Education Quality Improvement Program

Mid Term Review Mission Aide Memoire

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The participants representing the Royal Norwegian Government were Ms. Marit Granheim, Ms. Janne Lexow and Mr. Anders Wirak. Hasib Karimzada and Julie-Anne Graitge supported the team from Kabul and Washington respectively.

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April 15 – April 30, 2007

I.   Introduction

1.   The World Bank/IDA and a team from the Government of Norway jointly undertook a Mid Term Review (MTR) of the Education Quality Improvement Program (EQUIP) on April 15-30, 2007.[1] The objective of the MTR mission was to assess progress in improving the quality of and access to education in Afghanistan. This aide memoire is based on the MTR Report provided by MOE prior to the start of the mission, on discussions with project staff and relevant MOE units, as well as field visits to schools and provincial and district education offices in Kabul, Bamyan and Badakshan.[2] The mission would like to express its gratitude to all MOE and NGO colleagues in Kabul, Badakshan and Bamyan for their unfailing hospitality and assistance during the mission.

2.   The MTR mission reviewed all project components and assessed: (a) the capacity of schools and communities in better managing teaching–learning activities; (b) the status of human resource development (teachers, principals and education administration personnel) capacity and physical facilities; and (c) institutional development of schools, District Education Departments (DEDs), Provincial Education Departments (PEDs) and the MOE at the center; and, (d) the extent to which the project has promoted the priority for female students within each component of the Program. This aide memoire presents: (i) the mission's assessment of project achievements against project targets and indicators; (ii) agreements reached with MOE on needed adjustments; and, (iii) suggestions for changes in implementation arrangements/capacity building. It was discussed at the wrap up session on April 30, 2007 chaired by the EQUIP Coordinator at the Ministry of Education.

Key Program Data	
Board Approval	7/29/2004
Effectiveness Date	8/5/2004
Original Closing Date	3/31/2009
Original Grant Amount	SDR 24 million (US$ 35 million equivalent)
ARTF Contribution	US$ 5 million equivalent
Project Life	2.5 years
Amount Disbursed to Date (April	US$14.735 million (IDA), US$1.7

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[1] The team consisted of Scherezad J. Monami Latif (Task Team Leader/ Education Specialist), Habibullah Wajdi (co-Task Team Leader/ Education Specialist), Irajen Appasamy (Senior Operations Officer), Pema Lhazom (Operations Officer), Hena Mukherjee (consultant), S.R. Tiwari (consultant), Md. Moklesur Rahman (consultant), Deepal Fernando (Senior Procurement Specialist), Rahimullah Wardak (Procurement Specialist), David C. Freese (Senior Finance Officer), Kenneth Okpara (Senior Financial Management Specialist) and Asha Narayan (Financial Management Analyst). The participants representing the Royal Norwegian Government were Ms. Marit Granheim, Ms. Janne Lexow and Mr. Anders Wirak. Hasib Karimzada and Julie-Anne Graitge supported the team from Kabul and Washington respectively.

[2] The team has met and worked with the officials of the government, including, H.E. Mohammad Haneef Atmar, Minister of Education; Mr. Mohammad Sediq Pathman, Deputy Minister Administration and Finance; Dr. Abdul Ghafour Ghaznavi,

Deputy Minister Academic Affairs; Departments of School Construction, Teacher Training and Planning of the Ministry of Education; and, provincial education departments in Badakshan, Bamyan and Kabul. The team has also benefited from meetings with development partners and NGOs.

20, 2007)	million (ARTF)
Disbursement Percentage	40%
Project Development Objectives Rating	Satisfactory
Implementation Progress Rating	Moderately Satisfactory

3.   The mission is pleased to note that substantial progress has been made in program implementation. The mission notes that although this is the Mid-Term Review of the program, implementation progress may be judged in the context of the project's slow start-up history and its jump start in the past ten months. The program has been declared the national education program for the MOE, Government of Afghanistan and it is envisaged that the program will be expanded, in phases, to all 34 provinces of the country.

4.   The program became effective in July 2004 but due to issues in management, leadership and a slow moving Priority Restructuring and Reform exercise (PRR), the program was in problem project status before June 2006. There was slow movement in all components specifically in the School Grants Component due to protracted procurement delays.

