator 8.6: Percentage of suitably qualified refugee incentive teachers accredited/licensed following completion of upgrading	Percentage of currently employed refugee incentive teachers with required educational attainment receiving accreditation following completion of all required rounds of standardized upgrading program approved by Government	Annual (2021/22, 2022/23, 2023/24, 2024/25)	Reports from Licensing and Relicensing Directorate (LRD)	LRD will inform National Refugee Integration Sub-Unit of number accredited	Licensing and Relicensing Directorate
IR Indicator 8.7: Percentage of refugee schools receiving standard package of textbooks with REB/woreda procurement, distribution, and monitoring	Percentage of refugee schools receiving standard package of textbooks from REB, as specified in POM.	Annual (2021/22, 2022/23, 2023/24, 2024/25)	Report from National Refugee Integration Sub-Unit; third party	National Refugee Integration Sub-Unit will collate reports from Regional Refugee Integration Sub-Units	Regional Refugee Integration Sub-Units

			verification		
IR Indicator 8.8: Number of refugee secondary schools transferred to MoE/REB administration	Number of refugee secondary schools legally placed under MoE administration and ownership, including transfer of all teaching staff positions to MoE payroll	Annual (2021/22, 2022/23, 2023/24, 2024/25)	Report from National Refugee Integration Sub-Unit; third party verification	National Refugee Integration Sub-Unit will prepare reports from REBs and LRD	National Refugee Integration Sub-Unit
IR Indicator 8.9 Percentage of MoE secondary schools with large refugee populations which receive top-up School Grants	Percentage of MoE secondary schools with large refugee populations which complete a Refugee Integration Plan and receive top-up School Grants in accordance with formula approved by Government. List of schools with large refugee populations to be included in POM. Guidelines for Refugee Integration Plans, and formula for top-up grants, to be agreed during 2021/22	Annual (2021/22, 2022/23, 2023/24, 2024/25)	MoE reports based on MoF's information received from WoFEDs and BoFEDs through government reporting format; third party verification	MoE reports based on MoF's information received from WoFEDs and BoFEDs through government reporting format; third party verification	MoE in collaboration with MoF
IR Indicator 8.10: Costed timebound plan approved by Government for transfer of remaining refugee primary and secondary schools to MoE/REB administration	Plan includes defined steps to complete transfer of all primary and secondary refugee schools to MoE/REB ownership/administration,	One-off	Signed copy of Plan	N/A	National Refugee Integration Sub-Unit

	and full costings. Plan endorsed by Minister of Education and Director of ARRA.				
IR Indicator 8.11: Number of refugee-hosting areas in which innovation activities for girls' empowerment and learning completed	Number of main refugee-hosting areas in which innovation activities are conducted for girls' empowerment and learning, in line with design and arrangements approved by MoE and endorsed by ARRA and REBs. Main refugee hosting areas: Assosa, Dollo Ado, Gambella, Jigjiga, Samara and Shire	Annual (2021/22, 2022/23, 2023/24, 2024/25)	Reports from Regional Refugee Integration Sub-Units, collated by National Refugee Integration Sub-Unit	National Refugee Integration Sub-Unit will collect and compile Regional Refugee Integration Sub-Unit reports	Regional Refugee Integration Sub-Units
IR Indicator 8.12: Number of refugee-hosting areas in which innovation activities for self-directed learning for COVID-19 recovery completed	Number of main refugee-hosting regions in which innovation activities are conducted for self-directed learning for COVID-19 recovery, in line with design and arrangements approved by MoE and endorsed by ARRA and REBs. Main refugee hosting areas: Assosa, Dollo Ado, Gambella, Jigjiga, Samara and Shire	Annual (2021/22, 2022/23, 2023/24, 2024/25)	Reports from Regional Refugee Integration Sub-Units, collated by National Refugee Integration Sub-Unit	National Refugee Integration Sub-Unit will collect and compile Regional Refugee Integration Sub-Unit reports	Regional Refugee Integration Sub-Units

Disbursement Linked Indicators Matrix				
DLI 1	Quality enhancement and assurance program for O-Class			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Intermediate Outcome	Yes	Text	112,500,000.00	1.42
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	Not available			
Before June 30, 2018	DLR 1.0		5,000,000.00	$5 million upon achievement of target
July 2018 to July 2019	DLR1.1		10,000,000.00	$10 million upon achievement of target
July 2019 to July 2020			0.00	
July 2020 to July 2021	DLR 1.2; DLR 1.3; DLR 1.5		54,000,000.00	$54 million upon achievement of targets (scalable)
July 2021 to July 2022	DLR 1.4 and DLR 1.6		28,000,000.00	$28 million upon achievement of targets (scalable)
July 2022 to July 2023	DLR 1.7		11,500,000.00	$11.5 million upon achievement of target (scalable 10-70%)
July 2023 to July 2024	DLR 1.8 and DLR 1.9		4,000,000.00	$4 million upon achievement of targets (scalable)
April 2024 to March 2025			0.00	

DLI 2	Performance-based awards to school on a timely basis to improve internal efficiency			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Intermediate Outcome	Yes	Text	46,000,000.00	0.58
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	0.00			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020	DLR 2.2		20,000,000.00	$20 million upon achievement of target (scalable 61-70%)
July 2020 to July 2021	DLR 2.3		13,000,000.00	$13 million upon achievement of target (scalable 71-80%)
July 2021 to July 2022	DLR 2.4		13,000,000.00	$13 million upon achievement of target (scalable 81-90%)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	

DLI 3	Improved girls-to-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz (KPI 3)			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Process	Yes	Text	50,000,000.00	0.63
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	63%			
Before June 30, 2018			0.00	
July 2018 to July 2019	DLR 3.1		5,000,000.00	$5 million upon achievement of target
July 2019 to July 2020	DLR 3.2		15,000,000.00	$15 million upon achievement of target
July 2020 to July 2021	DLR 3.3		15,000,000.00	$15 million upon achievement of target (scalable 65-68%)
July 2021 to July 2022	DLR 3.4		15,000,000.00	$15 million upon achievement of target (scalable 69-71%)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	

DLI 4	Improved availability of Basic School Grants and Additional School Grants(Additional SG in emerging region			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Intermediate Outcome	Yes	Text	65,000,000.00	0.82
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	50%			
Before June 30, 2018	DLR 4.0		5,000,000.00	$5 million upon achievement of target
July 2018 to July 2019	DLR 4.1		15,000,000.00	$15 million upon achievement of target
July 2019 to July 2020	DLR 4.2		15,000,000.00	$15 million upon achievement of target (scalable 56-60%)
July 2020 to July 2021	DLR 4.3		15,000,000.00	$15 million upon achievement of target (scalable 61-65%)
July 2021 to July 2022	DLR 4.4		15,000,000.00	$15 million upon achievement of target (scalable 66-70%)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	

DLI 5	DLI 5. Improved teachers' instructional activities			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Intermediate Outcome	Yes	Text	123,000,000.00	1.55
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	IR 6.2: not available IR 6.3: 54%			
Before June 30, 2018	DLR 5.0		5,000,000.00	$5 million upon achievement of target
July 2018 to July 2019	DLR 5.1		25,000,000.00	$25 million upon achievement of target
July 2019 to July 2020			0.00	
July 2020 to July 2021	DLR 5.2		33,000,000.00	DLR 5.2 $33 million upon achievement of target (scalable 51-85%)
July 2021 to July 2022	DLR 5.3, DLR 5.4, DLR 5.6		35,000,000.00	DLR 5.3 $25 million (scalable 81-90%); DLR 5.4 $5 million (scalable 55-62%); DLR 5.6 $5 million (scalable 63-70%)
July 2022 to July 2023	DLR 5.5		25,000,000.00	DLR 5.5 $25 million upon achievement of target (scalable 86-95%)
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	

DLI 6	Timely availability of text books			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Intermediate Outcome	Yes	Text	35,000,000.00	0.44
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	58% (2013)			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020	DLR 6.1.		10,000,000.00	$10 million scalable (1-70%)
July 2020 to July 2021	DLR 6.2., DLR 6.3		15,000,000.00	$15 million scalable (1-65%)
July 2021 to July 2022	DLR 6.4, DLR 6.5		10,000,000.00	$10 million scalable (DLR 6.4 81-100 schools)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	
DLI 7	Improved availability, quality and use of data			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Intermediate Outcome	No	Text	17,000,000.00	0.21
Period	**Value**		**Allocated Amount (USD)**	**Formula**

Baseline	Not available		
Before June 30, 2018	DLR 7.0, DLR 7.1	4,000,000.00	$4 million upon achievement of targets
July 2018 to July 2019	DLR 7.2, DLR 7.3	4,000,000.00	$4 million upon achievement of targets
July 2019 to July 2020	DLR 7.4	3,000,000.00	$3 million upon achievement of target
July 2020 to July 2021	DLR 7.5	2,000,000.00	$2 million upon achievement of target
July 2021 to July 2022	DLR 7.6	2,000,000.00	$2 million upon achievement of target
July 2022 to July 2023	DLR 7.7	2,000,000.00	$2 million upon achievement of target
July 2023 to July 2024		0.00	
April 2024 to March 2025		0.00	

DLI 8	Improved pre-service teacher training for English & Math			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Intermediate Outcome	No	Text	3,000,000.00	0.04
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	Not available			
Before June 30, 2018	DLR 8.0		1,000,000.00	$1 million upon achievement of target

July 2018 to July 2019	DLR 8.1			2,000,000.00	$2 million upon achievement of target
July 2019 to July 2020				0.00	
July 2020 to July 2021				0.00	
July 2021 to July 2022				0.00	
July 2022 to July 2023				0.00	
July 2023 to July 2024				0.00	
April 2024 to March 2025				0.00	

DLI 9	Strengthened linkage between funding for REBs and results achieved by each region				
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**	
Process	No	Text	17,000,000.00	0.21	
Period	**Value**		**Allocated Amount (USD)**	**Formula**	
Baseline	N/A				
Before June 30, 2018			0.00		
July 2018 to July 2019			0.00		
July 2019 to July 2020	DLR 9.0		8,000,000.00	$8 million upon achievement of target	
July 2020 to July 2021	DLR 9.1		5,000,000.00	$5 million upon achievement of target	

July 2021 to July 2022	DLR 9.2		4,000,000.00	$4 million upon achievement of target
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	

DLI 10	DLI 10: Improved/ functional environmental and social management (ES) system			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Intermediate Outcome	Yes	Text	6,000,000.00	0.08
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	partially functional			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020			0.00	
July 2020 to July 2021			1,500,000.00	$1.5 million upon achievement of target
July 2021 to July 2022			1,500,000.00	$1.5 million upon achievement of target
July 2022 to July 2023			1,500,000.00	$1.5 million upon achievement of target
July 2023 to July 2024			1,500,000.00	$1.5 million upon achievement of target

Period	Value	Allocated Amount (USD)	Formula
April 2024 to March 2025		0.00	

DLI 11	Harmonization of education services for refugee primary schools		

Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	30.00	0.00

Period	Value	Allocated Amount (USD)	Formula
Baseline	DLR 11.1 Basic School Grants provided from MoE finance to zero refugee schools DLR 11.2: Zero employed refugee incentive teachers receive in-service upgrading training DLR 11.3: Zero refugee primary schools receive standard package of books from REB /woreda		
Before June 30, 2018		0.00	
July 2018 to July 2019		0.00	
July 2019 to July 2020		0.00	
July 2020 to July 2021		0.00	
July 2021 to July 2022	DLR 11.1:Institutional framework, and detailed and costed implementation plan, for provision of Basic School Grants to refugee schools by MoE, acceptable to the Association, adopted by MoE and endorsed by ARRA; DLR 11.2: In-service skill upgrading and accreditation program for refugee incentive teachers developed, and this program, institutional framework for the program, and detailed and costed implementation plan for the	3.00	$1 million on achievement of each DLR

	program, acceptable to the Association, adopted by MoE and endorsed by ARRA; DLR 11.3: Institutional framework, and detailed and costed implementation plan, for provision of books to refugee schools with REB/woreda procurement, distribution and monitoring, acceptable to the Association, adopted by MoE and endorsed by ARRA		
July 2022 to July 2023	DLR 11.1: Basic School Grants provided from MoE finance to at least 60% of refugee primary schools; DLR 11.2: 60% of eligible refugee incentive teachers receive in-service skill upgrading training; DLR 11.3: 60% of refugee primary schools receive standard package of books from REB/woreda	9.00	$3 million on achievement of each DLR
July 2023 to July 2024	DLR 11.1: Basic School Grants provided from MoE finance to 70% of refugee primary schools; DLR 11.2: 70% of eligible refugee incentive teachers receive in-service skill upgrading training; DLR 11.3: 70% of refugee primary schools receive standard package of books from REB/woreda	9.00	$3 million on achievement of each DLR
April 2024 to March 2025	DLR 11.1: Basic School Grants provided from MoE finance to 90% of refugee primary schools; DLR 11.2: 90% of eligible refugee incentive teachers receive in-service skill upgrading training; DLR 11.3: 90% of refugee primary schools receive standard package of books from REB/woreda	9.00	$3 million on achievement of each DLR
Action: This DLI is New			

DLI 12	Integration of refugee secondary education			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	Yes	Text	14.00	0.00
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	DLR 12.1: Zero refugee secondary schools transferred to REB/woreda administration; DLR 12.2: Zero MOE secondary schools with large refugee populations receive Top-up School Grants			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020			0.00	
July 2020 to July 2021			0.00	
July 2021 to July 2022	DLR 12.1: Institutional Framework for integration of secondary refugee education, and detailed and costed implementation plan for transfer of refugee secondary schools to MoE/REB administration, acceptable to the Association, adopted by MoE and endorsed by ARRA; DLR 12.2: 100% of MoE secondary schools with large refugee populations receive training on preparation of Refugee Integration Plans; top-up School Grants included in MoE budget		2.00	$1 million on achievement of annual target for each DLR
July 2022 to July 2023	DLR 12.1: Two refugee secondary schools		3.00	$2 million on achievement of DLR

	transferred to MoE/REB administration (pilot); DLR 12.2: 100% of MoE secondary schools with large refugee populations receive top-up School Grants			12.1; $1 million on achievement of DLR 12.2
July 2023 to July 2024	DLR 12.1: Eight refugee secondary schools transferred to MoE/REB administration (pilot); DLR 12.2: 100% of MoE secondary schools with large refugee populations receive top-up School Grants		4.00	$3 million on achievement of DLR 12.1; $1 million on achievement of DLR 12.2
April 2024 to March 2025	DLR 12.1: Thirteen refugee secondary schools transferred to MoE/REB administration (pilot); DLR 12.2: 100% of MoE secondary schools with large refugee populations receive top-up School Grants		5.00	$4 million on achievement of DLR 12.1; $1 million on achievement of DLR 12.2
Action: This DLI is New				

DLI 13	Implementing innovations to address key challenges in refugee education			
Type of DLI	**Scalability**	**Unit of Measure**	**Total Allocated Amount (USD)**	**As % of Total Financing Amount**
Output	Yes	Text	15.50	0.00
Period	**Value**		**Allocated Amount (USD)**	**Formula**
Baseline	DLR 13.1: Innovation activities for Girls' empowerment and learning completed in zero refugee-hosting areas DLR 13:2: Innovation activities for self-directed learning for COVID-19 recovery completed in zero refugee-hosting areas			
Before June 30, 2018			0.00	

July 2018 to July 2019		0.00	
July 2019 to July 2020		0.00	
July 2020 to July 2021		0.00	
July 2021 to July 2022	DLR 13.1: Design, implementation arrangements and costed implementation plan for innovation activities for girls' empowerment and learning, acceptable to the Association, adopted by MoE and endorsed by ARRA and the REBs of the main refugee-hosting regions; DLR 13.2: Design, implementation arrangements and costed implementation plan for innovation activities for self-directed learning for COVID-19 recovery, acceptable to the Association, adopted by MoE and endorsed by ARRA and the REBs of the main refugee-hosting regions	2.00	$1 million on achievement of each DLR
July 2022 to July 2023	DLR 13.1: Innovations for girls' empowerment and learning active in two main refugee-hosting areas; DLR 13.2: Innovations for self-directed learning for COVID-19 recovery active in two main refugee-hosting areas	4.00	DLR 13.1: $1 million for each area conducting innovation activities; DLR 13.2: $0.5 million for each area conducting activities
July 2023 to July 2024	DLR 13.1: Innovations for girls' empowerment and learning active in four main refugee-hosting areas; DLR 13.2: Innovations for self-directed learning for COVID-19 recovery active in four main refugee-hosting areas	4.80	DLR 13.1: $0.7 million for each area conducting innovation activities; DLR 13.2: $0.5 million for each area conducting activities
April 2024 to March 2025	DLR 13.1: Innovations for girls' empowerment and learning active in six main refugee-hosting areas; DLR 13.2: Innovations for self-directed	4.70	DLR 13.1: $0.46 million for each area conducting innovation activities; DLR 13.2: $0.32 million for each area

	learning for COVID-19 recovery active in six main refugee-hosting areas		conducting activities
Action: This DLI is New			

Verification Protocol Table: Disbursement Linked Indicators	
DLI 1	Quality enhancement and assurance program for O-Class
Description	DLRs 1.2-1.4 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96). Verification to be done in all O-Classes in Phase 1 schools. Verification in the conflict affected areas (CAA) will be done separately from verification in non-conflict areas when the schools reopen. DLR 1.5 and 1.7 are considered achieved when: Approved quality enhancement program (QEP) is implemented in all O-Classes of Phase 2/Phase 3 schools. The implementation of QEP will be verified based on the three activities of the QEP program: (i) O-Class teachers of Phase 2 schools complete in-service training, (ii) teaching and learning materials delivered to schools, and (iii) training conducted for coaching and supervision of O-Classes. The number of days of O-Class teachers' in-service training can be differentiated by the education background and qualification of teachers: a 30-day training program for teachers with no early childhood education training at certificate or diploma level, or a 15-day training program for teachers with an ECE certificate or diploma. The O-Class teaching and learning materials include the teacher guides, the six-activities book, and conversation cards. The training for coaching and supervision is for school principals and cluster supervisors guided by the O-Class coaching and supervision manual. National target is set at 70%, scalable starting from 10% achievement. DLR 1.6 and 1.8 are considered achieved when: School inspection is conduct ed for all O-Classes in Phase 2/Phase 3 schools. This classifies O-Classes into four performance levels based on aggregate percentage scores on the inspection standards. It will inform areas where the program may need to be strengthened and where support of the coaches and supervisors may be required. National target is set at 70%, scalable starting from 10% achievement. DLR 1.9 is considered achieved when: G2/G1 enrollment ratio in Phase 2 treatment schools improves by 3 percentage points since the baseline. The indicator refers to about 7,000 phase 2 schools or about 20% of primary schools in the country with estimated 640,000 O-class students.

Data source/ Agency	DLRs 1.5 and 1.7: SIP, TELDD, CDID and GEID; DLRs 1.6 and 1.8: GEID; DLR 1.9: EMIS
Verification Entity	Verification Entity is stated below with procedure.
Procedure	DLRs 1.2-1.4 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96). Verification to be done in all O-Classes in Phase 1 schools. Verification in the conflict affected areas (CAA) will be done separately from verification in non-conflict areas when the schools reopen. For DLR 1.5 and 1.7: The MoE/REB's report on implementation of QEP will be verified on sample basis by a CSA or an independent survey firm in line with approved program. For DLR 1.6 and 1.8: Inspection reports of O-Classes from General Education Inspection Directorate verified on a sample basis survey by CSA or an independent survey firm. For DLR 1.9: Report of the MoE on the improvement in G2/G1 enrollment ratio in treatment schools will be verified on a sample basis by CSA or an independent survey firm.
DLI 2	Performance-based awards to school on a timely basis to improve internal efficiency
Description	DLRs 2.2-2.4 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96). Verification in the CAA will be done separately from verification in non-conflict areas when the schools re-open. Awards in the CAA to be received within 2 months after schools reopening. Awards in the non-CAA to be received annually by March 31. MoE will provide bank transfer letters to the independent verification agency (IVA).
Data source/ Agency	SIP, EMIS and Program Coordination Office
Verification Entity	Verification Entity is stated below with Procedures
Procedure	DLRs 2.2-2.4 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96). Verification in the CAA will be done separately from verification in non-conflict areas when the schools re-open. Awards in the CAA to be received within 2 months after schools reopening. Awards in the non-CAA to be received annually by March 31. MoE will provide bank transfer letters to IVA.
DLI 3	Improved girls-to-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz (KPI 3)
Description	DLR 3.1 is considered achieved when the gender-sensitive SIP Framework with updated descriptors and improved girls club

	guidelines with technical and implementation aspects are defined, validated and approved by the Ministry of Education. Validation means discussion with internal and external education sector stakeholders. Approved means by one of the State Ministers of Ministry of Education. DLR 3.2, 3.3 and 3.4 are considered achieved when the average ratio of girls to boys in grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz regions using data reported in EMIS for the preceding reporting period reaches the agreed targets.
Data source/ Agency	DLR 3.1: EMIS, SIP and Gender Directorates. DLR 3.2, 3.3 and 3.4: EMIS, SIP and Gender Directorates.
Verification Entity	Verification Entity is stated below with procedure
Procedure	For DLR 3.1: CSA or an independent survey firm will verify the attainment of the DLI based on the validation reports and approval documents provided by the Ministry of Education. For DLRs 3.2, 3.3 and 3.4: The Ministry of Education reports prepared by the SIP Directorate jointly with Gender and EMIS Directorates will be verified through a representative sample survey of enrollments by gender in schools in three emerging regions (Afar, Ethiopia Somali and Benishangul-Gumuz) by CSA or an independent survey firm.
DLI 4	Improved availability of Basic School Grants and Additional School Grants(Additional SG in emerging region
Description	DLRs 4.1-4.4 will be met when schools in emerging regions receive basic and additional school grants in accordance with the agreed targets and time according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96).
Data source/ Agency	SIP for all
Verification Entity	Verification Entity is stated below with procedure
Procedure	DLRs 4.1-4.4 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96).
DLI 5	DLI 5. Improved teachers' instructional activities
Description	DLRs 5.2-5.6 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96). Verification in the CAA will be done separately from verification in non-conflict areas when the schools reopen.

Data source/ Agency	DLR 5.2, 5.3 & 5.5: TELDD DLR 5.4 & 5.6: GEID
Verification Entity	Verification Entity is stated below with procedure
Procedure	DLRs 5.2-5.6 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96). Verification in the CAA will be done separately from verification in non-conflict areas when the schools reopen.

DLI 6	Timely availability of text books
Description	DLRs 6.1-6.5 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96). Verification protocol includes a quality dimension, e.g. textbooks should meet basic physical contract quality standards which could be observed without special equipment (e.g. # of pages, printing colors, cover material).
Data source/ Agency	DLR 6.1 CDID; DLR 6.2 EMIS and CDID; DLR 6.3 CDID; DLR 6.4 EMIS and CDID; DLR 6.5 EMIS (Online textbook distribution and inventory management system) with support from CDID
Verification Entity	Verification Entity is stated below with procedure
Procedure	DLRs 6.1-6.5 will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96). Verification protocol includes a quality dimension, e.g. textbooks should meet basic physical contract quality standards which could be observed without special equipment (e.g. # of pages, printing colors, cover material).

DLI 7	Improved availability, quality and use of data
Description	DLRs will be verified according to the verification protocols of the parent Program (GEQIP-E PAD, p.81-96).
Data source/ Agency	DLR 7.0: EMIS DLRs 7.1, 7.3, 7.5, 7.6 and 7.7: NEAEA DLR 7.2: GEID and EMIS DLR 7.4: GEID, EMIS, CDID, TELDD, MTELDD, MSIC and NEAEA
Verification Entity	Verification Entity is stated below with procedure

Procedure	DLR 7.0: CSA or an independent survey firm will review and validate the consolidated data including unique school IDs. For DLR 7.1, 7.3, 7.5, 7.6 and 7.7: CSA or an independent survey firm will review NLA raw data scores and EGRA for completeness and use of methodology developed by TA and NEAEA. CSA or an independent survey firm will also validate the accuracy of the calculations for KPI 5 and KPI 6 values by replicating the analysis. For DLR 7.2: CSA or an independent survey firm will verify the availability of the two reports on the website of the Ministry of Education. For DLR 7.4: CSA or an independent survey firm will verify the availability of the joint reports in the directorates of Ministry of Education and REBs.
DLI 8	Improved pre-service teacher training for English & Math
Description	DLRs 8.2-8.4 dropped under restructuring.
Data source/ Agency	TELDD for all.
Verification Entity	Verification Entity is stated below with procedure
Procedure	DLRs 8.2-8.4 dropped under restructuring.
DLI 9	Strengthened linkage between funding for REBs and results achieved by each region
Description	DLRs 9.0-9.2 will be verified according to the verification protocols of the restructuring paper of April 14, 2020.
Data source/ Agency	PRMD, REB
Verification Entity	Verification Entity is stated below with Procedures
Procedure	DLRs 9.0-9.2 will be verified according to the verification protocols of the restructuring paper of April 14, 2020.
DLI 10	DLI 10: Improved/ functional environmental and social management (ES) system
Description	LRs 10.1-10.4 are considered achieved when: The established ES and procurement management systems become and remain functional. Functional system means that: (i) qualified ES risk management specialists remain on board from

	operational to federal level; (ii) site-specific ES risk management tools are implemented and reported in line with endorsed guidelines for ES risk management; (iii) functioning grievance redress mechanism are available at regional, woreda and school levels and relevant reports are made available to IDA; (iv) two qualified and procurement proficient consultants and two qualified and experienced contract administration consultants are embedded in the MoE, plus one experienced and qualified procurement consultant and one experienced civil engineer in each REB, acceptable to IDA, remain on board through the implementation period of the project; and (v) an Independent Procurement Auditor, acceptable to IDA, appointed annually, carries out the annual procurement audit of the AF and parent GEQIP-E, and the audit report is submitted to IDA within six months after the end of each fiscal year. Maintaining these functional systems is considered as a minimum condition to minimize potential ES and procurement risks associated with the Program financed activities.
Data source/ Agency	MoE and REBs
Verification Entity	independent survey firm
Procedure	For DLRs 10.1-10.4: An independent survey firm will review MoE reports and will verify through site visits that the established ES and procurement management systems remain functional at central level and in the regions (including in woredas and schools).
DLI 11	Harmonization of education services for refugee primary schools
Description	**DLR 11.1 is considered achieved in 2021/22 when:** Institutional framework, and detailed and costed implementation plan, for provision of Basic School Grants to refugee schools by MoE, acceptable to the Association, adopted by MoE and endorsed by ARRA. **DLR 11.2 is considered achieved in 2021/22 when:** In-service skill upgrading and accreditation program for refugee incentive teachers developed, and institutional framework for this program, and detailed and costed implementation plan for the program, acceptable to the Association, adopted by MoE and endorsed by ARRA. **DLR 11.3 is considered achieved in 2021/22 when:** Institutional framework, and detailed and costed implementation plan, for provision of books to refugee schools with REB/woreda procurement, distribution and monitoring, acceptable to the Association, adopted by MoE and endorsed by ARRA. **DLR 11.1 is considered achieved in 2022/23, 2023/24 and 2024/25 when:** The agreed percentage of refugee primary schools receive Basic School Grants from MoE finance.