5.   The program was turned around with new leadership in MOE and a changed project management structure. In addition to the original 10 provinces where the new MOE administration decided to use PEDs (except for the four provinces where BRAC and CARE continue to be Facilitating Agencies) in the implementation of the school grants component, the program was expanded to five more provinces. The expansion was done at the request of the MOE to address issues of access and quality in the most disadvantaged areas such as Nuristan, Uruzgan and Daikundi. It is worth mentioning that in Kabul Province there is a tremendous demand for schooling and enrollments are very high but only about 40% of schools have buildings (60% remain in tents).[3]

II. Overall Summary

6.   The project is progressing very well, ison track to achieving its Development Objectives (PDO) and s rated satisfactory. Implementation Progress (IP) has been commendable except for the teacher training sub component and thus the IP rating remains a cautionary moderately satisfactory. The mission is pleased to note that project disbursement reached US$16 million, (40% of the IDA grant and the Afghanistan Reconstruction Trust Fund commitment), most of which was achieved over the past ten months. The mission notes that disbursement is likely to speed up considerably in the next few months due to the start of all school construction activities in the spring.

7.   **Key Findings**

- Remarkable progress has been made in increasing rates of female participation notably, the dramatic increase in girls' enrollments and in the number of female teachers.
- EQUIP has been very successful in mobilizing communities for establishing School Management Committees and Parent Teacher Association under the

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[3] This was viewed first hand by the mission during the school visits in Kabul city where several schools with destroyed infrastructure were found to be in tents.

quality grants enhancement subcomponent. Refresher programs will be needed to deepen community understanding of quality education.

- There has been satisfactory progress in infrastructure development: (i) community participation in school construction has been significant; (ii) a menu of cost effective alternative designs has been developed. Technical supervision and enhanced monitoring of construction sites will need to be strengthened.
- The modality for the national in service teacher training program has been established under the multi-donor supported teacher education program. Teacher training needs to be accelerated in order to meet program targets and EQUIP's quality objective.
- Little progress has been made in training of school principals and the capacity building of Provincial and District Education Departments, primarily because of its linkages with the slow Public Administration Reform.
- It is commendable that MOE has completed its Five-Year Education Strategy and has started aligning its programs to this strategy.
- A basic monitoring and evaluation systems in EQUIP is in place, and a comprehensive Educational Management Information System is being developed. Key Performance Indicators need to be revised to better measure project outcomes
- Project management has improved significantly since EQUIP effectiveness; greater effort needs to be made in strengthening coordination across departments.

III. Status, Recommendations and Agreed Actions

Program Objective

8.   The following paragraphs describe progress and discuss issues by component and provide agreements reached as well as recommendations for future action. A detailed implementation plan is provided in Annex 2.

9.   The objective of the EQUIP is to improve the quality of educational inputs and processes as the foundation for a long-term strategy to enhance the quality of educational outcomes by: (a) strengthening the capacity of schools and communities to better manage teaching-learning activities; (b) investing in human resources (teachers, principals and educational administration personnel) and physical facilities; and (c) developing the institutional capacity of schools, District Education Departments, Provincial Education Departments, and the MOE.

Component 1 – School Grants for Quality Enhancement and Infrastructure Development

10.   The objective of this Component is to provide grants to schools to improve: (a) teaching and learning, and create effective school environments; and (b) basic facilities at existing government-registered primary, middle and secondary schools, with priority given to: (i) girls' schools; (ii) schools with boys' and girls' sections/shifts; and (c) boys schools planning to open up sections/shifts for girls.

Sub-Component 1.1 School Grants for Quality Enhancement

11.   The objective of this sub-component is to encourage school-based decision making and resource management through School Management Committees (SMCs) and active community participation. Schools grants are provided to schools, based on School Improvement Plans (SIP)

to be submitted by SMCs, to finance activities that foster education quality such as education materials and supplies, supplementary readers, educational toolkits, expenditures for workshops, seminars, meetings, teacher training, additional teacher support for supervision, and transportation of teachers and Parent Teacher Associations (PTA) members to participate in appropriate meetings. Provincial and District Education Departments, and NGOs active in the area provide institutional support to these schools. Additionally, the grants are aimed at developing linkages among schools, communities and local government while supporting communities in school management.

12.   Overall implementation of this sub-component is satisfactory, primarily in view of the remarkable success in mobilizing communities to establish SMCs/PTAs in school management. Despite initial delays (including staffing and management constraints, flow of funds difficulties, procurement, the longer time needed for preparatory activities, seasonal constraints, and security), the mission notes with satisfaction the commendable progress made in implementing the quality enhancement grants during the last ten months. In general, field observations reveal strong community commitment and ownership, with functioning SMC/PTAs, and close school supervision. Although many of the above challenges remain beyond the EQUIP team at MOE's control, the team made an extraordinary effort to carry out all key activities such as community mobilization and awareness programs for a large number of schools, training to key stakeholders, and orientation to Ministry of Finance officials on disbursements.

13.   After school-level preparatory activities (including school surveys, awareness programs, community mobilization, and PTA training), about 2,480 (91% of original target) SMCs have been established. All 2,480 SMCs have prepared SIPs, following the relevant training to SMC/PTAs, and provincial and district educational departments. So far, 1,075 SMCs are implementing quality grants according to agreed criteria. Out of a total budget of US$4.6 million, US$2.3 million has been disbursed to SMCs. **Table 1** below summarizes the status of this sub-component (see Annex 4 which provides more details of sub component analysis).

Table 1 : Key Data - Quality Grants

Key Activities	Original Plan	Revised Plan (Mid-Term)	Actual March 2007	Percent Completed of Original Plan
No. of SMCs established	2,735	2,735	2,479	91%
No. of SMCs having received orientation	2,735	2,735	2,479	91%
No. of SIPs developed	2,735	2,735	2,479	91%
No. of SMCs trained	2,735	2,735	430	16%
No. of SMCs implementing quality grants	2,735	2,735	1,075	39%
Amount disbursed to SMCs	US$11,293,000	US$8,169,500	US$2,271,039	28% (of revised plan)
No. of SMCs having completed implementation - Logar, Kapisa, Bamyan, Parwan provinces			96	

14.   *Eligibility Criteria for Quality Enhancement Grants*.   The possibility of modifying the eligibility criteria for quality enhancement grants to enhance equity was discussed several times during implementation. Under the existing criteria, there are three categories of grants for which schools can qualify based on student enrollment: (i) US$5,500 for schools with more than 1,000 students; (ii) US$3,000 for schools with more than 500 students, but less than 1,000; and (iii) US$2,000 for schools with less than 500 students. In general, these grant categories have worked reasonably well, taking into account implementation capacity. A detailed analysis of data for EQUIP provinces suggests that the existing criteria substantially meet the equity dimension (for 98 percent of the schools – see Annex 4). ***While further fine-tuning of the criteria may become necessary as implementation experience increases, and given the fact that schools have already prepared their School Improvement Plans (SIPs), it was agreed that the existing criteria would continue to be applied for EQUIP.***

15.   *Community Mobilization and Social Awareness*. In a short period of time, the project managed to carry out large-scale community mobilization for establishing SMCs/PTAs, especially for the Kabul Province where 363 SMCs were mobilized. On the whole, SMCs are actively carrying out the initial activities well. However, the mission observed that the initial orientation to SMCs needs to be complemented by subsequent refresher programs in order to ensure effective school management, strengthen community participation and ownership and improve understanding of education quality. ***The mission recommends that MOE/EQUIP: (a) by June 30, 2007, develop a set of communication materials with appropriate content and sequencing; (b) by July 31, 2007, begin to disseminate these through multi-media (radio, television, newspapers, posters, leaflets, compact discs, audio-cassettes, etc.); (c) by October 31, 2007, complete refresher awareness and community mobilization programs; and (d) seek the necessary special technical assistance to carry out the above tasks***.

16.   *School Management Committee (SMC)*. Apart from the Principal/Head Teacher, all other members of the SMC[4] are nominated by the PTA, in consultation with the District Education Director. While the criteria for nominating SMC members are generally followed, monitoring reports indicate that in a small number of cases SMC selection did not adhere fully to the criteria. For example, some SMC members have been directly nominated by the Principal/Head Teacher. In order to achieve balanced representation within the SMC and its continued effectiveness, ***it was agreed MOE/EQUIP would ensure that the composition of the SMC will follow the guidelines established in the Project Implementation Manual, as agreed between GOA and IDA.***

17.   *Simplification of School Improvement Plan (SIP)*. In view of severe time constraints in the preparation, approval of SIPs, and their implementation, MOE adopted a simple version of the original SIP. The mission noted that the facilitating agencies are still using the original SIP format, and perhaps this same SIP is being used in some other EQUIP provinces. ***It was agreed that MOE would, by May 31, 2007, review the modified version of the SIP for consistency, and ensure its implementation from Academic Year 2008 (Afghan Year 1386) onwards in all EQUIP provinces.***

18.   *Timely release of funds.* The mission was informed that in view of the need to comply with the existing financial regulations, lengthy delays occurred in the transfer of funds to SMCs through *Mustofiats*.   These delays had slowed down the implementation of quality grant

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[4] The SMC consists of seven members, chaired by the Principal/Head Teacher (plus one member from each of the following groups: assistant teacher, community development council member, Imam Community, and female PTA, and two community leaders interested in education).