	DLR 11.2 is considered achieved in 2022/23, 2023/24 and 2024/25 when: The agreed percentage of eligible refugee incentive teachers receive in-service skill upgrading training. **DLR 11.3 is considered achieved in 2022/23, 2023/24 and 2024/25 when:** The agreed percentage of refugee primary schools receive standard package of books from REB/woreda.
Data source/ Agency	**2021/22:** Ministry of Education; ARRA (all) **2022/23, 2023/24 and 2024/25:** DLR 11.1: School Improvement Program (SIP) Directorate; National Refugee Integration Sub-Unit DLR 11.2: Teachers and Education Leaders Development Directorate; National Refugee Integration Sub-Unit DLR 11.3: Curriculum Development and Implementation Directorate; National Refugee Integration Sub-Unit
Verification Entity	Verification entity as specified below in Procedure
Procedure	**2021/22:** 11.1: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Entity (IVE) to verify documentation of adoption by MoE and endorsement by ARRA. 11.2: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. CSA/IVE to verify documentation of adoption by MoE and endorsement by ARRA. 11.3: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Firm (IVE) to verify documentation of adoption by MoE and endorsement by ARRA. **2022/23, 2023/24 and 2024/25:** 11.1: Report from MoE providing list of selected schools, with bank statements for schools with bank accounts and details of disbursement method for other schools. CSA/IVE to verify disbursement of Grants on a sample basis. 11.2: Report from MoE providing detailed list of trainees (at least name, affiliation, contact information, modules/phases of training completed, and CTE at which training completed). CSA/IVE to verify completion of training on a sample basis. 11.3: Report from MoE detailing list of schools and books received. Report verified by CSA/IVE on sample basis.

DLI 12	Integration of refugee secondary education
Description	**DLR 12.1 is considered achieved in 2021/22 when:** Institutional Framework for integration of secondary refugee education, and detailed and costed implementation plan for transfer of refugee secondary schools to MoE/REB administration, acceptable to the Association, adopted by MoE and endorsed by ARRA. **DLR 12.2 is considered achieved in 2021/22 when:** Agreed percentage of MOE secondary schools with large refugee populations receive training on preparation of Refugee Integration Plans; top-up School Grants included in MOE budget. **DLR 12.1 is considered achieved in 2022/23, 2023/24 and 2024/25 when:** Agreed number of refugee secondary schools transferred to MoE/REB administration. **DLR 12.2 is considered achieved in 2022/23, 2023/24 and 2024/25 when:** Agreed percentage of MOE secondary schools with large refugee populations receive top-up School Grants.
Data source/ Agency	DLR 12.1, 2021/22: Ministry of Education; ARRA DLR 12.2, 2021/22: National Refugee Integration Sub-Unit; SIP Directorate DLR 12.1, 2022/23, 2023/24 and 2024/25: National Refugee Integration Sub-Unit; ARRA DLR 12.2, 2022/23, 2023/24 and 2024/25: National Refugee Integration Sub-Unit; SIP Directorate
Verification Entity	Verification entity as specified below in Procedure.
Procedure	2021/22: DLR 12.1: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Firm (IVE) to verify documentation of adoption by MoE and endorsement by ARRA. DLR 12.2: Report from MoE providing list of schools trained. CSA/IVE to verify completion of training. CSA/IVE to review budget to verify inclusion of top-up Grants. 2022/23, 2023/24 and 2024/25: DLR 12.1: MoE/ARRA to provide certification of legal / administrative transfer of schools to MoE/REB administration. CSA/IVE to verify operation and staffing of schools. DLR 12.2: Report from MoE providing list of selected schools, with bank statements for schools with bank accounts and details of disbursement method for other schools if required. CSA/IVE to verify disbursement of Grants on a sample basis

DLI 13	Implementing innovations to address key challenges in refugee education
Description	**DLR 13.1 is considered achieved in 2021/22 when:** The design, implementation arrangements and costed implementation plan for innovation activities for girls' empowerment and learning, acceptable to the Association, is adopted by MoE and endorsed by ARRA and the REBs of the five main refugee-hosting regions*; **DLR 13.2 is considered achieved in 2021/22 when:** The design, implementation arrangements and costed implementation plan for innovation activities for self-directed learning for COVID-19 recovery, acceptable to the Association, is adopted by MoE and endorsed by ARRA and the REBs of the five main refugee-hosting regions*; **DLR 13.1 is considered achieved in 2022/23, 2023/24 and 2024/25 when:** Innovation activities for girls' empowerment and learning, in keeping with the approved design and arrangements, are conducted in the agreed number of the main refugee-hosting areas**. In order to be considered conducted in a refugee-hosting region, the innovation activity must be accessible to at least eighty percent of female refugee students in the region. **DLR 13.2 is considered achieved in 2022/23, 2023/24 and 2024/25 when:** Innovation activities for self-directed learning for COVID-19 recovery, in keeping with the approved design and arrangements, are conducted in the agreed number of the main refugee-hosting areas**. In order to be considered conducted in a refugee-hosting region, the innovation activity must be accessible to at least eighty percent of refugee students in the region. *The main refugee-hosting regions are: Afar, Benishangul-Gumuz, Gambella, Somali, and Tigray. **The main refugee-hosting areas are: Assosa, Dollo Ado, Gambella, Jijiga, Samara, and Shire.
Data source/ Agency	Regional Refugee Integration Sub-Units
Verification Entity	Verification entity as specified below in Procedure.
Procedure	**2021/22:** 13.1: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Entity (IVE) to verify documentation of approval by MoE and endorsement by ARRA and REBs. 13.2: Task Team to provide inputs on framework and plan prior to approval to ensure acceptable to the Association. Central Statistical Agency (CSA)/ Independent Verification Entity (IVE) to verify documentation of approval by MoE and endorsement by ARRA and REBs. **2022/23, 2023/24 and 2024/25:**

13.1: Report from MoE providing list of camps/locations where innovation activities conducted, and dates of activities. CSA/IVE to verify completion of activities on a sample basis.

13.2: Report from MoE providing list of camps/locations where innovation activities conducted, and dates of activities. CSA/IVE to verify completion of activities on a sample basis.

ANNEX 1: INTEGRATED RISK ASSESSMENT

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	🔴 High	🔴 High
Macroeconomic	🟠 Substantial	🟠 Substantial
Sector Strategies and Policies	🟢 Low	🟢 Low
Technical Design of Project or Program	🟠 Substantial	🟡 Moderate
Institutional Capacity for Implementation and Sustainability	🟠 Substantial	🟠 Substantial
Fiduciary	🟠 Substantial	🟠 Substantial
Environment and Social	🟡 Moderate	🟠 Substantial
Stakeholders	🟢 Low	🟡 Moderate
Other		🟠 Substantial
Overall	🟠 Substantial	🟠 Substantial

ANNEX 2: TECHNICAL ASSESSMENT – ADDENDUM

Strategic Relevance

1.   The strategic relevance of the Government Program, Education Sector Development Programme (ESDP) V (2015/16-2019/20), remains strong. ESDP includes among its key goals the improvement of quality in general education, and improvement in access and equity. These goals remain appropriate given the persistence, despite improvement, of problems of quality, access and equity in Ethiopia's basic education system. The PDO of GEQIP-E, to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12), remains highly relevant to the strategic needs of Ethiopia's education sector.

2.   The proposed AF seeks to expand support to improved efficiency, equitable access, and quality to refugee education. This goal is highly relevant to the context of refugee education in Ethiopia. Ethiopia has the second largest population of refugees in Africa and the sixth largest population of refugees in the world (see Table 2.1).

Table 2.1. Primary refugee-hosting areas and populations (January 2021)

Region	Refugee population	Primary country of origin
Gambella	338,709	South Sudan
Somali	203,244	Somalia
Benishangul Gumuz	67,184	Sudan / South Sudan
Afar	52,886	Eritrea
Tigray	94,272	Eritrea
Total (in main refugee hosting regions)	756,295	N/A

Source: UNHCR

3.   More than 750,000 of Ethiopia's refugees live in camps within the five main refugee-hosting regions. Four of the five regions – Afar, Benishangul-Gumuz, Gambella, and Somali – are considered emerging regions, with particular challenges in terms of economy and service delivery. Refugees are housed in and around a network of 26 camps, operated by ARRA.

Table 2.2a. Primary schools, refugee enrollment and GER by major refugee camp settlements (2018/19)

Location	Primary school-age refugees (7-14)	Refugee primary schools	Primary refugee enrollment	Primary refugee GER
Gambella	84,666	25	71,010	83.9%
Dollo Ado	53,526	23	21,656	40.5%
Assosa	13,673	6	19,594	143.3%
Jijiga	8,431	1	8,147	96.6%
Samara	14,522	2	1,449	10.0%
Shire	19,416	4	8,770	45.2%
Total	194,234	61	130,626	67.3%

Source: Educational Statistics Annual Abstract, 2018/19; UNHCR, correspondence.

4.   In terms of equitable access, the GER for refugee students – 67 percent at primary level and only 12.8 for secondary – falls well short of that for Ethiopian students. Access to education varies widely between refugee-hosting regions (see Tables 2.2a and 2.2b). Issues of quality are also severe, particularly in terms of low availability of qualified teachers in refugee schools.

Table 2.2b. Secondary refugee schools, enrollment and GER by major refugee camp settlements (2018/19)

Location	Secondary school-age refugees (15-18)	Refugee secondary schools	Refugee secondary enrollment	Refugee secondary GER
Gambella	26,661	5	4,734	17.8%
Dollo Ado	20,574	3	1,990	9.7%
Assosa	5,487	1	808	14.7%
Jijiga	5,230	1	1,990	38.1%
Samara	4,949	0	0	N/A
Shire	15,611	3	507	3.25%
Total	78,512	13	6,560	12.77%

Includes Pugnido II school in Gambella, scheduled to open during 2018/19.
Source: Educational Statistics Annual Abstract, 2018/19; EOC-DICAC

5.   A secondary goal of the AF is to support the Government's long-term agenda of harmonization and integration of refugee education with mainstream national service provision. This goal is highly relevant to the strategic priorities of Ethiopia. At present, a dual system of administration exists, with refugee education conducted primarily by ARRA, with financial support from the UNHCR, and limited involvement from the Ministry of Education (MoE) (Figure 2.1). This approach contrasts with the approach taken to education of internally displaced persons, which is carried out entirely through MoE. The dual approach means that the direct administration of refugee schools is carried out with limited access to education expertise, with much of the technical inputs to programming currently provided by donors and partners including UNHCR and UNICEF.

Figure 2.1. Current dual system of refugee education provision
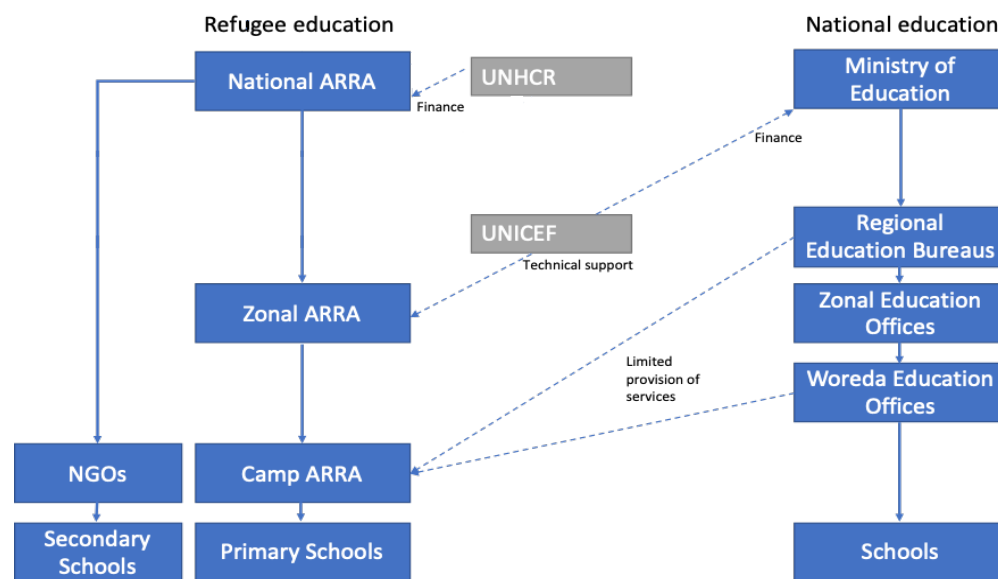
6.   Ethiopia is a signatory to the New York Declaration for Refugees and Migrants, and a pilot country for the accompanying CRRF; as such, it has committed to provide support to refugees "to the extent possible, through appropriate national and local service providers, such as public authorities for health, education, social services and child protection."[53] Under CRRF, Ethiopia has also pledged to increase refugee enrolment at all levels, as part of a wider set of pledges (see Box 2.2). Ethiopia is also a signatory to the Djibouti Declaration on Refugee Education, which commits countries to integrate refugees into national education policies, strategies, programs and plans of action.[54]

Box 2.2. The Government of Ethiopia's Nine Pledges under CRRF

Out of Camp Pledge
1. Expansion of the "Out-of-Camp" policy to benefit 10 percent of the current total refugee population.

Education Pledge
2. Increase of enrolment in primary, secondary and tertiary education to all qualified refugees without discrimination and within the available resources.

Work and Livelihoods Pledges
3. Provision of work permits to refugees and to those with permanent residence ID, within the bounds of domestic law.
4. Provision of work permits to refugees in the areas permitted for foreign workers, by giving priority to qualified refugees.
5. Making available irrigable land to allow 100,000 people (amongst them refugees and local communities) to engage in crop production.
6. Building industrial parks where a percentage of jobs will be committed to refugees.

Documentation Pledges
7. Provision of other benefits such as issuance of birth certificates to refugee children born in Ethiopia, possibility of opening bank accounts and obtaining driving licenses.

Social and Basic Services Pledge
8. Enhance the provision of basic and essential social services.

Local Integration Pledge
9. Allowing for local integration for those protracted refugees who have lived for 20 years or more in Ethiopia.

Source: Administration for Refugee and Returnee Affairs. 2017. "Roadmap for the implementation of the Federal Democratic Republic of Ethiopia Government Pledges and the Practical Application of the CRRF in Ethiopia."

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7.   In addition to provision of staffing and infrastructure by ARRA, refugee camp primary schools have received a limited set of key services through partnerships between ARRA and MoE with support from UNHCR, UNICEF, and other partners. In addition to support from ECW and BSRP, refugee schools receive a range of services and support directly from UNHCR, over and above that provided through financing of ARRA. These partners have supported the construction of a number of additional classrooms and sanitary facilities at refugee schools; provision of books and learning materials; provision of training to teachers and headteachers, both in schools and in Colleges of Teacher Education; sports and play activities; and community mobilization and strengthening of school management committees. With support from UNICEF and UNHCR, refugee schools have been included in a limited form in EMIS since 2016/17. Several NGOs are integrally involved in in-school learning support programs, including Save the

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[53] United Nations General Assembly. 2016. "71/1. New York Declaration for Refugees and Migrants." Resolution adopted by the General Assembly on 19 September 2016.

[54] Intergovernmental Authority on Development. 2017. "Djibouti Declaration on Regional Conference on Refugee Education in IGAD Member States."

Children, International Rescue Committee, Plan International, and World Vision International (see Figure 2.2). Support to education is also provided by European Union Regional Development and Protection Programme (RDPP) in the Horn of Africa, which provides targeted services to Eritrean and Somali refugees, implemented by a few NGOs including International Rescue Committee, the Norwegian Refugee Council, and Save the Children. These additional services have been carried out through a range of partnership agreements between ARRA, MoE, UNICEF and UNHCR: for example, data collection in refugee schools for EMIS was led by ARRA with technical support from MoE and financial support from UNHCR and UNICEF[55].

Heterogeneity of Refugee Context

8.   The context of refugees in Ethiopia has been the result of multiple protracted complex emergencies including civil war and conflict and natural disasters from neighboring countries over several decades all of which will warrant a varied approach towards harmonization and integration of education services. Factors such as (i) reason for leaving, size of refugee population, and length of stay; (ii) ethnic, rural/urban, and socioeconomic background of refugees and host communities; (iii) access to livelihoods, financial services including remittances; (iv) access to camp and transnational social networks inside and outside of camps; (v) access to services inside and outside of refugee camps; (vi) ability for resettlement opportunities; and (vii) other internally displaced migrants will have to be considered in planning of AF activities. The regional structure of AF implementation, particularly through the introduction of Regional Refugee Integration Sub-Units and region-level capacity building plans, affords adequate means to customize activities at the regional level; however, attention will be required to heterogeneity *within* regions, for example between Jijiga and Dollo Ado areas in Somali.

Technical Soundness

9.   *Technical Design Risk Rating:* The overall Technical Design risk rating of the revised program is Moderate.

10.   *PforR Modality and DLIs:* The proposed AF maintains the PforR modality of GEQIP-E. PforR is an appropriate modality for GEQIP-E given the need for concerted efforts to reform policy and institutional arrangements to achieve harmonization and integration of refugee education. Given that the burden of implementation, and need for effective collaboration between ARRA, MoE and other stakeholders, will fall primarily at regional and woreda level, it is appropriate that the proposed DLIs target disbursement at regional and woreda, as well as national, level. However, a thorough communication strategy will be required to ensure that awareness at the regional and woreda levels of the PforR modality is in place to maximize the effectiveness of the incentives. This process is expected to begin at regional level through consultations as part of preparation of the AF.

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[55] UNICEF. 2018. "UNICEF Annual Report 2017: Ethiopia." Available at:
https://www.unicef.org/about/annualreport/files/Ethiopia_2017_COAR.pdf. Accessed: 1st October 2018.

Figure 2.2. NGO activity in refugee education						
	Shire	**Assosa**	**Afar**	**Jijiga**	**Dollo Ado**	**Gambella**
Child and Youth Protection / Special Needs	NRC ZOA IRC HIS RADO PI	PI PIE LWF	AHA EECMY	IRC RADO	SCI NRC RaDO	SCI PI BCS DRC NRC HelpAge RaDO HI
Sport and recreational activities	IHS ZOA NRC JRS DICAC	LWF PI	AHA		RTO	SCI PI DRC LWF
Secondary Movement Intervention	IOM NRC DRC					NRC
School Feeding	IRC		AHA	IRC	SCI	PI SCI
Psychosocial and mental Health Support	MSF-H	RADO TAAAC LWF			IMC	MSF-H BCS IMC CVT
ECCE (Early Childhood Care and Education) and Non-Formal Education	IRC	PI	AHA	IRC	SCI	SCI PI DRC
Primary Education	IRC PI UNESCO	PI RTP UNESCO	EECMY DEC Edukans UNESCO	SCI UNESCO	ESREB JRS UNESCO	PI UNESCO
Secondary Education	DICAC PI	DICAC	EECMY	DICAC	DICAC	DICAC WVI
Vocational Skill Training including Technical vocational education and training (TVET)	PI	NRC		IRC GIZ	NRC IMC JRS	DRC NRC LWF VIS

Key : AHA = Africa Humanitarian Action ; CVT = Centre for Victims of Trauma; DRC = Danish Refugee Council; DEC = Development Expertise Center ; EECMY = Ethiopian Evangelical Church ; EOC-DICAC = Ethiopian Orthodox Church Development and Interchurch Aid Commission; HI = Handicap International; IHS = Innovative Humanitarian Solutions; IMC = International Medical Corps; IOM = International Organization For Migration; IRC = International Rescue Committee; JRS = Jesuit Refugee Service; MSF = Médecins Sans Frontières ; NRC = Norwegian Refugee Council ; PI = Plan International; RADO = Rehabilitation and Development Organization; RTP = Right to Play ; SCI = Save the Children International; LWF = The Lutheran World Federation; VIS = Volontariato Internazionale per lo Sviluppo; WVI = World Vision International
Source : UNHCR/ARRA

11.   The two proposed DLIs employ a similar phased structure, with targets in Year 1 of the AF (2021/22), supporting the development of institutional frameworks, and costed implementation plans, for delivery of harmonized services and for integration of schools and refugee students. This phased approach is appropriate given the need to allow time to develop capacity and expertise in refugee issues within MoE, REBs and woredas, and to formalize and deepen procedures of collaboration between MoE, REBs, woredas, ARRA, and other key stakeholders. The preparation of institutional frameworks will

include technical feasibility assessments to ensure adequte capacity building for completion of activites, supported by the IPF Component.

12.   Targets for the later years are identified proportionally (as a share of refugee schools, teachers, etc) to account for changes in the refugee population. This flexibility is required to ensure that the achievability of DLRs is not undermined by rapid changes in refugee flows. This approach requires robust procedures for annual updating of the number of refugee schools and refugee incentive teachers; it is recommended that the Task Team carefully review the procedures, which will be specified in the planned update to the Program Operational Manual.

13.   *IPF Component:* The proposed AF scales up the existing IPF Technical Assistance component of GEQIP substantially, with US$20 million of the AF devoted to IPF. This substantial allocation is deemed necessary to ensure readiness for implementation of program activities, given the lack of dedicated refugee expertise and experience within MoE and REBs; shortages of administrative and service delivery capacity in key refugee-hosting woredas, particularly in emerging regions; and the need to support innovative and pilot activities to address refugee-specific education issues.

14.   **An extensive stakeholder consultation process with high-level engagement has informed the GEQIP-E AF preparation process.** Consultations have included the Planning and Resource Mobilization Directorate of MoE, as well as other relevant Directorates such as School Improvement Program, Teachers and Education Leaders Development, Licensing and Relicensing, and Mother Tongue and English Language Development, among others; ARRA senior leadership, national technical staff, and zonal officers; Regional Education Bureau Heads and technical staff; Woreda Education Officers in key affected woredas; Development Partners including: UNHCR, UNICEF, FCDO, Dutch Ministry of Foreign Affairs, European Civil Protection and Humanitarian Aid Operations (ECHO), European External Action Service, Finland Ministry of Foreign Affairs, Royal Norwegian Embassy, UNESCO, USAID, US Bureau for Population, Refugees and Migration, GIZ, and Italian Agency for Cooperation.; and key relevant INGOs/NGOs including as EOC-DICAC, World Vision, Plan International, Save the Children, International Rescue Committee and Right to Play; and school principals and teachers have all been consulted. The future role of these NGOs has been discussed with both MoE and ARRA. MoE plan to hold a consultative meeting prior to effectiveness to form new relationships with these NGOs, who have previously worked primarily with ARRA.

Supported activities

Availability of Basic School Grants in refugee primary schools (DLR 11.1)

15.   The first proposed activity, payment of Basic School Grants to refugee schools (and Additional Grants to schools in Ethiopia's emerging regions), is an important one to ensure equitable quality at refugee schools. School Grants are the primary source of non-salary resources for Ethiopian schools, and the primary source of working income for most schools[56]. Extension of these grants to refugee schools is required not only to support improvements in infrastructure and conditions through grant finance, but to develop decentralized leadership and community engagement at refugee schools.

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[56] BDS Center for Development Research. (2018, June 2018). *Evaluation of School Improvement Planning and Implementation and the Flow and Utilization of School Grant.*

16.   Many of the school-level prerequisites for utilization of grants are in place: the majority of refugee primary schools have PTAs, who in the Ethiopian system have responsibility to manage grant funds, and following support provided by UNICEF, the majority of refugee schools have received training and practice in preparing a SIP. However, the proposed activity still poses significant challenges in implementation. Previous attempts to provide grants to refugee schools have been unsuccessful owing to the lack of bank accounts for refugee schools. In order to achieve the delivery of grants to refugee schools, there will be a need for detailed institutional arrangements and procedures, both for the distribution of grants to schools and for supervision of expenditures and accounting. The proposed AF dedicates US$1 million in DLR financing in 2021/22 to supporting these required reforms, through the development of an institutional framework; the IPF component is also expected to support the updating of the existing SG Guidelines for refugee schools, with specialized guidance on utilization of grants.

Improved in-service training for refugee incentive teachers (DLR 11.2)

17.   The AF's support to in-service training for refugee incentive teachers is of vital importance to raise the quality of learning in refugee schools in the long term. A number of incentive teachers have received upgrading support from pilot projects: UNICEF facilitated the upgrading of 247 teachers from Gambella and 42 teachers from Benishangul-Gumuz, along with Ethiopian student teachers. These teachers received diplomas with a focus on pedagogy, content knowledge, and classroom management. In Gambella, 20 female teachers received certificates after one year of training[57]. To move in the direction of equitable quality of schooling for refugees requires a comprehensive and standardized approach, developed within MoE, to move incentive teachers up the skills ladder, including accreditation for those upgraded to the level of qualified teachers. All participating Regional Education Bureaus have one to two Colleges of Teacher Education (CTEs) that could participate in the upgrading of refugee primary school teachers.[58] However, capacity building is likely to be needed to CTEs for specialist expertise in refugee education, and in some cases, support for refugee languages (see Box 2.3). Such support will be available through the IPF component of the AF.

18.   The AF's focus on refugee incentive teachers, while appropriate for the short to medium term, raises long-term questions of sustainability. A quarter of all refugees in Ethiopia have been surveyed as part of a new registration process and 451 of those listed their background as teaching[59]. Therefore, there is clearly untapped teaching resource for refugee schools. However, following the updating of the Refugee Proclamation, which now affirms the right of refugees to work, there is concern that incentive teachers will leave their positions if better paid income generating opportunities arise. In the long term, sustainable staffing of refugee schools is likely to require employment of accredited refugee teachers on conventional contracts, with salaries more in line with those of national teachers (Table 2.3).

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[57] UNICEF. (2018b). "UNICEF Ethiopia: Human Interest Story". Mimeo; additional information received from UNICEF staff by email.