activities. *In order to avoid such delays in future, the mission recommends that MOE/EQUIP: (i) as a first step, plan early and allow sufficient time for any type of activity requiring MOF action, such as the release of funds; (ii) discuss upfront with MOF how to reduce delays using streamlined processes, if possible; and (iii) continue facilitating processing at the field level through Mustofiats for timely disbursements.*

19.   *Utilization of Quality Enhancement Grants.* To date, about 40 percent of SMCs have received quality enhancement grants, based on approved SIPs. The general composition of proposed expenditures by SMCs for quality grants include: teaching/learning materials, library books, laboratory equipment, local training, transportation costs, small repairs and maintenance (maximum 15 percent of the grant). The mission notes with satisfaction that SMCs are publicly posting expenditures and other relevant information for enhancing community awareness and accountability. It is also commendable that MOE has quickly established a monitoring team within the EQUIP team to oversee field activities, and this team has been active in developing monitoring plans, carrying out field visits, and preparing monitoring reports. EQUIP is currently focusing on building a strong monitoring mechanism to be able to monitor field activities effectively, including the utilization of quality grants, with the help of provincial and district education staff. The mission was informed that inadequate transportation facilities, difficult road access to schools, and use of vehicles in insecure areas severely affected supervision and implementation of grant activities by central and provincial level officials. *The mission recommends that, by May 15, 2007, MOE/EQUIP: (a) develop specific monitoring tools to assess the utilization of quality enhancement grants, which could include self-reporting by SMCs; and (b) explore options to ensure effective field monitoring by PEDS and DEDs.*

20.   *Eligibility of registered Open-space/tent schools to receive Quality Grants*. The mission learned that several registered schools have no permanent school premises, which makes it difficult for them to establish a physically adequate learning environment, even more so to establish libraries or laboratories through quality grant funds. *It was agreed that MOE would explore the possibilities of giving quality grants to such schools, as long as provision is made by the SMC to store learning/teaching materials safely, which could include rental facilities or some other available accommodation within the community.*

21.   *Capacity strengthening at field level.* Despite several constraints, MOE has attempted to increase capacity at provincial and district levels by providing initial training to key stakeholders, including SMC members. In addition, EQUIP has also relieved the transportation burden of Provincial and District Education Directors for their mobility in connection with EQUIP activities. In order to strengthen field capacity and sustain it, a number of activities need to be carried out, which include: (a) ensuring a sufficient number of trainers are available at the provincial and district education departments among existing personnel; (b) ensuring an adequate budget is allocated to field training activities; (c) providing essential packages of training to SMCs, in areas such as basic management, procurement, finance, reporting, and monitoring; and (d) establishing an effective field level coordination and monitoring mechanism. *The mission recommends that in order to undertake such activities, MOE/EQUIP prepare, by June 30, 2007, a field capacity strengthening plan, which need to include staffing, implementation activities, timeline and budgets (See also Para 5.)*

22.   Revision *of Program Implementation Manual (PIM).* Since the PIM was finalized in November 2005, and EQUIP has gained considerable experience in the implementation of quality grants, it is necessary to incorporate changes based on this experience and lessons learned for the continued use of the PIM as an effective project implementation tool. Such changes relate to fine-tuning the content of quality grants, the simplification of SIPs, and the inclusion of newly

developed monitoring tools. ***It was agreed that the changes will be incorporated in the next revision of the PIM (see paragraph on PIM below).***

Sub Component 1.2 School Grants for Infrastructure Development

23.   The objective of this sub component is to rehabilitate and construct schools using upgraded local technology and community participation. School grants are provided based on priority criteria for the repair and rehabilitation of school facilities. These grants would also finance limited new construction of school buildings already registered with MOE. Part of the program has been assisting MOE to review technical approaches and develop guidelines/low cost designs for appropriate school building options. The Department of Construction (DOC) of MOE and NGOs support communities in assessing their school infrastructure development needs and in the implementation of their infrastructure development grants.

24.   The mission is pleased to see the significant progress made in the implementation of this sub-component in the past ten months and rates implementation progress as satisfactory. The infrastructure grant has been provided to 118 schools and grants have been committed to an additional 211 schools in twelve provinces, thus exceeding the original program target of 250 schools in ten provinces. Construction progress is at an advanced stage with near completion in Badakhshan and progress has picked up in all other provinces. The mission notes that although US$ 2.93 million has been spent so far, this amount will increase once all school construction is completed in the next three to six months.

25.   The mission notes the progress made on the development of cost-effective standard designs suitable to individual school needs. These designs take into account the use of locally available materials and skills with adequate earthquake safety provisions which are currently in use as national standards for all school construction in Afghanistan.