[58] Potential teacher training colleges in the targeted regions include: Aysaita Teachers' College in Afar; Gilgel Beles Teachers' College in Beninshangul-Gumuz; Gambella Teachers' College in Gambella; Abdimajid Hussein Teachers College and Qabridhar Teachers' College in Somali; and Abby Adi Teachers' College and Adwa Teachers' College in Tigray.

[59] UNHCR, Correspondence, 2018.

Table 2.3: Refugee and Host Community Base and Additional Teachers' Salaries

Type of School	Type of Teacher	Base Salary (ETB/Month)	Additional Salary (ETB/Month)
ARRA Refugee Primary School	Incentive Teachers	805	
	Ethiopian National teachers	6,079	12,307
MoE Primary School	Ethiopian National teachers	3,100	4,030
Refugee Secondary School	DICAC teachers	5,045	10,245
	World Vision teachers	6,305	10,642 (males); 11,273 (females)
Source: UNHCR (correspondence, 2019)			

Provision of textbooks to refugee primary schools with REB/woreda procurement, distribution and monitoring (DLR 11.3)

19.   Textbook provision is a strategic choice as an intervention for GEQIP-E AF as there is policy backing for providing such materials; it is a key area where services can be harmonized; and the current system underserves refugee schools. ARRA currently works with REBs to receive textbooks for refugee children, but additionally carries out its own procurement processes for re-printing of textbooks at the zonal level, often using different procurement public and private contractors than that of the REB. School directors report delays and difficulties in securing textbooks[60]. In a recent UNICEF assessment in the Somali region, poor distribution of textbooks particularly for upper primary cycle (Grades 5-8) and lack of inventory of textbooks at the school level were noted[61].

20.   The textbook procurement process could be better aligned with MoE processes but would require planning for refugees. Building on existing policy, the MOU requires the MoE to provide textbooks and related educational materials for both primary and secondary refugee children in refugee schools and Ministry of Education schools with high refugee populations. Since textbooks are tied to student enrollment, the onus will be on the REB and woredas to revise planning policies to account for the increased number of refugee students in determining how many textbooks will be required. The proposed AF includes support in 2021/22 for this process; careful review of these procedures will be required to ensure adequacy of arrangements. Although translation and adaptation of textbooks for refugee languages of instruction is complete or underway for all relevant refugee communities (see Box 2.3), careful planning will be required, and advance procurement recommended, to ensure adequate supply of refugee language materials in the face of unpredictable refugee flows.

Transfer of secondary refugee schools to MoE/REB administration (DLR 12.1)

21.   Given the ambitiousness of the Government's agenda to move to integrated service provision, and the need to carefully conduct reforms to ensure minimal disruption to existing refugees' education, it is appropriate that the AF seeks to support the initiation of this process on a limited basis. The selection of the secondary sector is motivated by the current institutional arrangement, whereby secondary schools are administered by NGOs through contractual arrangements with ARRA. Given that ARRA's immediate management role in these schools is already limited, they represent 'low hanging fruit' as a

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[60] GEQIP-E AF Technical Mission 2018
[61] UNHCR. 2018. "Ethiopia Refugees and Asylum Seekers." Mimeo.

> **Box 2.3. Language of instruction in refugee education in Ethiopia.**
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> Ethiopia's refugee population is drawn primarily from four countries: Sudan, South Sudan, Somalia, and Eritrea. The refugee population also includes small numbers of refugees from a range of other countries of origin, including Congo, Rwanda, and Cameroon, particularly in Assosa, Benishangul-Gumuz, is particularly diverse. The result of this diversity is that the language of instruction for refugee education is not always aligned with that of the host community.
>
> - Refugees are taught in their mother tongue in Grades 1-4 (typically by refugee incentive teachers), and switch in Grades 5-8 to the language of instruction for those grades for their region, if different (which varies between Amharic, English, or the local mother tongue).
> - In Tigray region, although the primary mother tongue of refugees is aligned with that of the host community (Tigrinya). However, refugees from the Kunama ethnic group employ a latin alphabet, as opposed to the Ge'ez script used by the host community. Teaching and learning materials have been developed in latin script and are in use.
> - In one camp in Assosa (Sherkole), in recognition of the wide range of ethnic groups represented, English is used as the medium of instruction in Grades 1-4. Development of English-language teaching and learning materials is currently underway.

starting point to advance the agenda of integration.[62] Furthermore, the majority of refugee secondary schools host a significant number of Ethiopian students, with these in some cases outnumbering refugee students[63]. There is therefore a strong case that these schools should be managed by the MoE. The primary NGO, EOC-DICAC, has already transferred several secondary schools to the MoE where large numbers of refugees have been repatriated[64].

22.   Careful planning will be required to ensure coherence and consistency of service delivery through the process of integration. The current teaching staff in NGO schools consist of qualified teachers, and the potential exists to incorporate these teachers into the MoE teacher workforce; however, MoE policy may not support the maintenance of these teachers in the same schools when the transfer takes place. Issues also exist regarding the differential in salaries between teachers in refugee secondary schools and REB secondary schools. An area of potential risk is that existing teachers employed by NGOs may face reductions in salary if transferred to the MoE workforce. However, this loss of immediate income may be substantially mitigated by the enhanced career opportunities and potential for advancement afforded by inclusion in the national teaching workforce, as well as the potential for transfer to postings in less remote areas or with a lower degree of hardship over time.

23.   The proposed AF provides support in 2021/22 to ensure adequate planning and resolution of these and other issues prior to the initial transfers of schools expected in 2022/23. In addition, the support to capacity building under the IPF component can mitigate risks at the local level by ensuring adequate capacity within REBs and woredas for management and supervision of newly transferred

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[62] A number of additional primary schools, currently operated for Plan International, are expected to be transferred to Government operation during the AF; it would be valuable as a pilot exercise in integration if these were transferred to MoE operation rather than to ARRA.
[63] UNHCR. 2017. "Working Towards Inclusion: Refugees Within The National Systems Of Ethiopia."
[64] GEQIP-E AF Technical Mission 2018

schools. Careful sequencing of integration will be required to enable adaptive iteration of the process and minimize disruption; discussions with REB and ARRA at the national, regional, and zonal level and INGOs indicate that refugee secondary schools in Jijiga, Somali region, and Afar could be a potential target for early integration.

24.   In addition, it is noteworthy that ARRA will continue to play a role in transferred schools, monitoring and supporting refugee students in its core capacity of protection of refugees; the Framework will need to incorporate procedures and institutional arrangements for this ongoing role. The IPF component is also expected to provide support to ARRA for the transition to this role, both at secondary and ultimately, following completion of the long-term process of primary integration, at primary level.

Support to host community schools for integration of refugee students (DLR 12.2)

25.   Approximately 1,300 refugees attend REB secondary schools, typically in cases where there is no refugee secondary school in or near their camp. The additional enrollment can not only further exacerbate shortages of staffing and infrastructure, but lead to or worsen tensions between host communities and refugees. The proposed additional finance to schools with large refugee populations is intended to enable schools to address these challenges, cater to the increased enrollment as a result of refugee populations, and support dedicated integration activities, including potentially the hiring of teaching assistants from refugee backgrounds to provide learning and language support to refugee students. This is in line with the CRRF approach of transitioning from support to siloed refugee services to supporting services providing service to both refugee and host communities.

26.   Although many of the potential investments of top-up grants will benefit all school students, there is a need to ensure that the finance is invested with the primary aim of improving integration of refugees. To that end, the proposed DLR supports in 2021/22 the implementation of training for all REB schools with large refugee populations on the development of refugee integration plans to govern the expenditure of top up grant finance. To ensure fair and appropriate targeting, this exercise should incorporate the updating and verification of existing records of refugee enrollment in REB schools, with due care to ensure that the process of recording does not exacerbate existing social divisions between refugee and host community students. There will also be a need to carefully calibrate the amounts of top up grant finance available to not exceed the absorptive capacity of schools, and to avoid tensions with other secondary schools in areas without large refugee populations.

Support to girls' empowerment and learning (DLR 13.1)

27.   The overall gender equity of refugee education is low, with a gender parity index of 0.69 in primary refugee schools (Table 2.4). Furthermore, evidence from the baseline study of a recent project in Benishangul-Gumuz, implemented by IRC, reveals that a majority of refugee girls had experienced sexual, physical, or emotional violence; one in five girls experienced early marriage or were cohabiting with a male as if married, and expressed low expectations about the level of education a girl should

complete[65]. The case for an activity focused on gender and girls' empowerment, therefore, appears strong.

Table 2.4: GPI for Primary GER of Grades 1-8, main refugee-hosting regions

Location	Refugee schools (2018/2019)	REB schools (2018/19)
Gambella	0.60	0.73
Dollo Ado (Ethiopia Somali)	0.71	0.69
Jijiga (Ethiopia Somali)	0.85	
Shire (Tigray)	0.65	0.97
Samera (Afar)	0.54	0.70
Assosa (Benishangul-Gumuz)	0.66	0.75
Average	**0.64**	**0.78**

Source: ESAA, 2018/19

28. Institutional arrangements for gender-based monitoring and planning in Ethiopia are robust. MoE's Gender Directorate is responsible for supporting gender parity of educational services, and works both within and across other directorates to mainstream gender into programming. Each REB also has a Gender Department, which works with the woredas and schools to provide guidance on protection and material support girls. However, these procedures and arrangements have not yet been extended fully to refugee schools.

29. The proposed intervention is expected to provide life skills training to refugee girls, as well as discussions for parents, caregivers, and male students community members on respect for girls and prevention of GBV/SEA, early marriage and HTP. Given the sensitivity of the target population and the issues raised, careful attention will be required to the selection both of the implementation arrangements and the target communities. Partnership with a local NGO or civil society organization may be appropriate to ensure adequate cultural sensitivity and safeguarding.

Support to self-directed learning for COVID-19 recovery (DLR 13.2)

30. The proposed AF will support activities in the area of low-cost ICT to support self-directed learning for refugees at primary level. The intervention is intended to address a number of challenges in refugee education: low learning and progression in lower grades, the result of large class sizes and reliance on unqualified refugee incentive teachers; and the diversity of refugee school populations, with learners of a wide range of ages and abilities, and in some cases languages, within a single class. In addition, the intervention is intended to mitigate the impacts of the COVID-19 pandemic, and resulting closure of schools, which is expected to lead to significant learning loss and deepen existing inequities in learning.

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[65] Stark, L., Asghar, K., Seff, I., Yu, G., Gessesse, T., Ward, L., Baysa, A., Neiman, A., Falb, K. 2018. "Preventing violence against refugee adolescent girls: findings from a cluster randomised controlled trial in Ethiopia." *BMJ Global Health* 2018;3:e000825

31.   The selection of ICT-based self-directed learning as an area of focus for this intervention has a strong basis in international experience[66]. However, the poor state of ICT infrastructure in Ethiopia presents challenges for traditional ICT interventions. Ethiopia ranks as one of the least connected countries in the world. Its internet penetration stood at a rate of 15 percent in 2016 and mobile phone penetration is just 51 percent[67]. Ethiopia has an underdeveloped telecommunications infrastructure, with a small number of signal stations for the whole country, and a highly rural population. Ethiopia ranks as the world's second most expensive country for internet access[68]. In order to address these challenges, the proposed AF targets low-cost interventions with limited need for internet access, such as tablets pre-loaded with software. However, there will remain a need for careful evaluation of specific proposals to ensure technical feasibility. Careful attention will be required to intervention locations to ensure adequate availability of, in particular, electricity and data signal.

Developing capacity within MoE for refugee education through the setting up of a National Refugee Integration Sub-Unit at MoE, and Regional Refugee Integration Sub-Units at agreed refugee-hosting REBs (IPF Component 1)

32.   The proposed AF includes support to the establishment and operation of National and Regional Refugee Integration Sub-Units, established within the National and Regional GEQIP-E Program Coordination Offices (PCOs) at MoE/REBs with representation from ARRA, to provide coordination, planning and monitoring of refugee education activities, including, but not limited to, the activities supported by the AF. These specialized Sub-Units are appropriate given the absence of dedicated resources for refugee education within both MoE at national level, and REBs at regional level. Currently there is only one member of staff in the MoE assigned to refugee issues (alongside their primary portfolio). The proposed Sub-Units are required in order to provide a basis for coordination of refugee education within MoE and REBs, and to oversee and monitor AF activities. In particular, the Sub-Units will play a key role in planning and contracting capacity building activities and pilots supported by the IPF component. In addition, the Sub-Units will provide a base of technical expertise to support achievement of expected results for the program at both national and regional levels. In order to support the contracting of capacity building and pilot activities, it is recommended that the Sub-Units include dedicated procurement personnel at both national and regional levels.

Enhancing capacity for harmonization and integration activities relating to refugee students (IPF Component 2)

33.   The IPF component will also support extensive capacity building, within MoE, REBs, woredas, and ARRA national and zonal offices, to support planning, implementation and monitoring of refugee education activities. The need for a substantial investment in capacity within MoE stems from the relative lack of experience in direct management of education in refugee settings; development of specialized

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[66] Lewis, K and Thacker, S. 2016. "ICT and the Education of Refugees: A Stocktaking of Innovative Approaches in the MENA Region." World Bank Education, Technology & Innovation: SABER-ICT Technical Paper Series (#17). Mimeo

[67] International Telecommunication Union. 2016. "Percentage of Individuals Using the Internet, 2000-2016." Available at: *https://www.itu.int/en/ITU-D/Statistics/Pages/stat/default.aspx*. Accessed: 12.28.18.

[68] Alliance for Affordable Internet. 2017. "Affordability Drivers Index, 2017." Available at: *http://a4ai.org/affordability-report/data/?_year=2017&indicator=INDEX&country=ETH*. Accessed 12.18.18.

capacity is required not only for implementation of AF activities, but to support the long-term agenda of full integration of refugees into mainstream education. It is expected that the majority of activities will be focused on MoE, REBs, and woredas, but ARRA, and implementing partner agencies such as Colleges of Teacher Education (CTEs), are also likely to be the subject of capacity building activities. It is anticipated that capacity building will focus on system-level capacity for management and delivery of services, but not include direct investment in capacity at school level.

34.   The proposed AF includes robust institutional arrangements for planning and monitoring of capacity building activities. Plans will be prepared at national and regional levels by the National and Regional Refugee Sub-Units. All plans will then be subject to review and approval by the National and/or Regional Refugee Education Steering Committees (see Institutional Arrangements). In order to ensure timely and full completion of this planning process, it is important that the Sub-Units be established within the first three months after program effectiveness.

35.   The size of the capacity building support raises questions about the spending capacity of the recipient organizations. The role of the National and Regional Sub-Units in managing the utilization of capacity building finance will be important, and each Sub-Unit is expected to include or have access to procurement, financial management and technical expertise in order to achieve this. In addition, the large variation in refugee populations, and capacity limitations, between regions require careful collating and decision-making to ensure appropriate targeting of capacity building. The proposed AF includes a stipulation that capacity building finance be allocated to regions in proportion to the size of their refugee populations, matching investment to need; this stipulation extends to the financing of Regional Sub-Units, in order to ensure that administrative capacity is established commensurate to the finance available.

36.   Preventing a recurrence of COVID-19 once refugee schools reopen will require improvements in water, sanitation and hygiene (WASH) facilities and practices at schools, as well as provision of health and personal protective equipment. Therefore, this IPF component will also provide low-cost WASH equipment at all refugee primary and secondary schools, including water tankers, portable handwashing stations, disinfectants and sanitizing materials; and health and personal protective equipment such as face masks, thermometers, first aid kits, and menstrual health management materials. These activities are already under implementation under CERP and the associated COVID-19 Education Response Project; the Refugee AF will support the extension of these activities to refugee schools. The COVID-19 Education Response project supports the preparation and dissemination to schools of materials and procedures for accelerated and remedial learning to provide targeted support to the students experiencing the most severe learning loss. The AF will support the adaptation of these materials for refugee students and their dissemination to refugee schools. In order to establish a measure of the extent of learning loss and correctly calibrate accelerated and remedial learning activities for refugee contexts, the AF will also support a rapid learning assessment activity in refugee schools and MoE/REB schools with large refugee populations.

Institutional Arrangement

37.   A high-level National Refugee Education Steering Committee will manage GEQIP-E AF. The Steering Committee will be co-chaired by MoE and ARRA, with participation from MoF, REBs of the main refugee-hosting regions, and the ETWG; and with UNHCR, UNICEF, the World Bank, and other key

stakeholders included as non-participating observers. The Steering Committee will be responsible for the overall strategic management of GEQIP-E AF. At Regional level, strategic management will be conducted by Regional Refugee Education Steering Committees with representation from REBs, ARRA, and BoFEDs. The Local Education Group (LEG) will endorse the achievement of DLIs.

38.   The introduction of the Steering Committees is justified owing to the absence of an existing cross-agency committee, with representation from both MoE and ARRA, focused on refugee education. Multiple systems of coordination do exist at present, but none is situated within MoE and focused on refugee education. There are three general bodies: (1) Education cluster groups with MoE, REB, and Development Partners at the national, regional, and woreda levels, which primarily focus on education in emergencies (e.g. internally displaced persons); (2) the ETWG, which has national presence with 16 members and is co-led by MoE and an elected donor representative, currently Finland, but which has no specific remit for refugee education; and (3) Refugee education coordination working groups with ARRA, UNHCR, and Development Partners at the national, zonal, and camp levels. The strength of each of the working groups (including regularity of meeting and participation of stakeholders) differ from region to region. In addition, institutional arrangements for CRRF, led by ARRA and co-chaired by the Ministry of Finance and Economic Cooperation and UNHCR, have been formally established, albeit not yet operationalized; these are expected to be activated following the approval of NCRRS, and over time are expected to include a human development technical committee. The ETWG, as the main coordinating body for general education, is expected to play a central role as a participant in the National Refugee Education Steering Committee.

39.   In the medium to long term, in order to streamline the institutional arrangements of refugee education and minimize duplication, it is expected that the National and Regional Refugee Education Steering Committees will merge with, replace, or absorb some of the existing arrangements. In particular, it is expected that the National Refugee Steering Committee will be incorporated into the CRRF arrangements currently under development, potentially serving as the primary sectoral working committee for education.

40.   Day-to-day management of the program will be carried out by the National Refugee Integration Sub-Unit, and at regional level, implementation of the program will be overseen by the Regional Refugee Integration Sub-Units. These units will sit within the existing regional GEQIP-E PCOs. The need for dedicated units is grounded in the particular challenges of refugee education, particularly with regard to cross-ministerial coordination, and the lack of existing refugee-specific expertise within MoE and REBs. The financing and staffing of the Regional Sub-Units is expected to vary according to the size of refugee populations in each region, ensuring adequate support, particularly in Gambella and Somali regions which between them house around two-thirds of Ethiopia's refugees.

Expenditure Framework

41.   The Program Expenditure Framework for the AF includes the following costs which are expected to accrue to MoE and REBs, as the implementing agencies, during the lifetime of the AF: provision of harmonized services to refugee primary schools; provision of refugee secondary education; top-up finance for refugee students at REB schools; activities relating to ICT for self-directed learning and empowerment of refugee girls; and additional salary and operational costs for supervision and management of refugee education at regional and woreda levels. For unit costs, GEQIP-E AF uses

expenditure estimates from GEQIP-II, GEQIP-E, and relevant projects, as well as Ministry of Education policy standards. For school grants, per Ministry of Education standards, a rate of between 50 and 70 birr/student is used, dependent on grade. For textbooks, Ministry of Education expenditures from GEQIP-II are used. For upgrading of refugee incentive teaches, estimates of per-teacher costs are used from the existing pilot upgrading program provided by UNICEF. Integration of secondary schools is based on current expenditure figures for DICAC schools, provided by UNHCR, and top up of secondary schools is based on a proposed top up allocation of ETB100 per student per year. All costs are estimated on a per-student basis[69]; refugee primary GER is expected to increase to 90 percent by the completion of the program.

42.   The program expenditure framework is subject to potential risk as a result of potential changes in refugee flows and demographics. Refugees are difficult to predict and can change rapidly, as evidenced by the extremely rapid inflow of refugees from South Sudan into Gambella since 2015. Cost estimations based on per-student costs may change as a result not only of rising refugee GER, but changes in the underlying population of school-age refugees. In order to minimize this risk, the expenditure framework allows for 10 percent annual increase in refugee populations.

Economic Analysis

43.   *Justification for public provision and World Bank value-added:* **Public provision is justified by credit constraints; the World Bank's value added includes its expertise on refugee education and existing partnership with the MoE.** Primary schools face severe shortages in resources and often poorly trained and underqualified teachers. While the private rates of return to primary education are substantial, refugee households are typically poor and lack access to credit. This credit constraint is the market failure that generally justifies public investment in harmonization of service delivery. At the secondary level, international evidence suggests that education obtained by migrants outside the formal education system yields lower rates of return; the integration of refugee secondary schools into the formal education would ensure refugee qualifications are correctly recognized, and it is expected that MoE provision would be lower cost due to economies-of-scale. The World Bank is well positioned to support the Government's programme due to its global expertise in refugee education and partnership with the MoE in the education sector more broadly.

44.   *Development impact:* **harmonizing primary school service delivery is expected to yield a rate of return of 13.4 percent while MoE administration of secondary schools would save US$1.61 per dollar spent and provide substantial benefits from labor market recognition of secondary education.** The harmonization of service delivery to refugee primary schools, including the provision of teacher training, textbooks, and school grants, is expected to improve education quality. By modelling the effects of the educational inputs according to international evidence, the economic rate of return is estimated to be 13.4 percent for a student starting primary school (Table 2.4). Integrating refugee secondary schools into Ethiopia's public education system would create a benefit through two sources. First, the economic cost of secondary education is expected to be reduced because of economies of scale with the MoE's provision of secondary schooling. Second, because the returns to education acquired by migrants outside the host country's formal education system tend to be lower due to a lack of recognition of qualifications,

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[69] In the case of training for refugee incentive teachers, costs are estimated on a per-teacher basis, with teacher numbers scaled according to enrollment projections.

the effect of integration on refugees' future earnings are expected to be substantial. For example, based on previous research of benefits globally, the modelled present value of future earnings for a student starting secondary would range between US$3,095 and 16,578 discounted at 5 percent and between US$870 and 4,631 discounted at 12 percent.

Table 2.4. Summary of cost-benefit analyses of programs

Component	Modeled economic costs	Modeled economic benefits	Modeled rate of return
1. Harmonization of primary school service delivery	Increase of US$23 per student (teacher training, text books, school grants, additional teachers)	Increase in cognitive skills from improved educational quality; increase in educational attainment (excludes benefits from health, reduction in child marriage, etc.)	13.4%; sensitivity analysis: SD of 5.3%; 90 percent probability of an internal rate of return (IRR) of 9.0% or higher.
2. MOE administration of secondary schools	Reduction in economic cost[70] by US$194 per student from efficiency gains from economies of scale	NPV of future earnings between US$3 000 and US$16 000 based on international estimates of domestic schooling qualifications versus foreign, applied to Ethiopian earnings data (LFS)	N/A: positive benefits but negative economic costs

Harmonization of service delivery to refugee primary schools

45.   ***Modeled benefits:*** A modeled IRR is used as an indicator of cost-benefit. Benefits of the program are modeled in terms of human capital: the stream of future potential earnings resulting from increased cognitive skills from the harmonization of service delivery. Potential earnings are defined as the earnings an individual refugee would receive if he or she were employed in the host-country's labor market in absence of discrimination or other employment barriers; this was estimated using a Mincerian earnings model and the 2013 LFS with earnings adjusted for per capita economic growth. The effect sizes of cognitive skills on earnings are drawn from Patrinos and Psacharopoulos (2010). The effect sizes of the inputs provided under the harmonization (including teacher training, school grants, and textbooks) are based on a literature review of international evidence on the impact of these inputs on cognitive skills globally (see economic analysis background paper for this project). A further benefit is in terms of the expected years of schooling. To estimate the probability distribution of the years of schooling for an individual entering a refugee primary school, dropout rates are modeled from data on refugee enrollment data and presented in Table 2.4. Dropout rates are assumed to be constant for grades 1 to 7 and grades 9 to 11; the modeled constant dropout rates are defined to produce the refugee enrollment numbers reported in the Educational Statistics Annual Abstract (ESAA), 2018-19 (Federal Democratic Republic of Ethiopia, 2017) assuming no repetition. This provides the probability that an individual refugee entering primary will leave school after each grade and with the corresponding number of years of schooling. Note that the modeled costs exclude additional monetary benefits arising the reduction health costs, reduction in crime or participation in conflicts, and early marriage.

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[70] Note that the MoE administration of secondary schools will result increased cost for MoE but reduced costs for NGO. Economic cost excludes the transfer of costs between different agents and includes only the change in cost resulting from, in this case, improvement in economies of scale.

46.   ***Modeled costs:*** The costs of the program are the primary recurrent costs of harmonizing service delivery including teacher training, school grants, and textbooks. The modelled per student cost of harmonized activities per student, based on the program expenditure framework, is US$23.04 (see Table 2.5). This includes the cost of additional teachers for upper primary, but does not include the government cost of existing teachers—this is not a true increase in economic cost but rather a transfer in cost. The increased cost to the government of existing national teachers is considered in the fiscal analysis.

Table 2.5. Estimated cost per student of harmonization of service delivery to primary schools

Total cost 2021/22 - 2024/25 (US$ millions)	
Teacher training	2.81
Textbooks	3.27
School grants (basic and additional)	6.86
Salaries of additional teachers for lower primary	3.96
Total	16.90
Number of refugee students 2021/22 - 2024/25	
Assuming 10% annual increase in refugee population and GER of 0.67 (current refugee GER)	733,524
Total per student cost (US$)	23.04

Source: Project expenditure framework (see Program Paper Table 5). Total primary students based on GER of 0.78 and 10% annual growth in primary-aged refugee population from 2017/18 of 194,234 reported in the ESSA EC 2011. Note that the cost of current refugee primary teachers is not included as this does not represent an additional economic cost only a transfer of cost to the Government of Ethiopia. This increase in salaries is included in the fiscal analysis.

Rate of return and sensitivity analysis:

47.   The range of (1) the effects of the educational inputs provided under harmonization on cognitive skills; (2) the effects of cognitive skill on future earnings; and (3) the years of schooling attained by a child entering primary school as well as the modeled annual cost per year provide a probability distribution of the internal rate of return (IRR). The point estimate IRR is 13.4 percent. The distribution provides a sensitivity analysis; the standard deviation is 5.3 percent. The 10th percentile is 9.0 percent suggesting a 90 percent probability of a rate of return greater than 9.0 percent given the variation in benefits of similar interventions shown internationally (see Figure 2.3).