26.   *Use of cost effective school construction.* The mission reiterates the need for a stronger emphasis towards the use of cost-effective school construction using locally available materials, associated improved technology, suitability to climate variations or needs for larger classrooms instead of the eight-classroom urban standard which is insufficient in major urban centers like Kabul. The mission found in field visits to Badakhshan, where the community participation has been very significant and the use of some appropriate technology options have been made, there is room for a stronger emphasis on the use of local materials and inclusion of earthquake resistant features. ***It is agreed that the Department of Construction (DOC) prepare additional design options (a) to meet the needs of climatic variations, including costs and specifications (b) for use in constrained land conditions in urban schools; and (c) to replace use of timber joists in school construction (e.g. use of steel sections) would be completed and submitted for IDA's review by June 30, 2007.***

27.   *Change in grant allocation.* The mission finds that the fixed amount for the infrastructure development grant has proved to be insufficient for construction of rural schools in remote areas. ***It has been agreed that the school category " peri-urban" be dropped and the future infrastructure grants be awarded in two categories: urban and rural for the future. The agreed range for urban schools is $110,000 - $ 220,000 and for rural schools - $32,000 - $50,000. It is also recommended that where necessary, rural girls' schools be given an additional grant of $10,000 for boundary walls. In addition, rural schools may be given transportation and site development grants ranging from $6000 to $10,000 depending on site accessibility and topography, with a provision that local materials are used to the fullest extent.***

28.   It has been agreed that the policy of prioritization needs to be strongly promoted as follows: (a) adobe except in areas where earthquake risk of level A exists; (b) timber except in districts where timber resource conservation has been advised for environmental consideration; (c) stone and brick in mud-mortar in rural areas where sand of acceptable quality is not available nearby and where additional transport cost of cement is over 30% of base price at provincial headquarters. *The mission recommends that an evaluation of the infrastructure grant in terms of cost-effectiveness be undertaken by September 15, 2007. (Please see Annex 5 for a draft Terms of Reference for the evaluation.)*

29.   *Supervision.* The mission agrees that staffing levels for supervision and monitoring of school construction needs to be enhanced to match the rapid increase in construction. The mission is pleased to observe the active role of SMCs in overseeing community based construction. At the same time, it is recognized that there is a need to prepare engineers on the process of SMC managed schools. To enhance supervision by the various actors, it has been agreed that MOE/DOC would prepare**:**

- *By June 30, 2007 (i) an illustrated Construction and Technical Specifications Manual for SMC managed community based construction; (ii) training program and training materials; (iii) an illustrated Construction Manual for community use*
- *By July 15, 2007 separate training programs for supervising technicians and monitoring engineers.*
- *By August 1, 2007 conduct (i) site based training of site supervisors and engineering monitors at province level on construction methods; and (ii) workshop for engineers and FAs on design options for school construction.*

30.   The mission notes that a shortage of engineering manpower with a large number of simultaneous construction sites particularly in Kabul city has overwhelmed the capacity for supervision and monitoring. *It is agreed that full staffing of engineering supervision and monitoring cells in the center (C-DOC) and the provinces (P-DOC) with sufficient transportation and other logistics be quickly achieved no later than 15 June 2007 for Kabul City and by July 15, 2007 for other provinces. It is recommended that there be a manpower target of a full-time technician at each site in rural areas and one engineer for two sites in urban areas with sufficient mobility. It is further recommended that each engineer will prepare and implement a monitoring plan for P-DOC engineers ensuring weekly monitoring of sites at least once a week. It has also been agreed that DOC will prepare a master plan for each new school site by August 1, 2007.*

31.   *Boundary Walls.* Application of the prioritization criteria was made by the Provincial Education Council while identifying the schools for the program and was constrained by the prevailing social, cultural and adverse security situation in several provinces. Provision of funds for construction of boundary walls is expected to increase community acceptance of girls' schools.

32.   *Environmental Safeguards.* The mission observes that an environmental concern may arise from the use of unseasoned and freshly cut wood in select construction sites. Considering that a good amount of timber is used in school furniture, alternate designs using steel/biodegradable plastics to reduce or eliminate use of timber in classroom furniture needs to be explored.

Component 2- Support to Schools through Human Resource Development

33.   The objective of this Component is to provide technical and financial support for training key personnel and to support school-based management, through training of teachers, principals and staff of Provincial Education Departments (PEDs) and District Education Departments (DEDs). In addition, institutional development grants will be provided to eligible PEDs and DEDs to develop their capacity and to meet their infrastructure needs.

Sub Component 2.1 Teacher Training.