Integrating NGO secondary schools

48.   The economic benefits of transferring the NGO secondary schools to MoE administration are expected to arise from two sources: (1) a decrease in cost per student due to an economies of scale and (2) increased recognition of refugee's secondary school qualification as it would be indistinguishable from the formal Ethiopian education system. The estimated annual recurrent cost per student of the secondary refugee schools is US$314.36 while nationally it is US$120.53. The cost per student of MoE administration of refugee schools would likely fall between these two estimates.

Figure 2.3. IRR and sensitivity analysis

Density function based on varying scenarios of program impact on cognitive skills and their link to earnings

IRR distribution
Mean: 13.36%
SD: 5.25%
10th percentile: 9.05%
90th percentile: 21.32%
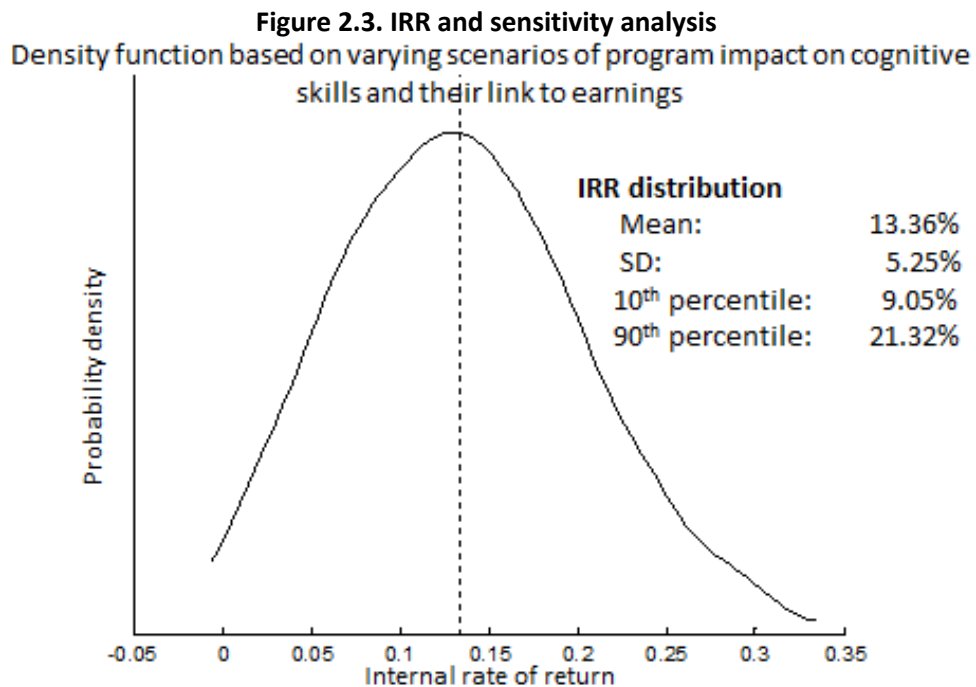
The internal rate of return (IRR) of harmonizing service provision is based on the (1) effect of GEQIP-E educational inputs (teacher training, textbooks and school grants) on cognitive skills and (2) the effect of cognitive skills on future earnings. Because the sizes of these effects are unknown for GEQIP-E-AF, Table 1 provides reasonable effect size scenarios for the educational inputs, and Table 7 in Patrinos & Psacharopoulos (2010) provides effect size scenarios for the effect of cognitive skills on future earnings. The subsequent IRRs from each combination of effect sizes from these two tables are used to derive the mean IRR estimate as well as the density of the IRR distribution; this density indicates sensitivity of the IRR to the effect size scenarios.

Table 2.6. Per student secondary education recurrent costs - refugee schools and public schools nationally

NGO secondary schools	
Total annual recurrent cost (USD) in 2018	3,152,739.69
Number of secondary students	10029
Annual recurrent cost per student	314.36
Public secondary schools	
Annual recurrent cost per student	57.97
… in 2018 USD	120.53
Potential savings	
per student	193.83
per dollar invested	1.61

Sources: Technical assessment (for refugee school costs), ESAA 2018/19 report (for refugee enrolments), 2013 public expenditure review (for national public expenditure), IMF WEO 2018 April (for inflation and currency conversion based on average exchange rates for 2017)

49.   This analysis assesses the potential value of human capital arising from integrating refugee secondary schools into the formal education system through the recognition of refugee qualifications. The effect of integrating secondary schools on the returns to secondary education is modeled as the difference between migrant and local resident earnings, internationally. The estimated net present value is estimated at between US$3,095 and US$16,578 (if discounted at a rate of 5 percent) and between US$870 and US$4,631 (if discounted at 12 percent).[71]

Fiscal sustainability analysis

Figure 2.4. Fiscal implications of the program until 2035

Cost of harmonization of service delivery to primary schools and MoE administration of secondary schools as a percent of public education expenditure and government budget deficit

Cost as a percent of forecasted public education expenditure
—— Projected enrollment using current refugee GER
--- Projected enrollment using current Ethiopia GER

Cost as a percent of forecasted government budget deficit
—— Projected enrollment using current refugee GER
--- Projected enrollment using current Ethiopia GER
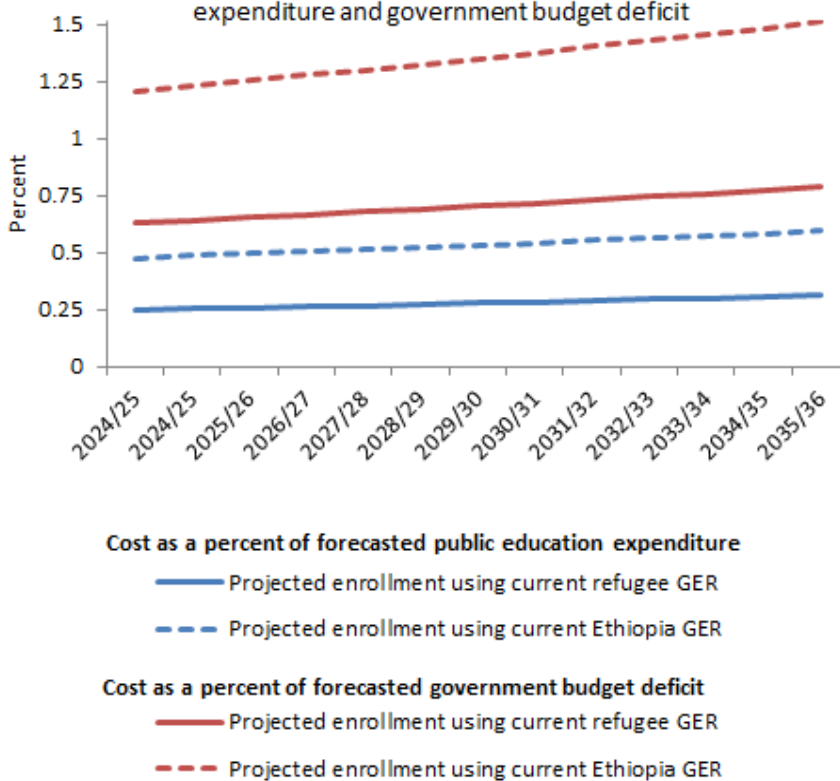
50.   To examine the extent to which the government budget can absorb the cost of the refugee program, the main recurrent costs of the refugee program are compared with overall recurrent expenditure. The total recurrent costs of the refugee program are estimated under different refugee enrollment scenarios using the per student costs described above. For the cost of MoE administration of secondary schools, the current per student cost (under refugee administration) of US$314.36 is used as an upper-bound; the cost under MoE administration is expected to be lower due to economies of scale, yielding an estimated saving of up to US$1.61 per dollar spent.

51.   Maintaining the program after completion is expected to have minimal effects on long term fiscal variables. To understand how the Program will affect future fiscal variables, the future cost implications of the program are forecasted based on different enrollment projections and compared against future projections of public education expenditure and government budget deficit. Two enrollment projections

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[71] To the author's knowledge, no social discount rate has been estimated for Ethiopia, and 5 percent (a benchmark used in many cost-benefit analyses looking at cross-generational investments) and 12 percent (used in the previous GPE COVID-19 Education Response Project, P174206) were applied.

are considered, reflecting a low and high cost scenario. Under the first, the current refugee GERs for primary, lower and upper secondary are assumed; under the second, the GERs for Ethiopia are used. Both cases assumes that the primary and secondary age refugee population will increase at 10 percent, as discussed in the program paper.[72]

52.   For the first year after the end of the program, the cost of the program under the lower cost scenario would be approximately 0.25 percent of public expenditure or 0.63 percent of net borrowing. Under the higher scenario, the cost would represent 0.48 percent and 1.21 percent, respectively. Costs would not exceed 0.31 and 0.59 percent of public education expenditure and 0.5 and 1.4 percent of net borrowing, for the low and high cost scenarios, respectively. Note that these represent high levels of refugee population growth in order to assess the government's ability to absorb education costs.

53.   ***Fiscal peace dividend:*** Reducing conflict in Ethiopia's neighbors would produce an additional peace dividend by mitigating the negative impact of conflict on Ethiopia's GDP. For example, a study by Frontier Economics[73] suggests that intense conflict in South Sudan would cost Ethiopia 18 to 30.2 percent of its accumulated GDP over twenty years. This is an average reduction of 0.93 to 1.51 percent in annual GDP. The total school age refugee population in Ethiopia's Gambella region was 111 thousand in 2018/19 according to the ESSA 2011. This represents one percent of the population of South Sudan (11 million in 2019 according to the World Bank) and 5 percent of the literate adult population. This is not a trivial amount and, given the link between education and the reduced risk of conflict, would have likely a measurable effect mitigating GDP loss. Based on the unit costs for primary and secondary level education, the total annual cost of educating all school age refugees in Gambella would be US$11.6 million per year or 0.01 percent of GDP.

Results Framework

54.   The proposed GEQIP-E AF intermediate indicators and DLIs are aligned with the PDO, to *improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12)*. The supported activities are expected to raise quality in refugee schools by addressing identified shortages of textbooks, qualified teachers, and school grants, while integration of refugee secondary education is expected to improve the overall long-term efficiency of the system and improve equity of access by placing refugees and host community students on an equal footing in terms of access to secondary schooling. The activities, DLRs, and other indicators are linked to the PDO through a robust results chain (see Figure 3 in main section of Program Paper). The proposed AF uses primarily the same DLR verification arrangements as the original program. It is expected (but not required) that the same Independent Verification Agencies selected by Government for the original program will provide verification for the AF DLIs, and careful monitoring of the quality and comprehensiveness of verification will be required before a final decision is made on the use of a single agency for both the original program and AF DLRs.

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[72] Forecasts for GDP, real GDP growth, total government expenditure, and government budget deficit are drawn from the IMF 2018 October WEO; for the years after the end of their forecasts, the latest values and forecasts are used. Costs per primary and secondary students are described above. Finally, it is assumed the education expenditure as a percent of GDP is constant at 4.74 percent based on the 2015 figure, the latest available.

[73] Frontier Economics (2015). *South Sudan: The Cost of War*. London: Frontier Economics

ANNEX 3a: FIDUCIARY SYSTEMS ASSESSMENT – ADDENDUM

1.   An integrated Fiduciary Systems Assessment (FSA) for General Education Quality Improvement for Equity (GEQIP-E) Program for Results was carried out in the Federal Ministry of Education (MoE), Ministry of Finance (MoF), sample Regional Bureaus of Education, College of Teachers Education and sample participating woredas which will implement the fifth Education Sector Development Plan (ESDP V) consistent with Operational Policy/Bank Procedure for Program-for-Results Financing. The assessment was completed in October 2017. The original program became effective in December 2017.

2.   The FSA has been updated in line with Bank Policy, Directive for Program-for-Results Financing (PforR) and the PforR Fiduciary Systems Assessment Guidance Note. The World Bank assessed whether the Program's fiduciary systems continue to provide reasonable assurance that financing proceeds will be used for the intended purposes, with due attention to the principles of economy, efficiency, effectiveness, transparency, and accountability. The assessment also looked into any changes on the program boundary, and hence the expenditure framework; the implementation and impact of previously proposed action plans to mitigate risks; and newly emerged risks and their mitigating measures. To update the FSA, various supervision mission reports, field visits[74], studies on service delivery for the education sector, and the latest PEFA and MAPS reports were used.

3.   The implementation arrangements for the AF will remain substantially the same as that of the original program. The MoE will have the overall project coordination and management role. The financial management function will be over seen by the MoF at federal level, and the BoFEDs and WoFEDs at regional and Woreda levels. Most of the procurement will be carried out by the MoE, although certain procurements will be handled by REBs, CTES and universities. While the Federal and Regional Attorney General and Police will be involved in prosecution and investigation of any fraud and corruption cases that may arise, the Federal Ethics and Anti-corruption Commission (FEACC) is the lead agency that coordinates the overall fraud and anti- corruption movement. In line with this, the FEACC and REACCs have established a vertical working relationship in information sharing/reporting. Similarly, EAC units and officers at various levels are accountable to the heads of their respective offices, but during handling complaints or tip-offs they will have a vertical working relationship with the F/REACCS. The lead agency, FEACC, having established vertical working relationships with all public institutions through the ethics offices, can coordinate the overall fraud and anti- corruption movement and World Bank requirements.

4.   The risks identified by the original assessment still remain valid. These include: Weak control and monitoring over school grant utilization; delay in taking timely action on school grant audit findings; delay in release of resources from the Government for the SPG element of the program; low budget utilization for capital expenditure; weak procurement system and human resource capacity at all levels; and delayed submission of biannual fraud and corruption reports. Furthermore, the current COVID-19 pandemic poses additional risks, as it will cause limitation on the current accountability and oversight functions in the program such as limitations on conducting financial, school grant and procurement audits; compilation and verification of fraud and corruption reports; as well as limited supervisions and evaluations to the lower level implementing entities due to curtailed staff movement. With the original program, the agreed action plans were not implemented on time due to a lack of adequate attention by management to the program's governance issues and capacity limitations noted at all levels. These

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[74] MoE, Education Bureaus of Addis Ababa City Administration and four regions (Oromia, SNNP, Gambella, Tigray).

weaknesses had hindered the achievement of some of the results. The proposed actions on this updated FSA take into account the actions not implemented as well as the root causes of why they were not implemented.

5.   Overall, the fiduciary assessment for this operation concluded that the examined program financial management and procurement systems continue to be adequate, and provide reasonable assurance that the financing proceeds will be used for intended purposes if proposed mitigating measures are implemented. The overall integrated fiduciary risk is rated "substantial" due to the risks noted above.

6.   *Expenditure Framework.* The expenditure framework for the second AF will remain similar to the parent project, but will also incorporate costs related to school construction. The program expenditure continues to be in two parts: (i) non salary recurrent cost of the education sector at regional and Woreda levels financed through the General Purpose Grant; and (ii) cost of school grants, textbook procurement, teacher development program, system strengthening, program management, and school construction construction among others, financed through the Special Purpose Grant (SPG). As noted above, the main added element from the previous expenditure framework is school construction as part of the SPG. As such, the updated FSA has looked into the Government's performance in school construction (Capital expenditure) to identify new risks and mitigating measures. The implementation of this element is carried out by the REBs which continue to be the main implementers of the program.

7.   *Procurement Exclusions/High Value Contracts.* Under GEQIP-I & II, all ICB contracts were planned to be handled by the Procurement Services Administration Directorate of the FMOE. However, there were also selected NCB & Shopping contracts, as well as consulting and non-consulting assignments which were handled by FMOE. At regional level (REBs), and universities and CTEs were responsible for carrying out procurement activities, which are normally carried out using the Request for Quotations (RFQ) procurement method. While there have been high value TLMs and ICT procurement activities under GEQIP I & II programs, the maximum value of single contracts committed using the GEQIP-II was US$26.4 million for ICT Infrastructure, and US$26 million for textbooks procurement. The cost of most ICB textbooks procurement activities and contracts for other goods, equipment, consulting and non-consulting services were well below US$10 million . Thus, the likelihood of a single contract amounting to or exceeding more than 25 percent of program expenditure is low in GEQIP PforR. However, high value contracts under the program shall be monitored during verification missions to ensure that the program is in conformity with the World Bank policy on high value contracts in PforR.

8.   *Institutional and Legal Framework.* Ethiopia has established a strong legal framework to manage public resources efficiently and effectively. The governing bodies comprise of the federal government and state members. The federal government and the states all have proclamations and regulations with regards to financial administration, procurement and property administration. Furthermore, the legal framework has a proclamation that establishes ethics and anti-corruption commissions at federal and regional levels. These proclamations are amended from time to time with the need to accommodate new interventions and areas. Although the legal framework is robust, it doesn't mean it is complete. As noted in the procurement proclamation, it lacked the following elements: (i) FPPA does not have regulatory and monitoring responsibility over government owned enterprises; (ii) FPPA reports to MoFED and the RPPAs report to their respective BoFEDs and cannot be considered independent of the executive

bodies, though it seems they have some level of management autonomy; (iii) FPPA and RPPAs have weak capacity to monitor procurement activities and carry out comprehensive procurement audits; (iv) no formal oversight or complaint mechanisms at some regional states levels; (v) lack of adequate recognition for the procurement profession, and low capacity to effectively enforce and implement the procurement law; and (vi) low procurement staff's understanding of the Government's own process management system; and (vii) the private sector is not well-organized. The Government is currently working towards amending the procurement proclamation for which US$has also provided its comments.

9.   *Country PFM status:* Since the completion of the original assessment, the 2019 PEFA and MAPS have been completed for Ethiopia. As the program is implemented countrywide and uses the country PFM system, the major findings of these reports highlight areas that need attention even for the program's implementation. The PFM system continues to be strong in areas of debt management, reasonable budget discipline, timely financial reports, good coverage of external audit and internal audit as well as well-structured internal control procedures. However, weaknesses remain in medium-term budgeting, control of assets and liabilities as well as transparency in sharing fiscal information with the public. Furthermore, public procurement processes are also characterized by several weaknesses that undermine procurement efficiency and effectiveness, such as: limited capacity of public bodies, lack of transparency and inadequate regulatory framework, constrained market, delays in procurement processes, uneven use of standard bidding and contract documents, and weak contract administration capacity. The Government plans to revise its existing PFM strategy in light of the findings noted in these diagnostic reports. Development partners have been committed to assist in this revision process.

10.   *Fiduciary Performance of the Existing Program.* Since the program became effective, in general, the progress of implementation in terms of agreed upon fiduciary risk mitigation measures has not been satisfactory. Some areas have recorded good achievements, such as timely submission of program financial audit reports and financial statements with acceptable quality; adequate accountants in place at all levels; well-functioning internal control procedures; and submission of biannual fraud and corruption reports (although not on time). However, there has been nothing notable achieved in the procurement area. There have been no OPRC level contracts in the parent program. The control over contract awards to debarred and sanctioned firms was supposed to be ensured by implementation support missions and annual procurement audits. Although there are no audit reports submitted to the team, based on information on expenditures from sample regions during the assessment, it can be fairly concluded that OPRC level procurement was not carried out, and most importantly, the MOE has not carried out any significant procurement activity under the program.

11.   Despite the above notes, it should be noted that most of the risk mitigation measures recommended under the parent Program have not been implemented. This has resulted in a moderately unsatisfactory fiduciary rating as of October 2020. One of the major pending actions with regards to procurement is lack of qualified and experienced procurement and contract administration staff. This has resulted in a weakened procurement function along with a missed DLI related to procurement of textbooks, with a value of US$35 million. Despite repeated recommendations and follow up, the program has not hired procurement and contract administration staff at MoE and REBs, due to low civil service salary scales and delayed decision making by the management. There continues to be a lack of established procurement standards; weak record keeping; decentralized procurement not ensuring

value for money; and delayed appointment of an independent procurement auditor. Another action not implemented is the monitoring mechanism that needs to be in place for school grant utilization and follow up of school grant audit findings. This action is crucial, as school grants take up to 60 percent of the Special Purpose grant allocation. Furthermore, the quality and delay in the submission of the fraud and corruption bi-annual reports, and the assigning of ethics officers in some Woredas as required by law (and one of the risk mitigation measures indicated in the PAP, are areas that are still relevant and require further attention).

12.   Since the above observations, the Government has adopted the school grant utilization monitoring checklist to be used by the school improvement directorate to follow up and provide regular updates. It has also adopted the school grant audit findings monitoring tool. In addition, it has begun the recruitment of crucial procurement staff to strengthen the procurement function. However, the impact of these actions is yet to be seen. The updated FSA will be revised based on Implementation Support and supervision mission to be conducted for the program in July 2020.

Fiduciary Assessment and Arrangements

A. Planning and budgeting

A1. Adequacy of budgets

13.   *Budget preparation and allocation*: The budget preparation continues to follow the Government's financial administration proclamations, directives and manuals. Since the program became effective, two budget cycles have passed for FY 2018 and FY 2019. For both years, the Government's budget calendar was followed and proclaimed at regional level for the GPG and under MoE for the special purpose grant. However, for the SPG, the budget that is approved and proclaimed is different from the working work plan and budget of the program as can be seen below. Although the budget deficit can be submitted through the Government's supplementary budget process if implementation picks up, the actual expenditure for the fiscal year 2019 reveals it was not necessary to do the supplementary budget, since the performance was low, at only 72 percent ..

14.   The Government's contribution to the program through the SPG has progressed from 21 percent of the total budget in FY18/19 to 31 percent in FY19/20. Not only has the percentage increased, but the Government has made 100 percent of its payment for FY19/20 in the first quarter, as opposed to the 44 percent disbursement it made in FY18/19. As this is a PforR, adequate allocation as well as timely release of resources are crucial to achieve the program's goals. As the achievement and verification of results take time, the Government should ensure that adequate resources are allocated and disbursed to the program every year.

15.   *Budget control and utilization:* The budget utilization performance of the program for the last three years is depicted below. The non-salary recurrent cost performance was at 90-91 percent of budget. The data for EFY 2011 is incomplete, and hence shows 28 percent of utilization, although regional level implementation varies from region to region. The utilization for the SPG was at 72 percent for its first-year implementation of 2018/19. Capital expenditure utilization indicates low performance in the last three years, the lowest being in FY 17/18 at 21 percent and the highest being in FY 16/17 at 55

percent .. Although the expenditure for FY 18/19 shows 110 percent ,, the accuracy of the data is questionable as data for primary and secondary schools is not properly captured. This indicates that although there is reasonable performance in both non salary recurrent expenditure and activities under SPG, the overall performance of capital expenditure is very low. Through the IPF component of the program, the capacity of the REBs should be developed to enhance their ability to manage and implement contracts within the remaining project lifetime.

Table 3.1: Budget proclaimed and actual in million (ETB)

Fiscal year	Proclaimed budget for SPG					Annual working budget for SPG	Difference of AWB and proclaimed budget	Actual gov contribution to the SPG	% of gov contribut ion
	From Gov treasury		From IDA and TF		Total budget				
	Amount	% of total budget	Amount	% of total budget					
2018/2019	230	21%	875	79%	1,105	2,349	1,243	102	44%
2019/2020	269	31%	608	70%	868	2480	727	269	100%
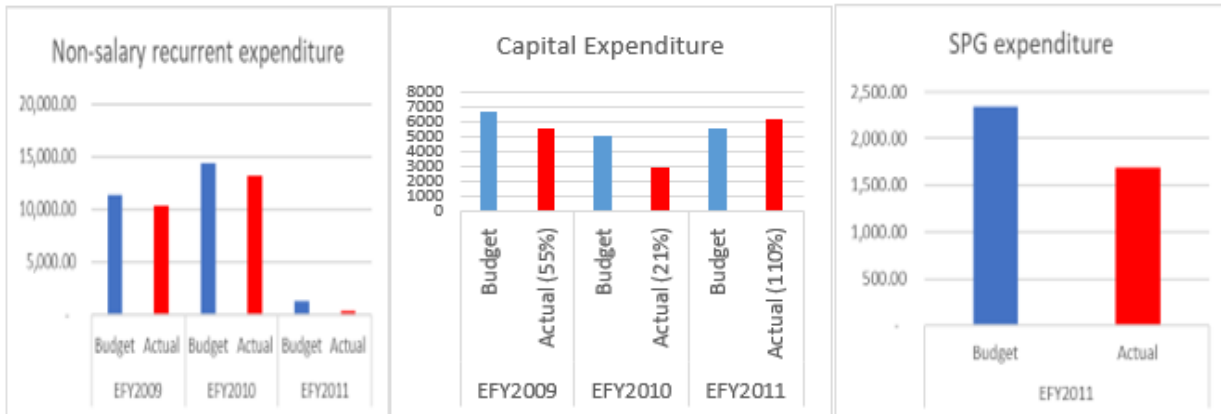
16.   Based on the assessment made above, the fiduciary risks over planning and budget are classified as substantial. To mitigate the risks, the program action plan proposed for the Government is to prepare a cash forecast schedule that shows intended time of achievement of results, annual cash requirement to achieve the results, allocation needed from the Government at the beginning of the year, and a plan for recovery of the advances. Furthermore, the performance of the capital expenditure will be reviewed through the semiannual financial reports.

A2. Transparency

17.   The proclaimed budget for the operation for FY 2019/20 has been disclosed on the MoF website. At the lower level, the regions have also disclosed their enacted budget to the public through official publications and the media. At the lower level, the Woreda administrations and the primary service

delivery units (schools) use public notice boards to inform the public. As per the revised School Grant Guidelines (SGG), each school is required to erect and maintain a School Grants Notice Board in a visible public location. While the practice varies from school to school, most schools comply with this requirement. Procurement related information is typically posted as well, such as tenders bids and tender evaluation outcomes. Audit reports for both the GPG and the SPG are disclosed by the Government on the MoF website. The risk assessed for transparency is hence "moderate."

A3. Procurement planning

18.   Preparation of an annual procurement plan is a requirement by procurement proclamations and directives of the respective regions. Procurement directives indicate parameters to be included in the Procurement Planning Template and accordingly, consist of descriptions of items to be procured, source of financing, estimate contract amount, procurement category, procurement method, procurement type, and procurement lead time for notice of invitation and contract completion. But detailed procurement activities are not shown, and it would be difficult to monitor procurement with such a plan. The assessment team noted that in MOE and Addis Ababa REB, the procurement units prepare their procurement plans in line with the format provided in their respective procurement directives; however, the other visited REBs are using the annual work plan and budget as a procurement plan, except for GEQIP contracts where procurement plan is prepared following the World BankWB STEP system. In most of the IAs, the procurement process is initiated on a case by case basis following the application made by the requesting unit. It is also observed that all the assessed IAs including MOE are not giving due attention to timely revision of procurement plans, and they are not using it as a management tool to monitor procurement activities. Hence, it is recommended that all IAs need to establish a system to ensure that procurement plans are prepared on time in an acceptable standard, and are properly used as a monitoring tool. Based on the assessment, procurement planning risk is classified as "High." Establishment of a system by MoE and REBs to prepare a timely procurement plan and monitoring mechanism is proposed as a program action plan.

A4. Procurement profile of the program

Figure A3a.1: Procurement and Total Expenditure
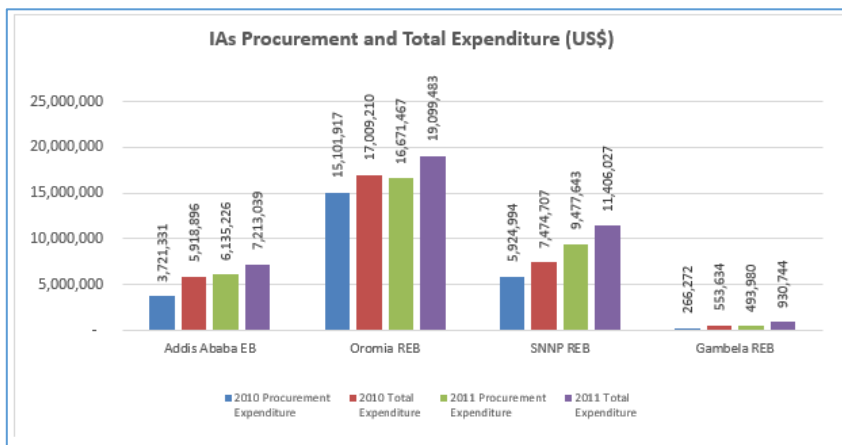
19.   As per the IBEX data collected from some of the visited REBs, in the last two years, the procurement expenditure of the total expenditure is 88 percent , 81 percent and 50 percent for Oromia, SNNP and Gambella regions. This indicates that in all the REBs the procurement expenditure consists substantial portion of the total expenditure. It is also noted that the procurement expenditures in all REBs shows an increasing trend. In terms of value the highest procurement expenditure is that of Oromia REB, and it is more than 30 times the procurement expenditure of Gambela REB.

20.   The KPI data collected from the Oromia and SNNP REBs indicates that the majority of contracts are procured through the RFQ method, where it ranges from 37 percent to 60 percent of the total number of contracts procured. The maximum value of a contract in EFY 2011 in Oromia REB was ETB 110.03 million, which was for printing of books; and in SNNP was ETB 13.37 million for printing services. A summary of the number of contracts procured in these REBs is shown in the table below. Based on the available information from the sampled regions, under the planned program operations, the IAs are not expected to have procurements above the current OPRC thresholds.

Table 3.2: Total Number of Contracts Procured in EFY 2011

Procurement method	Oromia REB				SNNP REB			
	Goods	Works	Services	Total	Goods	Works	Services	Total
RFQ	16	1	6	23	51	3	19	73
NCB	4	1		5	32		4	36
ICB								
Restricted Bidding	12			12	1		2	3
DC	6		5	11	7		2	9
Total	38	2	11	51	91	3	27	121

B. Budget execution

B1. Treasury management and fund flow

21.   *Fund transfer and predictability:* The Government's system of treasury management and flow of funds continues to function well. For the amount allocated to the education sector through the GPG, subsidy is released in a timely manner for recurrent costs from federal to regions, and in turn to Woredas. The predictability of fund release is satisfactory. This is confirmed by the PEFA assessment of 2019, which showed performance score of "'A" both for amount and timeliness. For the special purpose grant, the release of school grant fund requires further attention. Although the school grant guideline states that school grant fund should be released to schools by October 31, the school grant allocation for FY 2019/2020 was disbursed in October for only 42 percent of the schools for big regions and 100 percent for emerging regions. The remaining fund was released to the big regions in November 2019. This category of release was accomplished 100 percent for FY 18/19. With regards to Performance based award, FY19/20 has shown good performance as 100 percent was released before the deadline of March 31, whereas the performance for FY 18/19 was not good as the deadline was missed, and a DLI for $20 million was left unachieved.

22.   To elevate the cash flow constraint that materialised due to the delay in the verification process as a result of the COVID-19 pandemic, an additional advance of US$39.2 million (US$23 million from IDA

and US$16 million from TF) is processed for the Government. This remains within the range of percentage of advances allowed for PforR operations. With this additional advance, the total advance in the program will be US$80.4 million. As indicated above under the planning and budget section, the Government needs to prepare a clear schedule that shows cash forecast along with an advance recovery plan.

23.   *Fund flow to the program*: The IDA funds of the program will continue to be channeled to MoF from IDA, GPE, and the GEQIP-E MDTF. The money will be deposited into an already opened designated account at the National Bank of Ethiopia for this program. Further disbursement to the implementing agencies will be made from this account through an account maintained at the MoF. All implementing entities will continue to receive resources based on the approved annual work plan and budget of the program from MoF, BoFs and WoFs. Fund flow challenges were noted on the SPG due to results not being achieved and verified on time, delayed release of resources, and the Government not releasing the full amount for 2018 as noted above. Based on the assessment made above, the treasury management and fund flow are assessed to have "Substantial" risk. The risk is proposed to be mitigated using the PAP action proposed under budgeting.

B2. Accounting and financial reporting

24.   *Accounting*: For this program, accounting will continue to be governed by GoE's accounting policies and procedures. The computerized Integrated Budget and Expenditure (IBEX) accounting system will continue to be the software used for the program. Since the IBEX currently can't be used for special purpose grants, the system is being used on a standalone basis. Currently, for the SPG, the software is functional at MoF, regions and universities. As the schools only manage the school grant, the software is not being used at that level.

25.   *Accounting at the school level:* FM arrangements for the school grants have been documented in the School Grant Guidelines issued by the Government. As previous school grant audits reveal, the accounting at school level needs to be strengthened as there continue to be schools that have not opened bank accounts and are not sending their cash books and necessary documents to the Woredas. Regular and repetitive weaknesses are noted in the financial management of schools relating to retaining pf proper documentation, lack of approved work plans, irregularities in recording of expenditure among others. The internal auditors can have a significant impact should they review and monitor the schools regularly. The Government has updated the school monitoring checklists to include questions on utilization and proper use of school grant resources. The adoption and results of the checklists are yet to be assessed. Based on the assessment made above, the accounting risk particularly at the school level is rated "high." To mitigate the risk, it has been agreed that summarized reporting from the checklists will be provided semiannually and bi-annual school grant evaluation will be recommended. Furthermore, it has been agreed that the SGG manual will be updated to include simple fiduciary procedures to be followed as well as to indicate minimum requirements for releasing of school grants. The updated SGG will be reviewed by the World Bank and should be shared with stakeholders, allowing adequate time for implementation as well as addressing any training requirements before its implementation.

B3. Procurement processes and procedures

26.   *Procurement Method*: The federal and regional procurement proclamations allow for the use of

six procurement methods, but require public bodies to use open bidding as a default method unless conditions for use of other methods stipulated under the respective proclamations are satisfied. It is noted that most of the visited IAs use open bidding or RFQ depending on the threshold set in the respective regional procurement directives, and other procurement methods are used rarely. But in Amhara, Oromia, Tigray, Somali and SNNP REBs, restricted and direct contracting are also used mainly for printing of books and procurement of furniture for schools. The audit findings also indicate that the MoE sometimes uses procurement methods against the requirements of the regulations.

27.   *Advertisement of bids:* Based on the review of sample procurement documents, it was observed that most of the IAs advertise open bids through the Addis Zemen Newspaper. But the floating period for WB financed contracts and for Government financed contracts are different, i.e., 30 days and 15 days respectively for non-complex procurement. Furthermore, in all REBs the Invitation for bids didn't indicate specific opening dates, rather they stated that "bids will be opened after fifteen (15) days from date of invitation." This has a risk of creating confusion on the exact bid closing and opening dates. With regards to Local Competitive Bidding, all REBs post invitations at central locations or on the procuring entity's notice board and hence, accessibility to the wider business community is limited. Also, standard format and procedure were not applied, and the practice lacks consistency.

28.   *Bidding documents*: In the federal and regional procurement directives, there is a requirement for procurement staff to include important information such as instructions to bidders, bid data sheet, conditions of contract, bill of quantities specifications, etc. during preparation of bidding documents. For large value contracts financed by the Government, all visited REBs use the SBDs prepared by the federal PPPAA. Though the quality and completeness of the bidding documents are acceptable, the assessment team observed certain drawbacks, particularly related to setting qualifications and evaluation criteria. For low value contracts, the MOE and all REBs use simplified templates. But during the assessment it was noted that the templates are not used consistently and in their complete form, and the conditions of contracts are mostly not part of the bidding document; i.e., awarded bidders are expected to sign a contract without knowing the conditions beforehand. It was further noted that for works contracts, specifications are presented as an item description in the BoQ. Such presentations do not clearly specify the measurement and payment provisions or detailed quality requirements.

29.   At federal and regional levels, procurement teams prepare bidding documents for procurement of Goods and Services after receiving specifications of goods/TOR from the requesting unit. But for works procurement, preparation of bidding documents is done by different entities. In Oromia REB, the bidding document for works is prepared by the REB's Educational Institutions Building and Maintenance Directorate. In SNNP, the region's Construction Authority is responsible for design, preparation of bidding, document tendering and contract management of works contracts. In Gambela, the responsible unit for preparation of bidding document is the regional Urban Development and Construction Bureau. Also, unlike what is shown in the respective invitations for bids for NCB, works bidding documents in Oromia and Gambela REBs specify a requirement for provision of license and registration certificate either from the Federal Government or their respective regions. This implies that contractors who are registered in other regions are not allowed to participate. Based on the assessment, bidding document preparation risk is classified as "Substantial."

30.   *Bid opening*: It has been observed that in all visited REBs bids are opened immediately after bid

closing, and minutes of bid opening are maintained. However, the bid opening minutes do not constitute complete information, such as the bid amounts, bid security amount and source, discount offered, etc. They mostly only contain the names of attendees on opening, list of bidders and names of the bid opening committee. It would be helpful if a more comprehensive template is issued to record information on bid opening.

31.   *Evaluation and award of contracts*: In all visited REBs, except for Addis Ababa EB, the procurement units are responsible for bid evaluation for goods and services contracts, and for technical matters, the committee is assisted by technical staffs from the requesting units. However, the technical staffs are not members of the committee. The procurement units perform preliminary examination and the financial evaluation, and prepares a report for subsequent approval. Meanwhile in Addis Ababa EB, evaluation is conducted by a tender committee consisting of five members who are assigned by the Bureau Head, from different directorates of the Bureau but excluding staff from the procurement unit. In Oromia REB, works contracts are evaluated by the REB's Educational Institutions Building and Maintenance Directorate, which has seven professionals. In Gambela REB, works evaluation is conducted by the procurement unit but the region's Urban Development and Construction Bureau assigns at least two professionals as members of the evaluation committee. In SNNP REB, works contracts are evaluated by the region's Construction Authority. In all visited IAs, it was noted that evaluation reports do not provide all the required information. Instead, they are prepared in a form of meeting minutes, sometimes with additional attachments for comparison of bids and do not follow a standardized format. With the exception of Addis Ababa EB, in all visited IAs the approval of evaluation reports is given by the Procurement Endorsing Committee, with the exception of procurements that are below the threshold values indicated in the respective procurement directives for RFQ method. For RFQ method, approval is given by the head of the public body. According to the federal and regional procurement directives, members of the Procurement Endorsing Committee are expected to be senior officials and experienced members of the public body. But most importantly, members of the Procurement Endorsing Committee should be well oriented with the applicable procurement rules and procedures, which is rare. It is also noted that approval of evaluation reports by the Procurement Endorsing Committee is given on the evaluation report, which is prepared in a form of meeting minutes. The Addis Ababa City Administration Procurement regulation gives the highest position of responsibility for all procurement decisions to the Bureau Head, and unlike federal and other regional regulations, there is no provision in that regulation for the establishment of a Procurement Endorsing Committee for the city administrations. Based on the assessment, evaluation and award of contracts risk is classified as "Substantial."

32.   *Award publication*: The procurement proclamation and directives at both federal and regional levels require all bidders to be informed of the results of the bid evaluation at the same time. In MoE, evaluation results are communicated to the bidders through a letter, and in all visited REBs evaluation results are posted on their respective notice boards. This is later confirmed with a letter to each bidder if there is no complaint raised by the bidders. In both cases, only the names of the winning bidders are disclosed. They fail to provide complete information including reasons why other bidders were not selected. It is also observed that none of the visited IAs, including the MoE, publish contract awards on public media.

33.   *Dispute handling*: In order to resolve contractual disputes in acceptable standards, having a proper contract document is a basic requirement. But in most cases, contract agreements lack detail

contractual clauses and provisions not only for dispute resolution, but also for obligations and rights of the parties. Thus, practices to resolve contractual dispute are very limited. Most of the assessed IAs follow the PPPAA's SBD for procurement of works, which specifies that disputes between parties, if not settled amicably, shall be resolved through litigation. This makes the dispute handling process very difficult. Based on the assessment, dispute resolution risk is classified as "Substantial."

34.   *Record keeping*: Both federal and regional procurement proclamations require the procurement unit to maintain complete records for each procurement. In all of the visited IAs, procurement units do not have a proper recording system and procurement documents are kept in finance units as a supporting document for payment. It is difficult to trace a particular procurement file. Particular to MoE and Gambela REB, documents are not well recorded, and it was a challenge for the assessment team to get the necessary documents for the review. In addition, the Gambela REB lacks adequate space and basic facilities such as shelves and filing cabinets or lockers for safe keeping and management of procurement records. Based on the assessment, record keeping risk is classified as "High." Establishing a record keeping system is proposed under the PAP.

35.   *Procurement limits*: the Program will not involve the procurement of: (1) works, estimated to cost US$75,000,000 equivalent or more per contract; (2) goods, information technology, and non-consulting services estimated to cost US$50,000,000 equivalent or more per contract; or (3) consultants' services, estimated to cost US$20,000,000 equivalent or more per contract.

C. Contract administration

36.   The MoE and all visited REBs assign the responsibility of management of goods and services contracts to their respective procuring units, and the procurement officers/purchasers at the units have the responsibility to inspect and receive the items for the contract carried out under the RFQ procurement method. In SNNP REB, a contract management job position is included in the structure; however, the assigned officer does not have sufficient experience. Limitation are particularly observed in progress follow-ups, reporting and maintaining proper records. In MoE, contracts are managed by a committee formed and chaired by the Head of the Minister's Office. It is obvious that managing construction contracts with such a committee would create problems in the proper management of contracts and in getting timely decisions. In other IAs, except for Oromia REB, contracts are managed by different entities who have the required professionals. For example, in the case of the SNNPR Construction Authority and for Gambela region Urban Development and Construction Bureau. In Oromia REB, works contracts are managed by the REB's Educational Institutions Building and Maintenance Directorate, which has seven professional staff members. In all cases it is noted that there are significant capacity limitations in managing the contracts both in terms of quality and qualified staff. Especially for procurement of goods, bidding documents are distributed to bidders without including both general and special conditions of contact, and hence bidders are not well informed about the conditions of contract to be applied if they are awarded the contract. Based on the assessment, contract management risk is classified as "Substantial." To mitigate the risk on contract administration, although there are no complex contracts that need to have a mandatory Contract Management Plan, the project will prepare simple contract monitoring sheets for each signed contract for easy monitoring and tracking of milestones, and inspection of quality and quantity of goods, works and services procured under the project.

D. Internal controls

37.   *Internal controls:* The program continues to use the Government's internal control procedures documented in its finance regulation and related manuals. There is segregation of duties on requesting, verifying, approval, recording and effecting of payments at all visited REBs and WOFEDs. Monthly bank reconciliation is prepared, but is not up to-date at some of the visited regions such as Oromia and Somali due to staff turnover and problems with using IBEX. All visited REBs and WOFED conduct cash count at least once a month and reconcile with cash book balance and ledger. On the other hand, property management needs improvement at all visited REBs and WOFEDs. Schools still continue to have internal control weaknesses as noted above under accounting section. This could be resolved if SIP Committees are also involved in the monitoring of utilization in addition to the internal audit function. Furthermore, the School Grant Guideline could include simplifies accounting and procurement procedures following the regions rules and regulations so that schools can easily use it as reference material. Based on the recommendation in the original FSA, the Government has finally prepared a monitoring checklist to be used by School Improvement Program (SIP) committees to monitor school grant utilization. The checklist has been prepared and disseminated. Regular reporting from its findings is proposed as an additional PAP. The mission reviewed the control on textbook distribution at visited woredas and noted that stock cards are not maintained to control the movement, and it is difficult to know the undistributed book balances at a given time. A Program Action requires establishment of online textbook distribution and an inventory management system, but this will be due only in June 2022. To mitigate this risk, DLI 6 monitors the timely availability of textbooks.

38.   *Internal audit:* The internal audit unit at all implementing entities is mandated to audit the program accounts. At the Woreda level, the internal audit function is centralized and mandated to conduct audit on service delivery units such as schools, except for Addis city where schools also have an internal auditor. Based on the visited Woredas, it is noted that the internal audit units at Woreda level include schools in their annual work plan, but the coverage is below plan due to capacity constraints. Not all units produce reports, but findings are also communicated verbally. The follow up on action taken by the management varies from place to place but unless written responses are received, it is difficult to assure that action has been taken. The school grant audits stress the lack of review of schools by the internal audit units at Woreda level as one of the weaknesses. As capacity is constrained, it is essential to have the community monitor fund utilization at school level.

39.   Based on the assessment conducted, internal control and audit has "high" fiduciary risk rating. The school grant monitoring checklist will be summarized regularly and reported. Action that proposes that schools must receive school grants on achievement of minimum control procedures in place, is now a part of the PAP.

E. Governance and anticorruption arrangements

40.   The program will rely on the Government's system of fraud and corruption prevention and control. Acknowledging corruption as one of the binding constraints in effective public service delivery and good governance, the Government has established the essential legal framework for addressing fraud and anti-corruption risks. There are mainly two relevant structures in relation to addressing fraud and corruption. The first comprises of the Federal/Regional Ethics and Anti-Corruption Commissions

(F/REACCs) and Federal and Regional Attorney General (F/RAG). The second structure is the Office of Federal and Regional Auditor General (OFAG/ORAG).

41.   The fraud and corruption control arrangement under the F/REACCs and F/RAG structure covers federal and regional institutions, including GEQIP-implementing institutions (the FMoE and institutions accountable to it, the universities and their regional and Woreda counterparts). However, as per the previous assessment, while the Ethics and Anti-Corruption units at the federal and regional bureau levels are fully staffed, only 40 percent of the WoFEDs and WoEs have full-time staff, and just 20 percent have focal persons. To strengthen the system, assigning of Ethics Officers at the Woreda level was proposed in the parent program PAP, but no action has been taken to date. These officers are accountable to the head of the respective institutions whereas, in the course of handling complaints/tip-offs, they have a vertical working relationship with F/REACCs.

42.   OFAG/ORAGs are established at the federal and regional levels that are responsible to undertake financial and performance audits of the offices of the federal and regional governments, and to report audit findings to the head of the audited offices, as the case may be, and to the respective parliament. In addition, fraud and corruption prevention and control are further strengthened by internal auditors who are responsible for controlling public resources. The auditors submit internal audit findings and recommendations to heads of the woredas, WoFED, the Council's Budget/Audit Committee, and in a few Woredas, to the education offices, ethics officers, and school administrations. This will initiate participation of stakeholders and strengthen resource control and recovery of mishandled school resources.

43.   While F/RAGs are responsible for prosecution, police conduct investigation of fraud and corruption incidents. The FEACC is the lead agency that coordinates the overall fraud and anti-corruption movement. In line with this, the F/REACCs have established vertical working relationships with the EAC units and officers at various levels who are accountable to the heads of their respective offices whereas, during handling complaints/tip-offs have vertical working relationship with the F/REACCs. FEACC's bi-annual information sharing/reporting to the WB is based on the coordination role and an MOU signed with Integrity Vice Presidency (INT).

F. Complaint handling Mechanism

44.   Public complaint handling arrangements have been established in all the visited Woredas except for Afar woredas. Correspondingly, the PCHOs have been staffed and have received and addressed various public grievances including farmland, urban property, service delivery, infrastructure requests, public service, security, etc. The assessment has revealed that these arrangements are important tools to address public complaints, specifically at Woreda levels. Similarly, key informants have explained that the procurement complaints are managed within WoFEDs and BoFEDs. It was also confirmed that complaints as well as fraud and corruption tip offs can be submitted to the judiciary, F/REACCs and its representations/ EAC Officers. As a result of tip offs, FEACC has conducted several procurement-related urgent procedural reviews. However, the complaint handling system also suffers from some gaps that require further attention.

45.   In all the assessed REBs, the head of the bureau is responsible for reviewing and resolving

complaints. Any complaint that cannot be addressed at the REB level can be lodged to the Procurement Complaint Board, which has members representing the Government and the private sector. In all of the visited regions (except Oromia and Addis Ababa), similar compliant handling mechanisms and decision structure were observed which, inter alia, share responsibility between public bodies and the quasi-independent complaint handling board with slightly different procedures. The involvement of the private sector in the reviewing procedure increases the level of confidence and credibility on the complaint handling mechanism and the procurement system in general. On the contrary, according to the respective procurement proclamations, procurement complaints in Oromia Region and Addis Ababa City Administration are handled solely by the public body (BoFEC) with no involvement of the private sector, which undermines the principle of impartiality.

46.   The procurement proclamations/directives of all visited regions clearly indicate the procedure to be followed while lodging a complaint against a public procuring entity. Accordingly, bidders are able to raise complaints to the head of the public body within five working days after announcement of a result. The head of the public body responds within ten working days of receipt of the compliant. If the bidder is not satisfied with the response of the head, the case shall be referred within five working days to the regulatory units for review and resolution.

47.   In most of the inspected REBs, it is noted that the procurement units are implementing the complaint handling procedures outlined in the respective proclamations and directives. However, in SNNP REB complaints are first presented to the procurement unit instead of the head of the public body. In addition, in all assessed REBs, proper record maintenance for complaints is not given the necessary attention. As there are no available separate records and compiled data, the assessment team was not able to get detailed information in this area. Based on the assessment, procurement complaint handling risk is classified as "moderate."

G. Auditing

48.   *Financial audit*: The non-salary recurrent cost of the education sector is being audited quarterly as part of a continuous audit for the ESPES program, which develops the final annual audit report through the OFAG for the FMoE and through the Office of Regional Auditor General (ORAGs) for REBs. The audits are conducted annually and presented to the parliament and regional councils for follow up. The audit reports of ESPES for the year ended July 7, 2018 and 2019 were submitted on time to the World Bank with unqualified audit opinion. The main observations related to the education sector included: lack of fixed asset registers; unfinished annual inventory count; weak management of soft expenditures such as fuel and per diem; lack of register and annual inventory for textbooks; lack of supporting documents for trainings conducted; and codding errors. An action plan has been prepared by the Government for following up on the resolution of these irregularities. A status report was submitted in October 2019. The first audit for the SPG for the year ended July 7, 2019 was due on January 7, 2020. The audit has been submitted on time with unqualified audit opinion. However, the audit revealed internal control weaknesses, which may have implication for ineligibility for a total of ETB 8,963,177.00 (US$($271,611.42). The status of actions taken on these and other internal control weaknesses is yet to be submitted by the Government.

49.   *School grant audits:* The first school grant audit for the program was for the year ended July 7, 2019. The audit was due on January 7, 2020 but was submitted on May 18, 2020 with a delay of four

months. The audits covered 3 percent of the schools under the program as required. The audit report reveals significant weaknesses of various noncompliance to the school grant guidelines as noted above under internal control. Furthermore, the involvement of internal audit at Woreda level is not satisfactory. The external audit review of the school grant cannot cover all the schools with the program. Therefore, the main internal control framework for the school grant fund is at the community level and the internal audit function at Woreda level. It is very clear from the reports that the necessary support is not being provided by the internal audit function. Although the MoE has continued to create awareness through its education sector semiannual meetings and raised concerns on the school grant audit findings, the mitigating measures agreed in the original program (preparing a simplified check list for the SIP committee that comprises of the school director, teachers, students and parents for oversight of the school grant fund) was only just prepared and disseminated recently. As the program is a PforR, attention to such details for the governance function is lacking. This action still needs to be followed up for implementation and monitoring. The Government has adopted the school grant audit monitoring system which should be implemented without further delay. The overall risk for financial and school grant audits is 'Substantial'. Follow-up mechanisms to audit findings and a systematic review of impact of school grants biannually has been proposed as a Program Action.

50.   *Procurement audit:* The assessment has proved that generally procurement audits have been undertaken in all REBs annually by the Federal and regional procurement regulatory bodies and by the respective Auditor General offices. However, maintaining records of audit reports is found to be critical drawback by all the assessed REBs. In some of the regions, the assessment team acquired the audit reports from the region's procurement regulatory bodies. It is also noted that the audit findings are communicated to the auditee for the required corrective measures, but due to inadequate follow up and monitoring by the regulatory bodies, the effort made by REBs in addressing audit findings and working on the recommendations is limited. A reliable internal control system such as an internal audit is crucial for achievement of the Program's objectives. However, in most assessed IAs the internal audit teams are focusing on financial audits and procurement audit is not commonly practiced. In all visited IAs, procurement audit is conducted periodically by the respective regional procurement regulatory bodies and/or regional office of the auditor general. The major audit findings were: failure to prepare procurement plan, failure to implement procurement plan, using inappropriate procurement method against the procurement regulations; using evaluation criteria that have not been stated in issued bid documents for the contract; problems in preparation of appropriate technical specification; incomplete bidding and contract documents; providing advance payments to suppliers where there is no such provision in the contract agreement; and delays in making payment to suppliers and contractors.

51.   Based on the assessment, procurement oversight risk is classified as "Substantial." Submission of the program procurement audit annually is retained as a Program Action.

I. Risk assessment and mitigating measures

52.   The implementation of the risk mitigating measures proposed in the original FSA is not satisfactory**.** As noted above, most risks remain the same. Of the eight actions agreed on the original PAP, actions on procurement were not fully implemented. Actions such as creation of a budget code for school grant and textbook as well as preparation of annual work plan for IPF and budget monitoring are complete, hence these are replaced or further strengthened.