34.   The objective of this sub-component is to improve the subject content knowledge and pedagogical skills of teachers (and certify untrained teachers) by implementing a national competency based teacher development framework and to support a multi stakeholder program on teacher education.
The main activities were designed to: (a) build a national unified teacher training curriculum that is competency-based and modularized; (b) provide systemic support for upgrading and updating teacher trainers; and (c) provide teacher training and teacher support through mobile teams, and through the use of Teacher Resource Centers attached to schools. The core team of the Teacher Education program and the Teacher Training Department (TTD) of the MOE will be supported in these activities through technical assistance from a team of international and national education specialists, who are expected to bring to bear their knowledge of modern pedagogic techniques and relevant innovations.

35.   Teacher training activities had an understandably slow start due to the wide range of preparatory activities required to start the multi-donor Teacher Education Program (TEP). Unlike other project components, teacher training targets are nation-wide. Although the initial momentum of the training programs was not maintained the mission is pleased to note that significant achievements have been made which include: (i) establishing a modality for a national in-service program; (ii) mobilizing and coordinating managers, technical personnel, NGOs and aid agencies to work within a common framework; (iii) identifying and mobilizing trainees currently teaching in schools in the EQUIP provinces; (iv) securing the cooperation of provincial and district education departments in trainee selection; (v) and preparing, trialing and finalizing the common, reform-based curriculum and training materials to be used by trainers from all agencies.

36.   Central to TEP are the two modules – INSET 1 and INSET 2 – which constitute 52 sessions of 90-minutes each. To date, 25,820 teachers have completed INSET 1 under the aegis of EQUIP (against a target of 140,000) of which 10,279 are female (see Table 2). Another 8,000 (all female) teachers have been trained by UNICEF and 3,723 by other agencies, bringing the number of trained teachers to a number of 37,543. INSET 2 has just started with training of core trainers from NGOs, and Master Trainers from Kabul City, Kabul Province, Kapisa, Logar, Paktika and Parwan.   The mission notes that total number of female teachers trained under INSET 1 thus far, just under 50% of the total number trained is a major achievement.

Table 2: Key Data - Teacher Training

Item	Original Target	Revised Target	Actual Mid-Term Achieved	Actual as % of Revised
Teachers trained in INSET 1	107000	140000	25820	25%
Female teachers INSET 1	50000	-	10279	20%
Core trainers for INSET 1/female trainers	41	16	16/6	

Master Trainers INSET 1/female trainers	166	166	166/28	
Teacher Educators INSET 1/female trainers	2071	2071	2071/379	
Teachers trained in INSET 2	140000	120,000	130	0.032%
Female teachers INSET 2	30,000	30,000		
Core trainers INSET 2/female trainers	41	41/6		
Master trainers INSET 2/female trainers	245	245/30		
Teacher Educators INSET 2/female trainers	1736	1736/479		

Completing INSET 1 and INSET 2. The remaining numbers to be trained are 92,000 under INSET 1 to be completed by March 2008, and 120,000 under INSET 2 by project closing in March 2009. A strategy needs to be identified which can realistically meet these targets by the end of the project. MOE and TED are agreed that the immediate priority is to complete INSET 1 and ensure that all primary schools have trained teachers by end March 2009. The projected cost requested for completion of INSET 1 and II training in 2007-09 is US$6.7 million. Given that the budget allocation under EQUIP for this sub-component is US$8.5 million and the actual expended is US$2.75 million, it is imperative for EQUIP and TTD to identify the gaps and sources for the budget required for INSET 1 and INSET 2 training should the training targets change.

37. *Delays in implementation of teacher training.* Security matters and seasonal changes imposed unavoidable constraints on implementation of the TEP training schedule. The disbanding of the TEP Secretariat however, the slow pace of integration of the program into the TTD and delays in hiring new staff created a hiatus just as the training program was picking up momentum. While integration of the teacher training program into TTD/MOE was the appropriate strategy, inadequate planning resulting in the loss of some seasoned personnel and the absence of a complete team posed serious problems in the process of integration and therefore training implementation. Available information indicates that current vacant positions in TTD, relevant to INSET, include that of the Technical Advisor, 26 core trainers and other officers, details of which need to be agreed with IDA. The participation and contributions of PED and DED personnel are sources of ground-level support that need to be clarified and nurtured if the end-of-project targets are to be met. *The mission recommends that by May 15, 2007, TTD, working closely with the EQUIP office, identify the human resources required, the existing gaps, and the sources from which personnel may be recruited, for effective management of sub-component 2.1. A feasible and practical timeline needs to be set for this planning exercise so that implementation can follow swiftly in order to avoid further slippage in the planned training program.*

38. *Tight schedule of training.* According to information provided to the mission, the remaining numbers to be trained under INSET 1 is 116,143 and for INSET 2 the target remains approximately 140,000. EQUIP is scheduled to close in March 2009, which gives TTD less than two years to meet these targets. In remote villages visited during the mission, teachers had yet to receive any training. In light of the distances from training centers, the concept of mobile teams of trainers needs to be revived and established as one of the modalities to accelerate training activities.