ANNEX 3b. FIDUCIARY SYSTEMS ASSESSMENT (IPF)

Financial Management

1.   A Financial management assessment was conducted for the original IPF operation in October 2017. With the additional financing to the IPF, FM Assessment was conducted for the new implementing entity, Agency for Refugee and Returnee Affairs (ARRA) which is now included in the program implementation. The assessment was conducted in accordance with the Financial Management Practices Manual for World Bank-financed investment operations issued by the Financial Management Sector Board on March 1, 2010, and reissued on February 4, 2015, and the supporting guidelines.

2.   The FM arrangements for the IPF in the original program will continue to apply. Summary of the arrangements is described below:

3.   *Budgeting.* MoE will continue to follow the government's budgeting process and cycle to prepare and approve budget. MoE will continue to prepare a consolidated annual work plan and budget of the original and additional financing IPF components based on the annual work plan and budget in consultation with the BoEs, ARRA universities and CTEs and obtain the necessary approval from the World Bank and MoF following the government's budget calendar. ARRA will submit its annual work plan to the MoE which will be responsible for consolidating the overall annual work plan and budget for the program. The AWPB for both the original and the AF will be submitted as one document with clear distinction of activities to be financed. No objection will be provided by the Bank and the budget will be proclaimed under the name of the MoE. Budget control mechanisms continue to apply. The approved budget will be finally approved by MoF and form part of the MoE's annual budget to be proclaimed by the parliament as is done currently.

4.   The implementing entities system enables tracking expenditure against budget. Budgets are regularly monitored at all levels and reported quarterly through the Interim Financial Reports (IFRs). The budget utilization under the original IPF continues to be very low. Follow-up on project implementation needs to be strengthened to achieve the intended results with the remaining life of the project and the additional resources.

5.   *Accounting systems, policies and procedures.* The Government of Ethiopia follows a double entry bookkeeping system and modified cash basis of accounting, as documented in the Government's Accounting Manual except for ARRA which will use its policy and procedure manual which is being revised. Other implementing entities for this project will use the Government's accounting policies and procedures which are modified to meet the project's need in the current GEQIP-E FM manual. However, this manual needs to be updated for the chart of account and needs to be distributed to all implementing entities. The standalone IBEX system will be updated for the AF components and continue to be used for the IPFby all implementing entities while ARRA will which will use its own Electronic Records Management System developed locally. Training will be provided for ARRA to familiarize the staff with bank financed operations.

6.   The accounting centers for project funds will to be the MoF, MoE, ARRA, BoFEDs, BoEs, universities, and CTEs. These institutions would maintain accounting books and records and prepare financial reports in line with the provisions of the FM manual.

7.   *FM responsibility*. The Channel One Programs Coordination Directorate (COPCD) is responsible to manage all financial management aspects of channel one projects. Accordingly, the financial management aspect of this project will continue to be overseen by the COPCD. At a minimum, the existing number of accountants at the COPCD, MoE, universities and CTEs should be maintained. ARRA will use its existing staff to manage the project resources. Should additional staff be required, this can be discussed with MoE and COPCD and arranged. To further assist the financial management aspects by schools, additional accountants could be recruited at regional level with the role of supporting the woredas. Furthermore, accountants at BoF and BoEs should work together to address any fiduciary challenges in the program.

8.   *Internal control and internal audit*. The government's internal control procedures apply. All the implementing entities have adequate internal control systems in place to be used for this project. However, some internal control weaknesses such as lack of records and documentation in the Somali region were noted in the latest audit report for the original IPF. The internal control procedures of the government should be strictly followed, and corrective measures must be taken in a timely manner on all audit report findings. All implementing entities have internal audit units that are responsible for reviewing all government resources in the entities. However, the involvement of these units in projects is quite minimal and varies from region to region. Despite the challenges, all internal audits should include this project in their annual work plan and provide the necessary review accordingly. This will strengthen the internal control over the project resources. These arrangements will also be adopted by ARRA.

9.   *Fund flow and disbursement arrangements.* The Project will continue to follow Channel 1 fund flow mechanism of the Government. The project fund will be deposited to the already opened designated account by the MoF at the National Bank of Ethiopia (NBE). Funds from the designated US$ account will be further transferred into Birr accounts already opened by the implementing entities, to be used for payment for goods and services. ARRA will open a local curency account to receive resources and implement its activities. MoF will continue to apply the report-based disbursement method. One cash forecast will be made for the original and additional financing IPF components. Disbursement will be made quarterly to cover cash requirements for the next six months based on the forecasts in the IFRs. The project will have the option of using advance, direct payment, special commitment and replenishment methods of disbursement. The detail of the documents required, and the procedures will be indicated in the disbursement letter for the project. Fund flow arrangements for the project are shown in figure below.

Figure 3b.1. Flow of Funds
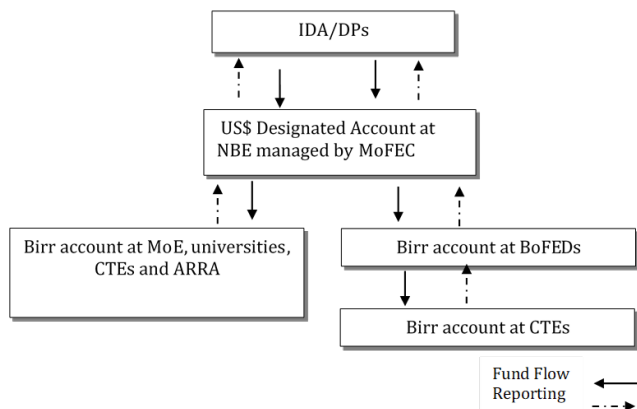
10.   *Financial reporting.* For this project, the MoF will continue to prepare quarterly Interim Unaudited Financial Reports (IFR) which will be submitted to the World Bank within 60 days of the end of the quarter. All implementing entities including ARRA will submit their reports to the MoF which will be responsible for consolidation and submission to the World Bank. The Government's accounting year run from July 8 to July 7. However, the fiscal period for ARRA is from January 1 to December 31. For this program, ARRA will prepare AWPB, record transactions and produce reports following the government's accounting period. So far, all reports have been submitted on time in acceptable quality. The format and the content, consistent with the World Bank's standards, has been revised to accommodate the new component and will be agreed upon during negotiation. One financial report will be used for both the parent IPF and the AF.

11.   *External audit.* The audit report for the IPF has been submitted to the World Bank timely with an unqualified audit opinion. The same arrangement will continue for the additional financings, which will include the audit of activities implemented by ARRA. The audit revealed some internal control weaknesses, such as lack of documentation and records at one woreda in the Somali region, and the inability of the auditors to visit Afar region due to security concerns. The MoF is working toward resolving the findings. The audit was carried out by an external audit firm delegated by the Office of the Federal Auditor General (OFAG). The same arrangement will continue with the AF. The audit will continue to be carried out in accordance with the International Standards of Auditing (ISA) issued by the International Federation of Accountants (IFAC). The proposed mechanisms for following audit findings in the original project will continue to apply. In accordance with the World Bank's policies, the Government must disclose the audited financial statements in a manner acceptable to the World Bank; following the World Bank's formal receipt of these statements from the Government, the World Bank makes them available to the public in accordance with its Policy on Access to Information. The audit report for the year ended July 7, 2019 has been disclosed both by the Government and the World Bank.

12.   *Financial management risk and action plan*. Based on the conducted assessment, the financial management risk for the IPF component of the operation is maintained as 'Substantial' as the project is decentralized and operates in the COVID-19 pandemic which limits the training, supervision and monitoring of project resources. The existing risk mitigating measures identified in the original IPF Assessment has been updated for the following actions related to ARRA.

13.   With the implementation of the action plan, the existing financial management arrangements can be relied up on to provide adequate assurance that program resources will be used for intended purposes.

14.   Additional FM Action Plan for the additional financing is presented below:

Table 3b.2 Additional FM Actions

#	Action	Date due by	Responsible body
1	*Budget.* ARRA to prepare annual budget from July 8 to June 7 following government budget calendar and submit to MoE for overall consolidation.	Annually following government budget calendar presented in the Program Implementation manual	ARRA
2	*Accounting.* ARRA will create a line in its chart of account to properly reflect the program activities Woredas should assign focal persons from the finance units to be responsible for the program if resource is going to be sent to the woreda level	Within 30 days after program effectiveness Before any resource is sent to the woredas for operating costs	ARRA Woredas and MoF
3	*Internal Audit.* Strengthen internal audit of ARRA and include the program in its annual work plan.	During implementation	ARRA
4	*Reporting.* ARRA should prepare quarterly financial report of the program following the government's calendar	Quarterly	ARRA
5	*External audit* ARRA to be included in the annual audit and to take action on audit report findings that relate to its activities.	Annually	ARRA

Procurement

15.   *Applicable procurement regulations:* Procurement under the IPF component of the GEQIP-E AF will be carried out in accordance with the World Bank's Procurement Regulations for IPF Borrowers: 'Procurement in Investment Project Financing, Goods, Works, Non-Consulting, and Consulting Services', dated July 1, 2016, revised November 2017 and August 2018; 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants', revised as of July 1, 2016; and the provisions stipulated in the Financing Agreement.

16.   The implementing agencies of the IPF component including the MoE and REBs will use standard procurement documents issued by the World Bank to be used by borrowers for IPF-financed projects as well as standard bid evaluation forms for procurement of goods, works, and non-consulting contracts, and the sample form of evaluation report for selection of consultants

17.   *National procurement procedures:* When approaching the national market, as shall be agreed in the PP, the country's own procurement procedures may be used subject to the requirements as provided

in section 5 paragraph 5.4 of the Procurement Regulations for IPF Borrowers (July 1, 2016 revised Nov. 2017 and August 2018) as provided in detail in the IPF component of the parent program.

18.   Other national procurement arrangements (other than national open competitive procurement) that may be applied by the Borrower (such as Limited/Restricted Competitive Bidding, RFQ/Local Bidding, and Direct Contracting), shall be consistent with the World Bank's core procurement principles and ensure that the World Bank's Anticorruption Guidelines and Sanctions Framework and contractual remedies set out in its Legal Agreement apply.

19.   *Procurement oversight and monitoring arrangements:* Mandatory thresholds for prior review for the proposed GEQIP-E AF based on procurement risk levels of the program shall remain as provided in the IPF component of the parent program. Based on the risk level of the program, procurement above the applicable thresholds as provided in the table shall be subject to prior review. Such procurement activities shall use the World Bank's Standard Procurement Documents. For contracts to be awarded using Direct Selection, the Borrower shall submit to IDA, for its review and 'no-objection', a sufficiently detailed justification, before inviting the firm to negotiations.

20.   *Assessment of the agencies' capacity to implement procurement:* An integrated fiduciary assessment of the implementing agencies of the GEQIP-E AF was carried out by the World Bank as part of the preparation of GEQIP-E AF. The assessment covered MoE, REBs of the Afar, Benishangul Gumuz, Gambella, Somali and Tigray regions as well the Agency for Refugees and Returnees Affairs (ARRA). The assessment reviewed the organizational structure for implementing the proposed IPF component, and staff responsible for procurement in the implementing agencies. The assessment also looked into the legal aspects and procurement practices, procurement cycle management, organization and functions, planning, record keeping, and the procurement environment. Procurement systems of the implementing agencies were assessed to determine the extent to which planning, bidding, evaluation, contract award and contract administration arrangements and practices, procurement oversight and complaint hearing mechanisms provide a reasonable assurance that the program will achieve intended results through its procurement processes and procedures.

21.   The findings of the assessment are not different from the original Integrated FSA. Similar institutional and capacity problems such as lack of experienced and qualified procurement staff, lack of understanding of procurement laws and directives of the respective regions, limitations in record keeping and procurement information tracking system, lack of internal and external procurement oversight mechanisms and systems, and lack of performance standards are some of the risks which are identified in the current procurement system assessment carried out in the five regional education bureaus.

22.   In the parent program it was also noted that the agreed action plans including staffing is not in place and there is no clear direction to implement it soon. More critical is the situation in MoE; where the staff (procurement and contracts administration consultants) who were working under GEQIP-2 have already left and the MoE staffing is in a far lesser capacity than it has been before. The existing MoE procurement staff do not have the capacity to handle textbook contracts and consultancy services procurement similar to that planned under GEQIP-E and under the AF. MoE has noted the issue of MoF's payment cap as a hindrance for recruitment of qualified procurement and contracts administration experts. However, this issue was well known in advance and it has been the case throughout the

implementation of GEQIP; and MoE's proactive action for solving this issue in consultation with MoF was considered very crucial.

23. The risk mitigation measures proposed in the PAP of the original program are not implemented and similar procurement systems and capacity risks are identified in the five regions which are responsible for the planning and implementation of the AF. Moreover, the proposed program is to be carried out using the New Procurement Framework. Capacity-building effort to familiarize the procurement and related staff with the Procurement Regulations for IPF Borrowers needs to be considered and included in the design of the program. Hence, key issues and associated mitigation measures that have been discussed and agreed upon in the parent program shall remain the same. However, considering that the employment of qualified and procurement proficient staff in MoE could not be materialized the following additional recommendation is made.

Table 3b.1. Findings of the Assessment for the AF and Risk Mitigation Measure

#	Issue/risk	Severity and impact	Mitigation measures	Responsibility
1	Lack of procurement-proficient and contract management staff in MoE	High	Employ a qualified and procurement proficient international consultant	MoE and MoF
2.	Lack of qualified procurement and contract administration staff at MOE	High	Employ three procurement proficient and two qualified contract administration staff at MOE	MOE and MOF
3.	Lack of qualified procurement staff in the REBs, Universities and CTEs	High	Employ one qualified and experienced procurement staff for each REB, University and CTE	MOE and MOF

All items to be regularly monitored through the original program.

24. *Procurement Plan:* As per requirements in the Procurement Regulations, a Project Procurement Strategy for Development (PPSD) for the IPF component has been developed. The PPSD informs the Procurement Plan, which describes the selection methods to be followed by the Borrower during implementation to procure goods, works, and non-consulting and consulting services financed by the program. This plan shall be agreed between the MoE and the program team and will be available at the Procurement Directorate of the MoE. It will also be available in the program's database and in the World Bank's external website. The Procurement Plan will be updated by the program team annually or as required to reflect the actual program implementation needs and improvements in institutional capacity.

25. *Procurement arrangement and value for money:* The IPF component aims at supporting capacity building and institutional strengthening activities through technical assistance for national and regional facilitation units and the provision of capacity building items for these units and other implementing agencies including woreda education bureaus and ARRA. The IPF component shall also provide capacity building technologies to refugee schools which are the beneficiaries of the program.

26.   The procurement objective of the IPF component is to deliver best quality capacity building consultancy services and goods and services for the national and regional facilitation units and other implementation units of the AF. It is also meant to provide capacity building items for schools such as appropriate technologies. To attain this objective, attaining value for money through integrity and sustainable development shall be upheld.

27.   High or substantial risk contracts are not included in the IPF component of the AF. The procurement arrangements for low value contracts is agreed with the client and is provided in the PPSD. The procurement arrangements provided under the PPSD for this program are aimed at attaining value for money in the procurement of goods and services. The provisions under the IPF component which include consultancy services, appropriate technologies and sport facilities aimed at supporting capacity enhancing of students are low-value contracts with relatively low risk. However, the experiences of the MoE and REBs in handling the procurement of goods and services has not been efficient and effective. Hence, to attain value for money and efficient procurement arrangements shall be made in such a way that the MoE achieves the best available consulting firms and goods and services at reasonable prices. To achieve this, risk mitigation measures outlined in the parent program need to be fully implemented.

ANNEX 4: ENVIRONMENT AND SOCIAL SYSTEMS ASSESSMENT – SUMMARY

Key findings of the ESSA Update

1.   The proposed AF program has three new DLIs to supporting harmonization of refugee primary schools with MoE and REB services, and integration of secondary schools. These are: (1) Harmonization of services at refugee primary schools; and (2) Integration of refugee secondary education. The harmonization of services at refugee primary schools will be archived through: (a) Improved in-service training for refugee incentive teachers; (b) availability of Basic School Grants in refugee primary schools; (c) provision of textbooks to refugee primary schools with REBs/Woreda procurement, distribution and monitoring. Integration of refugee secondary education will be realized through (a) transfer of secondary refugee schools to MoE/REBs administration; and (b) support to host community schools for integration of refugee students. The proposed AF has also the IPF component that include (1) National and Regional Refugee Integration Sub-Units; (2) enhanced capacity for harmonization and integration; (3) innovation to address key challenges in refugee education; and (4) other activities for social inclusion, sport for development, and gender inclusions.

Vulnerable Groups

2.   In terms of safeguarding of vulnerable groups, the assessment also revealed that sexual and gender-based violence (GBV/SEA) was rarely reported. Even though the reporting was rare, global and federal data literature shows that not all GBV/SEA cases are reported by survivors due to fear of discrimination and ostracization from the community. Given global and federal data (e.g. on domestic violence noted in the ET DHS), it can be expected that a vulnerable group like female refugees are exposed to that risk. Besides, the presence of a structured referral system itself shows the seriousness of the cases. School based GBV/SEA reports in most regions were also negligible and not raised as an issue or concern in both refugee and host communities. However, there is a well-organized referral system to help GBV/SEA survivors, composed of concerned bodies including RCCs, ARRA protection officers, NGOs, Woreda and regional security and justice bodies including police officers, and social workers to access medication, legal, and psychological support in all refugee camps. A survivor might report their case to an NGO social worker, community mobilizer, ARRA health worker, protection officer or a member of an RCC based on his/her convenience and comfort. Upon receiving the case, the receiving body refers the survivor to social workers for any psychosocial counseling and to health workers if urgent medication support is needed. If survivors require legal support, the case will be referred to ARRA protection officers and social workers will follow-up the status of the reported case representing the survivor. The social workers take the lead role and work in collaboration with the Woreda Health, Police and Justice Office to ensure survivors' safety and confidentiality as well as prosecution of the perpetrators and bring to justice. A referral for legal support is under the auspices of ARRA, while NGOs working on GBV/SEA have the responsibility to follow-up referred cases and provide psychosocial support and counseling to the survivors.

3.   There are safe places (in some areas referred as wellness centers) in the refugee camps or schools for survivors. However, in host communities the survivors are forced to stay in their relatives' house or temporary shelters which are not user friendly. In addition, existing wellness centers in refugee camps or schools are poorly equipped. The wellness centers are places where the survivors of GBV/SEA receive psychosocial counseling to tackle feeling of loneliness and stigma, physical rehabilitation, skill

trainings, and can be re-integrated into their communities.

4.   There are different types of vulnerable groups in the host and refugee communities which require special attention in GEQIP-E AF such as children with special needs, unaccompanied children (<18 years), and ethnic minorities, particularly in the refugee camps (see 5.4.1 and 5.4.2 for a breakdown of numbers). Many refugee students with special needs do not attend schools. Most refugee schools are not accessible to students with special needs as their environment is poor, the infrastructure is not designed to be accessible, and there are no special needs teachers and teaching aids. There are currently few inclusive education centers in the accessible vicinity of camps for special need children/ students.

5.   Literature and field assessments show a growing number of these vulnerable groups in all refugee camps who require special attention and support like psychosocial and accommodation support. The numbers of unaccompanied and separated children are particularly high for Eritrean refugees in the Tigray region. Children constitute 58 percent of the total refugee population and literature indicates 16.6 percent of children in the Tigray refugee camps are unaccompanied and separated children.

6.   There are also ethnic minorities in the refugee camps. In Shire refugee camps, ethnic minorities are the Kunama who migrated from Eritrea. The Kunama ethnic groups face challenges in learning with their mother-tongue as there is a lack of mother-tongue textbooks prepared using the Latin alphabet, including specialized teachers in the two Shimelba refugee schools. Ethnic refugee minorities are also found in Assosa camps like the South Sudanese, Congolese, Rwandese and Cameroonians.

Summary of benefits and risks

7.   The proposed Additional Finance (AF) Program is expected to have both environmental and social benefits and risks associated with its implementation. The following are key social benefits for refugee and host communities upon its implementation: (i) Equitable Access to Education for refugee and host communities; (ii) Enhanced Gender Equality in Education; and (iii) Promoting Social Inclusion and Cohesion among refugee and host communities and students.

8.   The identified negative environmental risks include: (i) Safety risks related to storage, handling and disposal of laboratory chemicals; (ii) Risk of disposing ICT facilities; (iii) Workers and community safety risk during school expansion construction; (iv) Risks related to spread of malaria; (v) Risks related to weak E&S management capacities. In addition, there are social risks associated with (i) Weak ESMS in Implementing Agencies; (ii) Risk of escalating ethnic tension and conflict of host and refugee communities; (iii) Prevalence of large refugee incentive unqualified teachers; (iv) Risk related to frequent absenteeism and high dropout of refugee students; (v) Risk of escalating girls sexual harassment and GBV/SEA; (vi) Lack of support to mother-tongue education; (vii) Lack of support to special need education; (viii) Variation in refugee and host community students' admission system; (ix) Risk related to classroom standard difference and provision of school feeding and scholastic materials for refugee students; and (x) Risks related to language barriers including medium of instruction.

9.   The ESSA shows that the overall risk rating for the proposed program on the environmental and social issues and safety management perspective is 'substantial' as there are not well functional ESMS in implementing agencies (MoE and ARRA); high tendency of ethnic conflict given the weak and volatile relationship between refugee and host communities in Gambella and some camps in Benishangul-

Gumuz; risks associated with sexual harassment and Gender Based violence (GBV); and prevalence of larger number of vulnerable groups like unaccompanied minors, particularly girls and children with special needs.

10.   Assessment of environmental and social legal frameworks and procedures, including institutional capacity and practices indicate the existence of limited environmental and social risks associated with the proposed Program implementation. The analysis indicates that the five core principles of the PforR financing are applicable (Core Principle 1: General Principle of Environmental and Social Impact Assessment and Management; Core Principle 2: Natural Habitats and Physical Cultural Resources; Core Principle 3: Public and Worker Safety; Core Principle 4: Land Acquisition; Core Principle 5: Indigenous Peoples and Vulnerable Groups; and Principle 6: Social Conflict). There is land acquisition concern due to UNICEF and EOC-DICAC funded construction of secondary high schools on newly acquired land for the integration of host and refugee communities' students. To address any legacy issues related to land acquisition for secondary high schools which may benefit from (or supported by) the AF, a social and environmental due diligence assessment is required for high schools whose construction is ongoing and completed on newly acquired land.

11.   The overall implementation of the AF will be carried out using existing government systems and mandates. The day-to-day management of the AF will be carried out by a dedicated National Refugee Integration Facility, established within the existing GEQIP-E Program Coordination Office (PCO) at MoE. Regional Refugee Integration Sub-Units, established within REBs, will oversee regional and Woreda level implementation and provide REB representation on the Steering Committee. The AF will be overseen by a Refugee Education Steering Committee, established as a sub-committee of the GEQIP-E Program Steering Committee within MoE, co-chaired by MoE and ARRA with representation from MoF, the ETWG, and REBs; and from UNHCR, UNICEF, the World Bank and other key stakeholders as observers.

12.   The institutional arrangement for the management of environmental and social impacts and risk under MoE and ARRA is found to be weak. The ESMS establishment under MoE as proposed in the GEQIP-E ESSA is not well operational, except for a few steps such as preparing the ESMSG, establishing the GRM, and providing awareness raising workshops. Therefore, to effectively address the identified environmental and social risks and impacts and ensure compliance of the AF activities implementation with the PforR core principles a safeguard specialist should be hired at MoE, Benishanul-Gumuz, and Gambella within the National Refugee Integration Facility to be established in GEQIP-E Coordination Office. In Gambella, a safeguard specialist is proposed due to the presence of almost half of the refugee population in Ethiopia in the region and prevalence of volatile ethnic tension and refugee and host community interaction. The other three refugee hosting regions (Tigray, Somali, and Afar) will have safeguard focal persons dedicated to handle the implementation of environmental and social safeguard issues.

Grievance Redress Mechanism

13.   Redressing social issues amongst refugee and host communities has traditionally been handled using the existing cultural redress mechanisms. In addition, in refugee hosting areas, there are two ways to redress conflicts and complaints: (i) Intra-conflict redress mechanism; and (ii) Inter-conflict redressing mechanism. There is a jointly established functional conflict redress committee, named the Security and Protection Committee, in all refugee hosting regions, commonly composed of local government bodies,

ARRA, and RCCs to prevent and address any conflict between the refugee and host communities. There are also several other mechanisms and referral pathways, including Community-Based Protection.

14.	The ESSA shows the existence of well-established GRM under ARRA and its zonal counterparts that will be used for the AF supported with trainings. However, under MoE there is an attempt and steps taken to strengthen the existing GRM under the Planning and Resource Mobilization Directorate, Ethics and Anticorruption Directorate and Parent-Teacher-Student Associations (PTSAs) to handle grievances at the school level. Therefore, activities to further strengthen the active functionality of the existing GRM under MoE are required through trainings and awareness raising workshops at federal and regional levels. The procedure of grievance redress and the manuals required for GRM will be included in the ESMSG.

Recommended Mitigation Measures to Strengthen System Performance

15.	The following key actions, among others, are proposed as mitigation measures to enhance implementing agencies' capacity to properly meet the requirements of World Bank PforR financing. See updated ESSA for full list of recommended actions.

1.	**Ensure establishment of ESMS and strengthening its functionality including GRM**

The ESMS proposed under MoE was not well strengthened and is found weak. As a result, besides of strengthening ESMS under MoE, due to the complex nature of social issues in refugee hosting regions, a separate safeguard specialist for the proposed AF under Refugee Integration Facility within GEQIP-E coordination office should be well hired to properly address environmental and social issues. The proposed activities include: (i) facilitate the employment of Environmental and Social Safeguard Specialist at national and REBs levels, as required (in Refugee Integration Facility); (ii) assign responsible focal persons at Woreda and school levels as well as in ARRA Zonal offices, and (iii) support capacity development trainings including developing training plan and implement timely on environmental and social safeguard issues.

2.	**Support for vulnerable groups in refugee and host community schools**

The ESSA shows the existence of a large number of vulnerable groups both in the refugee and host community that require special attention. The main vulnerable groups particularly of children are those with special need, unaccompanied refugee children, and ethnic Kunama, Congolese, Rwandese, etc children. As a result, the AF has to: (i) establish special need resource centers at central location for refugee and host community students and equip with the necessary special need materials and trained professionals; and (ii) conduct feasibility assessment to support ethnic minorities mother-tongue education and implement the suggestions of the assessment.

3.	**Balance service provision of host and refugee schools located in the same compound and students attending the same schools**

In some refugee hosting regions, refugee and host community students attend their primary education in same compound, but in different blocks with different quality classrooms. The classrooms for refugee students are built from bricks and well finished with tables and chairs. Whereas, most of host community

students' attend their education in structures made of grasses and corrugated iron roofing sheets. There is shortage of desks in the classrooms. Additionally, the refugee students are provided with scholastic materials including the provision of school uniforms, but host community students are not. These variations have a psychological implication on the students and their parents. To achieve the objective of AF and meet refugee and host community education integration as well as peaceful coexistence, social inclusion and cohesion, the service standard and classrooms for the refugee and host community students need to be similar with no variation.

As a result, the following key activity is recommended to bring the service and quality refugee and host community students classroom to same standard: Standardized the provision of scholastic materials including school uniforms for refugee and host community students attending in the same schools.

4. Prevent sexual harassment and GBV/SEA including girls' early marriage

Even though school based GBV/SEA was reported are rare, there are also practices that violate girls' rights to education like: (i) early marriage; (ii) female genital mutilation (FGM); and (iii) sexual harassment. The following actions are recommended: (1) conduct community dialogue and mobilization to reduce early marriage, FGM and sexual harassment; (2) strengthen and support girls' clubs established in refugee and host community schools; (3) fight harassment, FGM, and early marriage practices through awareness raising at school levels.

5. Strengthen the institutional capacity and coordination of the regulatory agencies

Establish and strengthen coordination between the regional and woreda level environment offices to expedite the review and approval process. Enhance and share good practices and experiences gained from DRDIP implementation in environmental and social management practices, ESMSG applications including E&S screening and approval procedures in the same target regions and woredas.

In order to improve the low level of awareness and implementation practices of safeguard instruments such as ESMSG and ESSA in the Regional and Woreda Education Bureaus and in ARRA zonal and camp level offices; there will be a need to provide continued capacity building training on environmental and social management focused on ESIA methodologies, safeguard instruments such as ESMSGs to ensure presence of adequate capacities in the regions and wereda environment offices which are affected by high staff turn-over. The existing staff of the Environment division in AARA shall also be trained to streamline their skills to undertake environment and social safeguard activities.

6. Strengthen workers and community safety prevention at workplaces

Develop or adapt ESMSG that promotes safe storage, use and disposal of laboratory chemicals in schools. Ensure that measures on occupational health and public safety are integrated within the program manuals; Include worker and public safety prevention clauses in civil works contracts that ensure provision of continuous safety briefing and training to workers; provision of PPE and use of safety warning signs to prevent workers and community safety.

ANNEX 5: MODIFIED PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement	Action
1.1. Update POM, including M&E, communication plan, and verification procedures (to reflect inclusion of school construction and EdTech)	Technical		PRMD	Due Date	30-Apr-2021	Revised POM adopted by the Government	No Change
1.2. Strengthen the PCO; hire/assign personnel for Program coordination; M&E; fiduciary; safeguards; and technical experts for MoE and emerging regions; establish construction management facilities at MoE and REBs; hire/assign engineers, E&S staff	Technical		MoE, REBs	Recurrent	Yearly	PSC and PCO operational; staff in place for Program coordination, implementation, M&E, fiduciary and safeguards.	No Change
1.3. Prepare guidelines for performance-based awards to schools	Technical	DLI 4	SIP Directorate	Due Date	06-Jul-2018	Guidelines for performance-based awards to schools approved and disseminated.	No Change
1.4. Develop on-line textbook distribution and inventory management system	Technical	DLI 6	EMIS, CDID	Due Date	30-Jun-2022	Online textbook distribution and inventory management system established.	No Change
1.5. Ensure Program objectives are reflected in ESDP VI	Technical		MoE, DPs	Due Date	06-Jul-2020	Program scope and objectives are part of ESDP VI.	No Change

2.2. Prepare cash flow forecast to end of GEQIP-E with allocation from GoE, DLI achievement & SPG advance settlement schedule; (ii) GoE allocates resources annually in proclaimed budget for MoE; (ii) monitor utilization: quarterly IFRs, annual replan	Fiduciary Systems		MoE	Recurrent	Yearly	AWPB aligned with government budget calendar.	No Change
2.3. Monitor school grant (i) produce semiannual report on findings of SIP checklists; (ii) two SG evaluations (year 2 & 4 of AF); (iii) prepare and share minimum conditions for transferring school grants in the SG guideline amendment	Fiduciary Systems		MoFEC; MoE, REBs, WEOs	Recurrent	Yearly	Budget monitoring and internal audit strengthened.	No Change
2.4 Ensure 3% of schools are included in annual audits and follow the audit finding monitoring mechanism to implement actions and report within three months of receipt of audit report	Fiduciary Systems		MoE, REBs, WEOs, universities, CTEs, & S	Recurrent	Yearly	Action taken on external audit findings within three months of receipt of audit findings.	No Change
2.5. Disclose Program audit and financial information on MoE website or	Fiduciary Systems		MoE, Schools	Recurrent	Yearly	MoF has disclosed the audit report of the Program for the year ended July 7,2019 on its	No Change

other modalities. Post annual allocation and utilization school grant on school notice boards						website. Regular follow up on school notice boards should be made once schools reopen	
2.6. Strengthen procurement system and capacity by (i) establishing procurement performance standards (ii) keeping and training of relevant management and procurement staff; (iii) improving procurement information tracking system and documentation	Fiduciary Systems		MoE, REBs, universities, and CTEs	Recurrent	Yearly	Performance standards attained for key procurement processes.	No Change
2.7. Assign fulltime EAC officer at woreda education offices	Fiduciary Systems		MoE, REB and Woredas	Recurrent	Yearly	EAC officers assigned in WEOs.	No Change
3.1. Establish functional ESMS: hire/put in place E&S experts at MoE, REB GCO offices; officially appointed E&S focal person by each target woreda; update ESMSG; training of new staff; guideline on resettlement, GHM; protocol voluntary land donation	Environmental and Social Systems		MoE, REBs	Recurrent	Yearly	Before effectiveness: ESMS established; and ESM guidelines and ESMP, waste management plan, & protocol prepared. Y1-Y2 of AF: GRM system strengthened; training plan prepared and implemented.	No Change
3.2. Timely Consultation, Compensation Payment, and Resettlement of	Environmental and Social Systems		MoE, REBs, WEOs, schools	Recurrent	Quarterly	Report on briefings and consultations, including number of participants by gender.	No Change

PAPs: (i) conduct timely meaningful consultations with PAPs; (ii) organize briefings & consultations for communities impacted by GEQIP-E on E&S impacts and respective mitigation						Percentage (100%) of PAPs consulted. Number of briefings and consultations organized.	
3.3. Prevent SRGBV and sexual harassment: (i) establish/strengthen safe menstrual management system in all targeted schools; (ii) strengthen girl clubs; (iii) conduct community/school awareness to avoid minimize harassment, FGM, early marriage	Environmental and Social Systems		REBs, WEOs, schools	Recurrent	Yearly	Percentage (100%) of safe places established and strengthened; percentage (100%) of girls clubs strengthened and supported; one workshop or meeting per kebele/school every semester on harassment, SGBV and early marriage	No Change
3.4. Annual E&S, safety man-t performance review and annual E&S audit: (i) develop E&S reporting (Q, annual) template and revisit the existing ESMSG; (ii) annual performance review; (iii) annual E&S, safety audit; (iv) biannual, annual E&S report	Environmental and Social Systems		MoE, REBs	Recurrent	Yearly	Prepared environmental and social reporting template; one performance review workshop per year; one audit per year as necessary; reports	No Change
3.5. Strengthen the Grievance redress system: (i) establish/ strengthen GRM committee; (ii) GRM guideline	Environmental and Social Systems		MoE, REBs, schools	Other	June 2021	GRM committee established; GRM Guideline; percentage (100%) of staff trained	No Change

updated/developed; (iii) conduct training on GRM							
3.6. Strengthen workers and community safety/prevention re: COVID 19 at workplaces; safety manuals on storage, use, disposal of lab. chemicals and IT in schools (ESMSG); first aid kits, fire extinguisher in labs, safety training; emergency exits	Environmental and Social Systems		MoE, REBs, woreda, schools	Recurrent	Continuous	100% comprehensive safety manual to all Program areas; 100% newly constructed schools (labs) with first aid kits, fire extinguisher; 100% design of new schools (Labs): emergency exit; 100% civil work contracts: safety clauses	No Change
3.7 Protecting and maintaining biodiversity, natural habitat, and physical cultural resources: (i) strengthen guidance and procedures (& in the ESMSG); (ii) follow robust screening process using structured protection of natural habitats and PCR guide	Environmental and Social Systems		MoE, REBs, WEO, schools	Other	Prior to school construction	Update ESMSG consisting of management & protection of natural habitats & physical cultural resource (PCR), documentation of guideline completed & distributed to all program areas 100% of construction sub-projects screened to identify natural & PCR is	No Change
3.8. Maintaining surface & ground water quality, & using alternative water points to avoid tapped water scarcity; prepare appropriate drainage system & septic tanks during design & construction; alternate water points such as	Environmental and Social Systems		REBs, WEO, schools	Other	During program implementation	Percentage of (100%) schools constructed have proper drainage system and septic tanks; percentage (100 percent) of hand dug wells constructed in all target schools with scarce tapped water resources	No Change

hand dug wells							
1.6. National Refugee Education Steering Committee, co-chaired by MoE and ARRA; & Regional Refugee Education Steering Committees, co-chaired by REB heads & zonal heads of ARRA in each of the main refugee-hosting regions; established & operational	Technical		MoE, ARRA	Recurrent	Quarterly	Committee Established and meeting as stipulated.	New
3.9. Establishment and strengthening of solid waste management at school level: (i) strengthening S&E, sanitation clubs to manage waste in their compound; (ii) provision & placement of solid waste containers (bins); (iii) avoiding burning of waste	Environmental and Social Systems		WEO and School administration and enviro	Other	During program implementation	Percentage (100%) of schools covered under this program equipped with solid waste management containers (bins); percentage (100%) of schools covered under this program effectively manage wastes (no random waste burning)	No Change
3.10. Inclusion of vulnerable groups	Environmental and Social Systems		REBs, WEOs, and Schools	Other	Throughout program implementation period	Standard designs of classroom, toilet and other facilities (disability friendly)	No Change
3.11 Prepare Code of conduct on GBV/SEA, including sanctions, for teachers in refugee and host communities to sign as part of the	Environmental and Social Systems		Integration Sub-Units, MoE, REBs	Other	In Year 1 of Refugee AF	GBV/SEA code of conduct Report on the number of teachers signing the code of conduct	New

teacher upgrading and training activities of the project.							
1.7 At least one Education Working Group meeting devoted to refugee issues, including both WEO and ARRA, held annually in each main refugee-hosting Woreda	Technical		WEO/ARRA	Recurrent	Yearly	Meetings held as stipulated	New
1.8. Include full data for refugee primary and secondary schools, on a par with MoE schools, in Educational Statistics Annual Abstract (ESAA)	Technical		MoE	Recurrent	Yearly	ESSA published annually including information for refugee schools for all primary and secondary indicators	New
1.9. Include all refugee primary and secondary schools in School Standards Assessment	Technical		MoE	Recurrent	Yearly	Standards Assessment results, including all refugee schools, shared with the Association.	New
1.10 Incorporate all Ethiopian national teachers working in ARRA-administered primary schools onto REB payrolls	Technical		ARRA; MoE; REBs	Due Date	31-Mar-2025	All Ethiopian national (non-refugee) teachers working in ARRA-administered primary schools employed by REB and paid through REB payrolls	New
2.8. Appoint an independent procurement auditor for carrying out an annual procurement audit of the IPF component of the AF along with the procurement audit of the parent project	Fiduciary Systems		MoE, ARRA, and MoF	Recurrent	Yearly	Audit submitted	New

and submit the same to the Bank within 6 months of year end							
3.12. Strengthen workers & community safety by (i) developing manuals & training (ii) ensuring that occupational health & public safety are integrated into program manuals & (iii) including worker & public safety clauses in civil works contracts	Environmental and Social Systems		MoE, ARRA, REBs	Other	Ongoing	Manuals developed / revised. All new contracts include safety clauses.	New
3.13 Develop and use guidelines for minimum standards of service provision in both refugee and host community schools	Environmental and Social Systems		MoE, ARRA, REBs	Other	Ongoing	Guidelines developed and approved Guidelines disseminated to refugee schools	New

ANNEX 6: DETAILED PROGRAM DESCRIPTION

1.   The AF will maintain the Program for Results (PforR) modality of GEQIP-E, with a component of Investment Project Financing (IPF) to support targeted capacity building and pilot activities.

PforR Component

2.   The proposed AF employs the PforR modality for a US$59.5 million component to provide incentives to Government for harmonization and integration of refugee education. Three new DLIs are introduced , supporting harmonization of refugee primary schools with MoE and REB services; integration of secondary schools; and provision of additional support for girls' empowerment and for catch-up learning to mitigate learning loss from COVID-19.

DLI 11. Harmonization of services at refugee primary schools

3.   This DLI supports the extension of key services, identified by MoE as priorities for quality education and already supported by GEQIP-E in REB schools, to refugee schools through MoE, REBs and woreda education officials. New DLRs are introduced to establish results targets specific to refugee populations outside the scope of current GEQIP-E program. Under the new DLI, each activity will be supported by its own DLR enabling independent achievement measurement and disbursement.

4.   The DLI supports the GPE dimension *Equity. It* supports the extension of key services, identified by MoE as priorities for quality education and already supported by GEQIP-E in REB schools, to refugee schools through MoE, REBs and woreda education officials. As such, the DLI addresses key inequities in quality of service provision between host community and refugee schools. This approach is transformative: The DLI will initiate a longer-term process of integration of refugee primary education into MoE/REB service delivery. By the close of the project, this will include the transfer of ARRA-employed teachers in refugee schools to MoE/REB payrolls (supported by a program action). This will be followed by the full integration of primary refugee schools into MoE/REB administration by 2027/28.

DLR 11.1: The Recipient has achieved the Agreed Target for provision of Basic School Grants by MoE and REBs to refugee primary schools

5.   *Rationale:* Basic School Grants, introduced under the original GEQIP, provide the primary source of non-salary income for schools. School Grants are transferred from central level, via BoFEDs, to woredas, and then to schools; the majority of schools (85 percent of primary schools) receive Grants directly into school bank accounts, while a minority which do not have bank accounts receive payment via Woreda Education Offices (WEOs)[75]. However, efforts to provide Basic School Grants to refugee schools have so far been unsuccessful owing to a lack of agreement between REBs, ARRA, and regional BoFEDs on the modality for funds flow to ARRA-operated schools, which are not separate legal entities and have no bank accounts.

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[75] Fifteen percent receive SG either through WEO bank accounts or direct in cash from WEOs. BDS Center for Development Research. 2018. *Evaluation of School Improvement Planning and Implementation and the Flow and Utilization of School Grant.* Commissioned by the GEQIP-E Task Team.

6.   *Design:* Under the AF, an institutional framework will be put in place to support the payment of Basic School Grants[76] to refugee primary schools. Allocations to schools will be in line with the existing School Grant (SG) guidelines; as part of this, in the emerging regions of Afar, Benishangul-Gumuz, Gambella and Somali, allocations will include five percent Additional School Grants to each school. Under the revised arrangements, school grant allocations for refugee schools will be included in annual releases to Woreda offices of Finance and Economic Development (WoFEDs). It is anticipated that the distribution of grants from WoFEDs to schools will be achieved through the opening of school bank accounts; however, in certain areas where access to banking is not practicable, alternative provision will be carried out through holding of funds by Woreda Education Offices (WEOs).

7.   The SG Guidelines employed under GEQIP-E will be customized for refugee schools, with arrangements in place for management of school-level allocations by Parent-Teacher Associations (PTAs). The updated SG Guidelines will not reduce per-student allocations, or the current reservation of 50 percent of grants for teaching and learning. Support will be provided under the capacity building component of the IPF where required to improve the capacity of PTAs to manage the funds. Supervision and support of school-level expenditure will be conducted by both ARRA (for administrative expenditures) and woreda education officials (for expenditures relating to teaching and learning).

8.   *Achievement:* In 2021/22, the DLR will be achieved on approval by MoE and endorsement by ARRA of an institutional framework, and detailed and costed implementation plan, for provision of Basic School Grants to refugee schools. The updated guidelines are expected to respond to the diverse needs of the refugee population. In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on provision of Basic School Grants to a (non-cumulative) target percentage of refugee primary schools, in line with the SG guidelines, and including five percent Additional School Grants for schools in the emerging regions.

DLR 11.2: The Recipient has achieved the Agreed Target for provision of improved in-service upgrading training for refugee incentive teachers

9.   *Rationale:* Around 64 percent of teachers in refugee primary schools are incentive teachers, drawn from refugee communities and working for a small stipend. The majority of these are not qualified teachers, even within their home country systems, resulting in a severe lack of appropriately skilled teachers in refugee schools, particularly in lower primary. Given the likelihood of continuing shortages of qualified Ethiopian teachers in refugee schools in the medium term, there is an urgent need to raise the skill level of these refugee teachers to improve teaching and learning.

10.   *Design:* Under the AF, a new program of upgrading training will be developed especially for refugee incentive teachers by the Teachers and Education Leaders Development Directorate within MoE, in consultation with ARRA and REBs, and delivered by regional Colleges of Teacher Education (CTEs). For refugee incentive teachers who were qualified teachers in their countries of origin, the program will support preparation for accreditation by the Licensing and Relicensing Directorate of MoEST. For those who have completed secondary-level education in their countries of origin, but were not licensed teachers, the course will first provide an accelerated program of upgrading over 2-3 years with the potential for eventual accreditation. In addition to the Ethiopian curriculum and pedagogical skills, the program will include training on respect for and empowerment of girls, and prevention of GBV/SEA, early

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[76] Including, where relevant, the additional 5 percent levy payable to schools in emerging regions.

marriage, and HTP. The program will be offered in the language of instruction in Grades 1-4 in refugee schools in each region. See Box 2.3, in Annex 2 - Technical Assessment (Addendum), for more details of language policies in refugee education in Ethiopia. Capacity building support to CTEs will be available from the IPF component for necessary adaptations of materials and teaching.

11.   For teachers who have not completed secondary education in their country of origin, a program of accelerated remedial learning will be offered; on completion of this course and an associated examination, these teachers will then become eligible for the upgrading training.

12.   Development of the program will be informed by a number of existing efforts. The MoE has previously offered an upgrading curriculum for non-qualified teachers, which enables teachers with only secondary school education to obtain a teaching diploma through a three-year, in-service program of self-study and summer residential training. In addition, the new course will gain insight and learnings from pilots of upgrading training for refugee incentive teachers currently being implemented in Somali, Gambella and Benishangul-Gumuz regions, supported by UNHCR and UNICEF. The course is expected to operate primarily through class-based training during school vacations and through distance learning, to enable participants to continue teaching.

13.   *Achievement:* In 2021/22, the DLR will be achieved on development of an in-service skill upgrading program for refugee incentive teachers; and approval by MoE and endorsement by ARRA of the upgrading program, an institutional framework for provision of the upgrading, and for accreditation of teachers completing the training; and detailed and costed implementation plan for the upgrading. In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on completion of an annual round of training by a target percentage of eligible refugee incentive teachers. Eligibility is expected to be determined by the teachers' education background, with teachers who lack a complete secondary education undergoing remedial training prior to commencing upgrading training. The precise definition and measurement of eligibility will be defined in the POM.

14.   This DLR is not cumulative: as the training is envisoned as a multi-year program for most teachers, teachers who receive training which is counted towards the target in 2021/22 will require an additional round of training in the following year to be counted towards the target in 2022/23, and so on, unless they are no longer eligible (e.g. have completed accreditation). The denominator for each year will be the number of eligible refugee incentive teachers, excluding those who have not yet completed remedial training and those who have completed accreditation.

DLR 11.3: The Recipient has achieved the Agreed Target for provision of textbooks to refugee primary schools with REB or Woreda procurement, distribution, and monitoring

15.   *Rationale:* Textbook procurement in Ethiopia is decentralized to regional level, with REBs procuring books according to woreda-level needs and woredas distributing books to schools and monitoring their use. Provision of textbooks in refugee primary schools has historically been carried out through a parallel system to REB schools. ARRA identifies school-level textbook needs and procures the required books from REBs. However, refugee schools are not included in REB planning and books provided for refugee schools are typically re-printed at zonal level, at greater cost and at lower quality than books printed through normal means. In addition, the distribution and monitoring of textbooks to refugee

schools is carried out by ARRA in a system separate from the distribution and monitoring system employed in REB schools.

16.   *Design:* Under the AF, refugee schools will report their need for textbooks directly to REBs to be included in plans for textbook supply. It is anticipated that reporting will be conducted annually, with REBs ensuring adequate additional procurement to address new inflows of refugees over the course of the year. Guidance to REBs on this procurement planning will be included in the institutional framework (see below). Books for refugee schools will be procured and printed alongside books for REB schools, and distributed and monitored by woreda education officials.

17.   *Achievement:* In 2021/22, the DLR will be achieved on development and approval by MoE and endorsement by ARRA of an institutional framework, and detailed and costed implementation plan, for provision of books to refugee schools with REB/woreda procurement, distribution and monitoring. In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on delivery of a standard package of textbooks, defined as part of the POM[77], through central REB procurement and distribution by REBs or woredas, to a target percentage of refugee primary schools.

DLI 12. Integration of refugee secondary education

18.   This DLI supports improvements in integration of refugee education into mainstream MoE/REB education systems, through (i) transfer of existing refugee secondary schools to MoE/REB administration and (ii) support to the integration and inclusion of refugee students attending existing MoE/REB schools. As such, the DLI addresses significant inefficiencies from the duplication of management systems and higher-cost school management by NGOs, and streamlines the secondary sector into mainstream education management, pioneering a process which will later be followed at primary level.

19.   The DLI supports the GPE dimension *Efficiency*. Specifically, the integration of refugee education to MoE/REB administration addresses significant inefficiencies from the duplication of management systems and higher-cost school management by NGOs, and streamlines the secondary sector into mainstream education management, pioneering a process which will later be followed at primary level. The reform agenda supported by the DLI is transformative and represents a significant step forward not only for refugee education in Ethiopia but for the wider agenda of integration of service delivery for refugees, for which education is a pioneer sector. The transfer of refugee secondary schools to MoE/REB administration, and support to integration of refugees at national schools, will provide a guideline for the larger and longer-term task of achieving the same integration at primary level.

DLR 12.1: The Recipient has achieved the Agreed Target for transfer of refugee secondary schools to MoE or REB administration

20.   *Rationale:* In the long term, full integration of refugee education into national systems of school service delivery will entail the transfer of refugee schools administered by ARRA to REB administration under MoE oversight, and to an integrated model serving both refugee and host communities in a single school. The AF will support the beginning of this process, focusing on the secondary sector. A focus on

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[77] Robust definition not possible owing to lack of reliable data on textbook availability in refugee schools; to be addressed through baseline survey.

secondary is appropriate for several reasons: (i) around half of refugee students attending secondary schools attend REB schools; (ii) the 13 secondary schools which are operated under ARRA oversight are not directly administered by ARRA, but by NGOs; and (iii) a number of these schools also include significant numbers of host community students.

21. *Design:* In 2021/22, the DLR will support the preparation of a detailed plan for integration, including for the transfer of payroll to MoE, with due consideration given to career progression and the long-term sustainability of the teaching workforce in secondary schools, and the maintenance of quality of teaching in these schools during transition. In Year 2, the AF will support the transfer of two refugee secondary school to REB administration as a pilot; it is anticipated that these schools will be within one region which will act as a pilot REB. In Year 3, an additional six schools, including in additional regions, will be supported for transfer to REB administration. In Year 4, the final five schools will be transferred.

22. *Achievement:* In 2021/22, the DLR will be achieved on development and approval by MoE and endorsement by ARRA of an institutional framework for integration of secondary refugee education, and detailed and costed implementation plan for transfer of refugee secondary schools to MoE/REB administration, acceptable to the Association. The framework will include provisions ensuring priority access for refugees to the transferred schools for the duration of the AF. In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on completion of legal and administrative transfer of refugee secondary schools, in accordance with the institutional framework, to REB management.

DLR 12.2: The Recipient has achieved the Agreed Target for payment of Top-up School Grants to MoE secondary schools in areas with large refugee populations

23. *Rationale:* More than half of refugee students enrolled in secondary schools attend REB schools in host communities. The majority of these schools are in emerging regions which already face significant shortages of infrastructure and facilities, which are exacerbated by the additional enrollment. These pressures not only affect the quality of teaching and learning in these schools, but present a source of tension between refugee and host communities. In addition, schools with large refugee populations require resources to invest in additional services to meet specific needs of refugees, including socioemotional and language support.

24. *Design:* A second DLR will provide support to these schools for activities for integration and inclusion of refugees, including increasing school capacity to meet the needs of the increased enrollment. The support will be integrated with the existing School Improvement Program. Schools with large refugee populations will prepare Refugee Integration Plans, as addenda to existing School Improvement Plans, and receive top-up finance as an extension of the existing Basic School Grants.

25. *Achievement:* In 2021/22, the DLR will be achieved on completion of training in an agreed percentage of MoE secondary schools with large refugee populations, as specified in the Program Operational Manual, on preparation of Refugee Integration Plans; and the inclusion of top-up school grants for refugee integration in the annual budget for the Regional Education Bureaus and Woreda Finance Office. In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on disbursement to a target percentage of eligible schools of top-up grants, following completion of a Refugee Integration Plan.

DLI 13: Implementing innovations to address key challenges in refugee education

26.   This DLI will support new activities designed to address three key areas of challenge in refugee education: (i) limitations of teacher supply and qualifications in lower grades; (ii) learning loss as a result of COVID-19 and the consequent closure of schools; and (iii) low enrollment of refugee girls, combined with elevated risk of harassment, violence, and early marriage. The activities will be targeted to host communities, with necessary administrative and logistical arrangements to enable participation of refugee students from nearby camps. During the first year of the AF, detailed baseline assessments will be conducted to identify the most appropriate locations and contexts in which to conduct the activities.