39. *The mission recommends that:*

(i)   *by May 15, 2007 TTD identify and start discussions with seasoned partners among other agencies, NGOs and INGOs, seeking their participation in running some portion of the training program. Terms of Reference need to be formulated by May 20, 2007 so that the procurement process can begin at the earliest and Expressions of Interest sought. All contracts would be issued by MOE and all training activities would be coordinated by TTD; and*

(ii)   *(ii) by May 30, EQUIP and TTD need to have met and identified steps towards establishing mobile teams of trainers who will deliver INSET 1 and 2 to teachers in remote schools. A training plan and schedule should be completed by June 30, 2007 for mobile teams, starting with those provinces which have either not received training or have a minimal number trained.*

40.   *Field responses to INSET training.* During the mission's field trips to Badakshan and Bamyan, it was found that those in the more urban areas had either heard about imminent training or had completed some training. In one Faizabad school, two Master Trainers from the school took the initiative to train all teachers in their school. In both areas there was much enthusiasm for the training received and for practicing the new strategies in class. In the more remote areas in both provinces however, schools had no information at all about planned training for teachers.

41.   *Linkages between sub component 1.1 and 2.1.* During the mission's visits to schools, it was noted that the organic linkages between Components 1 and 2 could be better utilized in order to realize their tremendous potential for enhancing the quality outcomes of the project. For example, under sub-component 1.1 *School Grants for Quality Enhancement*, a number of activities should flow out of the training programs where teachers could follow up ideas and pointers at school level, using the grant funds. This implies that TTD needs to participate in all discussions relating to the Quality Enhancement Grants. Good practice examples would include development of local materials for classroom teaching/learning, focused workshops on sections of the basic education curriculum, and classroom observations and analysis of lessons by peers. ***The mission recommends that during the updating of the PIM, the social mobilization team together with representatives from TTD, review by May 31, 2007, and the list of activities identified as eligible for Quality Enhancement Grants in order to include activities which support effective teaching/learning approaches.***

42.   *Managing implementation bottlenecks.* A review of implementation experience indicates that better coordination is imperative between TED and other implementing arms of EQUIP. Delays in the release and transfer of funds, in procurement clearances, staffing decisions, and inadequate capacity for specific tasks constituted some of the bottlenecks. Specifics related to procurement and financial management are elaborated in separate sections. The mission was pleased to learn that important steps to ensure better coordination have already been put in place. Two officers (Finance and Donor Coordination) have been identified: the designated officers are to spend half a day in MOE and half in TED. ***The mission recommends that in order to minimize delays TTD management ensure that (i) the relevant personnel from GMU, EQUIP and TTD participate in the EQUIP weekly coordination; and, (ii) activities be planned sufficiently in advance in order for timely responses and action.***

43.   *Monitoring and Evaluation of INSET 1.* The mission was pleased to note the interest TTD has shown in the monitoring and evaluation of INSET 1 in order to understand the impact of training on classroom teaching. During school visits, the mission noted some instances which require follow-up action such as the paucity of textbooks and teaching materials in classrooms. Clearly more rigorous monitoring and evaluation of classroom teaching/learning is required and simple checklists could be provided to SMCs to do this (with guidelines provided by EQUIP).

While IDA plans on mounting a formal impact evaluation exercise focusing on INSET 1 graduates, TTD needs to formulate and formalize an ongoing monitoring scheme which involves appropriately trained personnel both from MOE/TTD which includes PEDs and DEDs. Moreover, as the EQUIP office begins to build Monitoring and Evaluation strengths, and expand its EMIS capabilities, issues and approaches related to the monitoring of INSET programs by TTD need to be shared with the EQUIP Monitoring and Evaluation team so that there is common knowledge regarding process and outputs/outcomes. The EQUIP office should be able to provide , at any one time, the project's information and data repository, Monitoring and Evaluation findings and data for **all** components under the project. *The mission recommends that by May 15, 2007 relevant TED personnel be identified who will participate as a member of the EQUIP office M&E team and participate in all meetings and activities, focusing specifically on INSET.*