27.   The DLI supports the GPE dimension *learning outcomes*. Low aspirations, harrassment and early marriage contribute to lower levels of attainment and learning for refugee girls. The combination of empowerment and activities and learners' guides is expected to contribute significantly to improvements in refugee girls' retention, learning, and transition to secondary.[78] This approach is transformative: the supported reforms will test and scale up innovative approaches to mitigate key difficult-to-address challenges in learning, informed by international evidence and allowing iterative implementation to ensure impact on outcomes.

DLR 13.1: The Recipient has achieved the Agreed Target for implementation of activities for girls' empowerment and learning

28.   *Rationale:* Refugee girls' enrollment lags below that of boys in all five refugee-hosting regions, with primary GPIs ranging from 0.87 in Jijiga, Somali, to only 0.6 in Samara, Afar. Barriers to girls' participation are complex and vary at regional level. In Afar, parents have requested separate schools or classrooms for girls to UNHCR. In Gambella, refugees reported in a participatory survey that girls fear for their safety during the walk to and from school, that irregular distribution of dignity kits is a problem for adolescent girls, as well as early marriage and domestic chores also prevent girls' access to school. In Dollo Ado, Somali, parents' attitudes towards and perceptions of quality of education discourage them from sending children to school. Harassment by male classmates and teachers (as well as punishment), gender-based violence and early marriage were all given as barriers to girls' education with specific examples and detailed fears described.[79]

29.   Evidence from the baseline study of a recent project in Benishangul-Gumuz, implemented by the International Rescue Committee (IRC), reveals that a majority of refugee girls had experienced sexual, physical, or emotional violence; one in five girls experienced early marriage or were cohabiting with a male as if married, and expressed low expectations about the level of education a girl should complete. Following an IRC-developed program of life skills and empowerment classes, girls expressed a greater value in prolonged schooling and delayed marriage; were less likely to be married or cohabiting with a male; were almost twice as likely to report having friends their own age and a trusted non-family female

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[78] In Tanzania, learner's guides have enabled improvements in girls' retention and learning outcomes in lower secondary school (Ben Alcott, Pauline Rose and Ricardo Sabates (2017) "Targeted multidimensional approaches to overcome inequalities in secondary education").

[79] UNHCR. 2016. "Consolidated Participatory Assessment Reports for Ethiopia 2015-2016."

adult in their life; and were more likely to report knowing who to turn to if they experienced violence.[80] However, the pilot did not reduce incidence of GBV/SEA, a fact attributed by researchers to the fact that the design did not directly target male peers of girls, and male adult community members, for additional discussions or training.

30. *Design:* The AF will support a program of life skills training for girls, with topics including: self-esteem and confidence; decision-making and problem-solving; management of emotions and conflict; peers, friendships, and adult support; and personal health; as well as educational and work aspirations, and prevention of GBV/SEA, early marriage and HTP. The activity will include discussions with parents and caregivers, and with boys and adult male community members, on respect for girls and prevention of GBV/SEA, early marriage, and HTP. The program will be rolled out over three years to the six main refuge-hosting areas (Assosa, Dollo Ado, Gambella, Jijiga, Samara, and Shire).

31. The ratio of female students to female teachers in refugee primary schools is 481:1, producing a severe lack of role models for girls. The AF will also support the appointment of adult female refugees who are secondary school graduates or above to act as learner's guides in refugee schools, particularly those schools which face severe shortages of female teachers. These learner's guides will be appointed on similar terms as refugee incentive teachers and provide both support to female learners both in the classroom and pastoral support.

32. *Achievement:* In 2021/22, the DLR will be achieved on approval by MoE and endorsement by ARRA and participating REBs of a design and costed implementation plan for the activity, acceptable to the Association. In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on the implementation of the activity, in a manner in a manner, form and duration in accordance with the agreed design and implementation plan, in the target number of the main refugee-hosting areas. In order to count as being implemented in a refugee-hosting area, the activity will be required to be made accessible to all eligible students in at least eighty percent of refugee schools in an area, with at least ten sessions conducted in each school during the year.

DLR 13.2: The Recipient has achieved the Agreed Target for implementation of activities for self-directed learning for COVID-19 recovery

33. *Rationale:* Refugee schools, which rely extensively in lower grades on refugee teachers working for a limited incentive stipend, face severe shortages of qualified teachers. Only 43 percent of teachers in these schools have minimum qualifications to teach at primary school level, in comparison to 87 percent of teachers in mainstream schools[81]. Host community schools also face high PTRs and large class sizes as a result of recent inflows of additional enrollment. In addition, both camp-based and host community schools include classes with a large range of ages and abilities, and in some cases multiple languages, reflecting high rates of overage enrollment and repetition in lower grades, offering challenging conditions for even highly qualified teachers. While support to in-service training through both GEQIP-E and the AF

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[80] Stark, L., Asghar, K., Seff, I., Yu, G., Gessesse, T., Ward, L., Baysa, A., Neiman, A., Falb, K. 2018. "Preventing violence against refugee adolescent girls: findings from a cluster randomized controlled trial in Ethiopia." *BMJ Global Health* 2018;3:e000825

[81] ESAA, 2016/17

is expected to raise the level of teacher skills in the medium term, there is a need for supporting existing students to fill gaps in learning and enable catching-up.

34.   These challenges have been exacerbated by the COVID-19 pandemic, which has led to the closure of all schools including in refugee camps since March 2020. Despite the provision of distance learning materials through radio and printed learning packets, it is likely that the prolonged closure of schools will lead to significant learning loss and exacerbate existing inequities in learning.

35.   Refugees face additional barriers in access to secondary education, including in many cases large distances to the nearest available refugee or MoE secondary school, contributing to low rates of transition to secondary. Refugees who reside primarily in camps may never even visit or become aware of the nearest secondary school, presenting barriers of mental frame and low aspiration in addition to logistical challenges.

36.   Significant gains in learning have been achieved through provision of ICT-based self-directed learning in both national and refugee school contexts. In India, an intervention providing daily access to self-directed learning software, combined with remedial instruction, led to a more than doubling of improvement in math and language test scores over a five-month period[82]. In Bangladesh, an intervention employing game-based applications on tablet computers, supported by facilitators with minimal training, has led to rapid gains in learning among Rohingya refugees[83], while a similar intervention administered by a team led by New York University has proven effective among Syrian refugees in Turkey[84].

37.   *Design:* Under the AF, support will be provided to the piloting and rollout of similar ICT-based interventions for self-directed learning in all main refugee-hosting areas. SMS messages and calls will be sent/made to households' existing mobile phones, targeted to children's learning level, which will be collected using high-frequency data collection via phone. This approach will enable adaptive, self-directed progress, and relates to principles from "Teaching at the Right Level" which targets instruction to children's' current learning level regardless of grade. In-person Teaching at the Right Level approaches, and in-school activities using tablets, may also be considered to complement ICT-based solutions. In order to support students at crucial points of transition to upper primary and to secondary education, it is expected that the interventions will target students in Grades 6 and 8. The interventions will be available to both refugee and host community students. Intervention sites will be within host communities, selected in consultation between MoE and ARRA to ensure access to activities by refugee students.

38.   *Achievement:* In 2021/22, the DLR will be achieved on approval by MoE and endorsement by ARRA and participating REBs of a design and costed implementation plan for the activity, acceptable to the Association.

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[82] Muralidharan, K., Abhijeet Singh, and Alejandro J. Ganimian. 20117. "Disrupting Education? Experimental Evidence on Technology-Aided Instruction in India." NBER Working Paper No. 22923

[83] Teach the World Foundation. 2018. "Teach The World Foundation's Digital Learning Model In Emergency Situations/Refugee Camps." Mimeo.

[84] New York University (NYU) News Bulletin (June 2017): "Digital Game Intervention Improves Mental Health and Educational Outcomes of Syrian Refugee Children." Available at:
https://steinhardt.nyu.edu/site/ataglance/2017/06/projecthope.html. Accessed: 1st December 2018.

39.   In 2022/23, 2023/24 and 2024/25, the DLR will be achieved on the implementation of the activity, in a manner, form and duration in accordance with the agreed design and implementation plan, in the target number of the main refugee-hosting areas. In order to count as being implemented in a refugee-hosting area, the activity will be required to be made accessible to all eligible students in at least eighty percent of refugee schools in an area, with at least ten rounds of feedback successfully completed in each school each year.

IPF Component

40.   In addition to DLIs, the AF will scale up the existing IPF Technical Assistance Component of GEQIP-E with an additional US$20 million equivalent to build institutional and technical capacity for harmonization and integration of refugee education, and support innovative region-specific activities to address key challenges of access and quality faced by school-age children in host and refugee populations.

41.   The IPF will support achievement of the PDO by (i) addressing key gaps in planning and coordination capacity at national and regional levels to ensure adequate collaboration between stakeholders to achieve harmonization and integration of refugee education; (ii) addressing key gaps in service delivery and supervision capacity at regional and woreda levels to ensure full and quality provision of harmonized and integrated refugee education.

IPF Component 1: Developing capacity within MoE for refugee education through the setting up of a National Refugee Integration Sub-Unit at MoE, and Regional Refugee Integration Sub-Units at agreed refugee-hosting REBs (US$1.5 million equivalent)

National Refugee Integration Sub-Unit

42.   There is a need to develop capacity within MoE and REBs for refugee education, regarding both provision of services to refugee schools and the management of refugee students attending REB schools. The IPF Component will support the establishment of a National Refugee Integration Sub-Unit within MoE, with a mandate to administer and oversee MoE's responsibilities under the MoU and under the AF. It is expected that the Sub-Unit will be formed within the PCO of GEQIP, itself housed within the Planning and Resource Mobilization Directorate of MoE; however, the Sub-Unit will report primarily to the National Refugee Education Steering Committee. It is anticipated that the National Refugee Integration Sub-Unit will include at least one dedicated full-time staff member and an office financed through the IPF component. In addition, a representative of ARRA will serve as a focal person seconded to the Sub-Unit on an ad hoc basis. In order to support the completion of activities during 2021/22, the first year of the AF, the Sub-Unit will be established within one month of program Effectiveness, and staffed and operational within three months of Effectiveness.

43.   The Sub-Unit will identify and produce costed implementation plans for capacity building activities at national level to be supported under IPF Component 2, for review and approval by the National Refugee Education Steering Committee. The Sub-Unit will also have responsibility for the development of the various institutional frameworks and costed implementation plans for harmonization and integration activities as supported by foundational targets of DLRs, and for oversight of implementation of harmonization and integration activities. It will also work in concert with various departments of MoE and wider stakeholders to ensure integration of refugee issues in MoE planning, including in the next ESDP

(ESDP VI, 2020/21-2024/25) and annual budgets. As part of this process, prior to the completion of the Program, the Sub-Unit will also prepare a costed and time-bound plan for the completion of the process of integration of refugee education, including the transfer of the remaining primary and secondary refugee schools to MoE/REB administration.

Regional Refugee Integration Sub-Units

44.   In addition, Regional Refugee Integration Sub-Units will be established within the regional GEQIP-E PCOs at REBs in the five main refugee-hosting regions: Afar, Benishangul-Gumuz, Somali, Gambella and Tigray. These regional offices will carry out day-to-day management of the program at the regional level and, more broadly, will have overall responsibility for the process of harmonization and integration of refugee education in their regions. As part of this mandate, the Regional Sub-Units will coordinate oversight of woreda-level harmonized activities; produce regional-level plans for transfer of selected secondary schools to MoE/REB administration; and prepare region-specific proposals for capacity building under the IPF, for review and approval by the Regional Refugee Education Steering Committees. The Regional Refugee Integration Sub-Units will also have responsibility for supporting the operation of refugee camp-level cluster group meetings, as well as regional, zonal and woreda-level Education Working Group meetings focused on refugee education.

45.   Each Regional Sub-Unit will include: (1) a Regional Coordinating Officer; (2) a Communication Specialist; (3) a Refugee education specialist; and (4) a Gender specialist. Regions with larger refugee populations, such as Gambella and Somali, may additionally require dedicated Procurement and Financial Management Specialists, while Gambella and Benishangul-Gumuz will also require dedicated Environmental and Social Safeguards specialists.

46.   As at national level, each Regional Sub-Unit will also include a focal person based within ARRA to ensure coordination and alignment of strategic priorities. In order to support the completion of activities during Year 2 of the program, the first year of the AF, these Sub-Units will be established, staffed, and operationalized within three months of Effectiveness.

IPF Component 2: Enhancing capacity for harmonization and integration activities relating to refugee students (US$18.5 million equivalent)

Sub-component 1. Capacity building

47.   The extension of harmonized activities to refugee schools, and the integration of secondary schools into REB/woreda administration, will require improvements in capacity within MoE, REBs, and Woreda Education Offices, as well as zonal ARRA offices. This IPF component will support improvements in capacity building activities to support harmonization and integration activities. The number and value of supported activities in each region will be in proportion to existing capacity, refugee populations, and institutional readiness. A capacity assessment, which will inform the design of the planned activities, is currently being carried out at national, regional and woreda levels and will be completed prior to Appraisal. Informed by this capacity assessment, costed implementation plans for capacity building activities will be prepared by the Regional and National Refugee Integration Sub-Units as described above.

48.   *National level:* At national level, likely activities to be supported by the Component include: projection and planning of refugee education demand and service provision

    (i)   projection and planning of refugee education demand and service provision;

    (ii)   inclusion of refugee education in annual planning and budgets;

    (iii)   support to regular cross-Ministry coordination and joint planning;

    (iv)   customization of EMIS, the National Learning Assessment (NLA), and other relevant education information systems for refugee schools;

    (v)   customization of policy guidelines, including on SIP and unaccompanied minors, for refugee schools;

    (vi)   updating of guidelines on girls' clubs for refugee schools, including for activities around girls' empowerment and prevention of GBV/SEA, early marriage, and HTP;

    (vii)   communication activities around mobilization of communities for participation in parent-teacher associations;

    (viii) support to policy and logistical arrangements for access by refugees to Inclusive Education Resource Centers in host communities;

    (ix)   improved capacity for refugee languages and alphabets within MoE and/or ARRA; and

    (x)   investments in technical capacity within ARRA to support its transition to a role focused on refugee protection, including analytical and research activities and training;

    (xi)   Fulfilment of action plans arising from Environmental and social due diligence assessments;

    (xii)   preparation of a costed and timebound plan for the transfer of the remaining primary and secondary refugee schools to MoE/REB administration following program completion.

49.   The component will also support investment in technical refugee-specific education capacity within ARRA, such as customization and translation of regional curricula and teaching and learning materials for various refugee communities. In addition, the component will support the preparation of the costed and timebound plan described above for the transfer of the remaining primary and secondary refugee schools to MoE/REB administration following program completion.

50.   *Regional and woreda levels:* This subcomponent will support capacity at the regional level for delivery of REB supervision, planning and coordination of refugee education; as well as at the woreda level, for delivery of harmonized activities. REBs will prepare capacity building plans for both the regional level and for key refugee-hosting woredas, based on capacity building plans prepared by Woreda Education Offices. Likely capacity improvements to be supported include:

    (i)   provision of staff to support implementation of harmonized activities and integration;

    (ii)   support and specialist language expertise for regional minority language issues, e.g. Kunama[85]

    (iii)   stakeholder consultations and consensus building exercises around refugee education, particularly in regions with poor relations between refugees and host communities;

    (iv)   training of education officials and school leadership on updates to guidelines and policies for refugee schools;

    (v)   training of officials to prepare for transfer of secondary refugee schools to REB administration;

    (vi)   training and dissemination of guidelines pertaining to environmental and social safeguards, including prevention of GBV/SEA;

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[85] See Box 2.3, in Annex 2 - Technical Assessment (Addendum), for more details of language policies in refugee education in Ethiopia.

(vii)   development of capacity at regional Colleges of Teacher Education to support upgrading of refugee incentive teachers;

(viii)   investments in computer and internet facilities, vehicles and fuel to support supervision activities by Woreda Education Offices;

(ix)   facilitation and consultative workshops between refugee sector NGOs and REBs / woredas; and

(x)   investment in technical capacity within ARRA zonal offices to support REBs in providing refugee education and provide protection to refugees in REB schools; and

(xi)   vehicles and fuel at woreda to support supervision of utilization of School Grants.

It is also anticipated that the component will provide support to Zonal ARRA offices to build technical capacity in supporting learning and wellbeing for refugees in host community schools, as well as practicalities around harmonization activities, including clear guidelines on school grants, accountancy positions as school and camp level and guidelines on the facilitation of access for education officials to refugee camps.

51.   The level of capacity building support allocated to any region will be proportional to the region's share of Ethiopia's refugee population. As a result, it is expected that capacity building activities will be focused in Gambella and Somali regions, which are host to the largest refugee populations and for which harmonization and integration present the largest increases in REB and woreda responsibilities.

Sub-component 2. Support to reopening of schools and accelerated learning

52.   *Provision of WASH, safety and health materials.* Preventing a recurrence of COVID-19 once refugee schools reopen will require improvements in water, sanitation and hygiene (WASH) facilities and practices at schools, as well as provision of health and personal protective equipment. This sub-component will provide low-cost WASH equipment at all refugee primary and secondary schools, including water tankers, portable handwashing stations, disinfectants and sanitizing materials; and health and personal protective equipment such as face masks, thermometers, first aid kits, and menstrual health management materials.

53.   *Supported to accelerated and catch-up learning.* In addition to ensuring safe learning environments, there is a need for accelerated instruction to mitigate the loss of learning from the prolonged school closure. The COVID-19 Education Response project supports the preparation and dissemination to schools of materials and procedures for accelerated and remedial learning to provide targeted support to the students experiencing the most severe learning loss. The AF will support the adaptation of these materials for refugee students and their dissemination to refugee schools. In order to establish a measure of the extent of learning loss and correctly calibrate accelerated and remedial learning activities for refugee contexts, the AF will also support a rapid learning assessment activity in refugee schools and MoE/REB schools with large refugee populations.

Box 6.1. The AF's support to gender equity

Refugee education in Ethiopia is subject to significant gender disparities. 51,072 female refugees in the major refugee-hosting regions were attending primary school in 2018/19, a GER of 54.9 percent; in comparison to 79,564 boys, a GER of 79 percent, producing an overall primary GPI of 0.64. Refugee girls' access varies significantly between regions, with regional GPI varying from a very low 0.54 in Samara (where general access is very low, owing in part to the pastoralist nature of the community) to 0.85 in Jijiga, Somali region. Only 12 percent of refugee girls complete primary school, versus 30 percent of boys (and 56 percent of girls in the general population, as of 2017/18. This in part reflects a severe lack of female teachers: the ratio of female students to female teachers in refugee primary schools is 481:1, producing a severe lack of role models for girls. Partially as a result of this low rate of primary completion, girls' participation falls sharply at secondary level: with the national girls' GER in secondary less than half that of boys. The GER in upper secondary (grades 11-12) for refugee girls was just three percent.

Forced displacement is often most traumatic for women and girls, with female refugees facing in increased risk of GBV/SEA, and domestic violence.* In Ethiopia, while incidents of GBV/SEA in schools are rare, the GBV/SEA in camps overall appears to be more common, and incidence is high of early marriage and HTP. In a recent survey of refugee girls aged 14 in Benishangul-Gumuz, one in five girls said they had experienced early marriage or were cohabiting with a male as if married.**

Gender serves as a cross-cutting theme for the AF, and the program supports improved gender equality for refugee girls through a number of supported activities:
- inclusion in upgrading training for refugee incentive teachers of instruction on respect for and empowerment of girls, and prevention of GBV/SEA, early marriage, and HTP;
- introduction of life skills training for refugee girls, incorporating discussions with parents and caregivers, and with male peers of refugee girls, on respect for girls and prevention of GBV/SEA, early marriage, and HTP;
- introduction of learner's guides to provide support to female learners, particularly in schools with severe shortages of female teachers;
- updating of guidelines on girls' clubs for refugee schools, including for activities around girls' empowerment and prevention of GBV/SEA, early marriage, and HTP.

World Bank. 2016. "Forcibly Displaced: Toward a Development Approach Supporting Refugees, the Internally Displaced, and Their Hosts." Washington, D.C.: World Bank Publications.
*** Stark, L., Asghar, K., Seff, I., Yu, G., Gessesse, T., Ward, L., Baysa, A., Neiman, A., Falb, K. 2018. "Preventing violence against refugee adolescent girls: findings from a cluster randomised controlled trial in Ethiopia." BMJ Global Health 2018;3:e000825*

ANNEX 7: COUNTRY PROGRAM ADJUSTMENTS IN RESPONSE TO COVID-19

1.   **World Bank Group's Program.** The World Bank Group CPF for Ethiopia for 2018–2022 strives to assist Ethiopia in forging a more inclusive and sustainable growth path.[86] The CPF focuses on three thematic pillars: (i) promoting structural and economic transformation through increased productivity, both in the rural and urban economies; (ii) increasing social inclusion and resilience, including trough the promotion of greater gender equality; and (iii) improving institutional accountability and confronting corruption. As part of the focus on private sector-led growth, the CPF also seeks to support the emergence of a vibrant private sector, including through a deeper engagement by the International Finance Corporation and Multilateral Investment Guarantee Agency.

2.   The CPF remains valid, but adjustments have been made to meet the challenges posed by COVID-19. Its focus areas and objectives continue to provide a platform for implementing the World Bank Group's global approach to addressing the pandemic's impact. Support is being provided across four pillars, consistent with the overall World Bank Group approach: (a) Saving Lives; (b) Protecting Poor and Vulnerable People; (c) Ensuring Sustainable Business Growth and Job Creation; and (d) Strengthening Policies, Institutions, and Investments. The World Bank Group's support under these pillars is geared to three expected stages of crisis response: *relief*—emergency assistance to confront the immediate threat to public health, as well as short-term economic, financial and social impacts; *restructuring*—strengthening health systems, restoring human capital, and pursuing economic reforms, debt resolution, and recapitalization of firms and financial institutions; and *resilient recovery*—exploiting new opportunities for more inclusive, resilient, and sustainable longer-term development.

3.   **Impact of the COVID-19 pandemic on the country and the Government's response.** As of early February 2021, over 139,000 COVID-19 cases with over 2,000 fatalities were registered, with a sharp acceleration in recent months. These figures are the second largest in absolute terms among sub-Saharan African countries, after South Africa, though the caseload and mortality as a percentage of the population are near the median for the overall region. The COVID-19 pandemic is seriously threatening Ethiopia's gains in growth and poverty reduction, with urban areas being affected the most by the resulting economic slowdown. Between April and September 2020, the GoE issued a state of emergency under Article 93 of the constitution. Despite these measures, the spread of COVID-19 continued to increase during this period, and negative economic impacts increased rapidly. More than half of the households surveyed in the July 2020 Living Standards Measurement Study reported that their incomes were either reduced or had totally disappeared. The economic and social impact of COVID-19 in Ethiopia is expected to be significant and prolonged, and authorities are facing an unanticipated financing gap of 1.5 percent of GDP (about US$1.5 billion) in FY21. Uncertainty is bound to remain high in the coming months, and authorities do not have enough funding for the warranted expansion of support for otherwise viable businesses and vulnerable households.

4.   **Ethiopia response to COVID-19 in education.** The MoE has taken proactive measures, notably closing schools and universities in March 2020 and shifting to remote learning. It has prepared a COVID-19 Emergency Response Plan (CERP) detailing a number of strategies to support learning during the period of school closure; help reduce incidence of COVID-19 by raising awareness and keeping children at home; establish the conditions for safe reopening of schools; and support recovery of the education system once

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[86] World Bank Group. 2017. *Ethiopia Country Partnership Framework 2018–2022, Report No. 119576-ET*.

schools reopen (which was done in November 2020).

5.   **World Bank Group support to the COVID-19 response.** The World Bank's engagement in Ethiopia aims to provide a rapid response to COVID-19 while ensuring that recent poverty reduction gains are not lost, and longer-term development impact is supported through expanded jobs creation and transformational structural reforms. The World Bank Group in Ethiopia is applying the corporate approach to helping countries address the COVID-19 challenge—relief, restructuring, and resilient recovery. Relief is being supported by emergency response and longer-term health systems support as well as maintaining strong social protection programs in rural and urban areas to mitigate the social and economic impacts of the crisis. Restructuring is to be pursued through support for business environment improvements, including for the financial sector; enhanced infrastructure financing and debt management; and strong human capital focus. Finally, resilient recovery will be achieved through continued work on safety nets, a national agriculture program, and support for rapid expansion of access to power and renewable energy and improved connectivity both in transport and telecommunication. Most importantly, reforms for growth and competitiveness will have a central role in recovery, including for an improved financial sector, and better business climate.

6.   The World Bank portfolio has been retrofitted and adapted to the evolving COVID-19 context. In the health sector, the Ethiopia COVID-19 Emergency Response Project (P173750) (under the Multiphase Programmatic Approach) and the Ethiopia Health Millennium Development Goal Program-for-Results (PforR) operation (P160108) are supporting the health sector's contribution to the national COVID-19 response. To ensure a comprehensive approach to supporting Ethiopia's health system during the pandemic, alongside the COVID-19-specific investments supported by the Multiphase Programmatic Approach subproject, the health PforR is financing critical inputs to the national response, such as personal protective equipment for frontline health workers. Social protection programs are being fast-tracked and their financing increased, with the Urban Productive Safety Net and Jobs Project (P169943) and the upcoming Strengthening Adaptive Safety Net Project (P172479) supporting cash transfers, food aid, public works, start-up grants, and labor market integration of youth, together totaling US$900 million. AF for the education sector, totaling US$200 million in FY21, is also aligned with the learning challenges during COVID-19, thus complementing the efforts initiated to accelerate the digital agenda through the Ethiopia digital foundation projectupport for small businesses and accelerating jobs creation is being fast-tracked through emergency AFs for the Women Entrepreneurship Development Project (P122764) and the SME Finance Project (P148447). In Education, the US$5 million Contingent Emergency Response Component under the GEQIP-E (P163050) was triggered, and the World Bank also facilitated a GPE grant of US$15 million for Ethiopia COVID-19 Education Response Project (P174206).

7.   The proposed AF is aligned with both the CPF and the COVID-19 response adjustments, contributing directly to the restructuring and resilient recovery phases of the crisis response. The proposed AF will extend the support provided by the COVID-19 Education Response Project to refugee schools, supporting the safe reopening of schools and accelerated and remedial learning. The AF is supported by the Education Technical Working Group comprising international organizations and development partners, whose consensus is that additional support is needed for the Government of Ethiopia in the wake of COVID-19 and the recent unrest in the country that has hit the education sector hard, affecting its progress.

ANNEX 8: MAP OF ETHIOPIA