44.   *Dissemination and sharing of information.* In order to support the core goal of the project, which is the delivery of quality instruction to the children of Afghanistan, teacher support efforts should utilize PEDs, DEDs and SMCs regular activities to disseminate positive information regarding the teaching-learning reforms flowing from Inset training. Information dissemination mechanisms could include verbal, written or electronic communication of program-related information prepared by the EQUIP project office and TTD. Key information for remote schools such as information regarding training, need to reach schools/teachers in a timely manner, providing sufficient lead time. Updated information also needs to reach provincial, district and school personnel, possibly in the form of a newsletter or a bulletin sheet, providing summaries of activities, such as the outcomes of the MTR which could bolster the teacher's/school's efforts as well as those of field personnel. *The mission recommends that relevant EQUIP and TTD officers work on a simple information dissemination mechanism and by June 30, 2007 report to the EQUIP Coordinator for review, action and implementation.*

Sub Component 2.2 Development of School Principals.

45.   The objective of this sub component was designed to enhance the capacity of school principles as administrators/managers and instructional leaders. The main activities were to (a) enable MOE to reform the selection criteria for school principals; (b) define the responsibility and career structure of school principals; and (c) develop training modules for principals to match their new functions. It had been envisioned that this sub component would go hand in hand with the "Priority Reform and Restructuring" exercise which was supposed to have been implemented throughout the life of EQUIP. The PRR was not implemented and only in the last six months (starting August 2006) has the MOE restarted its public administration and management reform program.

46.   There has been little progress in this sub-component due to slow implementation. Moreover, activities under this sub component were tied to the PRR which has been delayed. The second phase of PRR reforms is currently under way at MOE. The merit based hiring of school principals for Kabul Province has been completed providing an opening for this sub component to begin albeit in a smaller scale. MOE has informed IDA that USAID funded BESST project will finance and implement this sub-component. Initial discussions with staff of the BESST project show that a model for the training of school principals has been developed and is being piloted in Jawjan and Saripul. The GTZ have also conducted some school principal training in Teacher Training Colleges (TTC). The task team looks forward to following up this information with MOE, USAID representatives and the BESST project implementers to review their planned program.

47.   *Ascertaining next steps.* The mission views principal training as an essential input to the improvement of teaching and learning in a classroom. While the mission is pleased to note the involvement of development partners in this essential endeavor, there is insufficient information on specific contributions, their resources and the coverage of the different programs. Moreover, the repository of knowledge and experiences of the various NGOs who have been working in the sub sector in Afghanistan for years has not been taken into account by the TTD. ***The mission recommends that the TTD with the Reform Implementation and Management Unit (RIMU) collate all the available information on progress and future plans of partners who are working on principals training. This information should be provided to IDA with more information on the progress made and future plans for this sub component by May 30, 2007. The Task Team will review the above and recommend ways forward in this sub component.***

Sub component 2.3 Capacity-Building of District and Provincial Education Departments

48.   The objective of this sub component is to streamline the functions of the PEDs and DEDs and enhance t heir capacities to do the job effectively. The activities were designed to aim at building capacity of the Provincial and District Education Departments using a three-pronged approach: (a) strengthening the PEDs through greater devolution of both managerial and financial authority, and to organize PEDs and DEDs in such a way that their effectiveness are enhanced; (b) providing intensive regular in-country training in different areas such as planning, management and administration, recruitment of personnel, budget and financial management, accounting, educational development, and monitoring and supervision of teaching; and (c) providing funding for institutional capacity development and upgrading of physical facilities.

49.   Little progress was made under this sub component due to its linkages with the implementation of PRR. The MOE has begun to implement major public administration and management reform (as outlined in the Five Year Strategic Plan) in the past six months. In brief, a new organizational structure for the entire ministry (center, province, district and school levels) has been developed following a fairly extensive consultation process across the Ministry. Procedures and guidelines have been developed for merit-based appointments and the recruitment process for PEDs has been completed. Currently, the recruitment of provincial Deputy Directors, District Managers and High School Managers for Kabul City and Kabul Province are underway.

50.   One of the major issues facing the education system is the lack of capacity for effective education management. In view of the fact that PAR will take at least 36 months to be completed, the mission feels that it is critical to enhance the capacity building of the PEDs who have already been hired, the new DEDs (once recruitment has been completed) and the staff of the MOE, particularly the Planning Department. The mission proposes that a key group of at least 10 PEDs and key staff at the Planning Department of the MOE undergo short term courses on education policy, planning and management. ***The mission recommends that this training be phased and outsourced starting with a first batch of 10 Directors from central MOE and the provinces. A training plan for the first batch of trainees be developed and submitted to IDA no later than May 15, 2007 and a TOR for out sourcing the training package be submitted to IDA no later than 15 July, 2007.***

Component 3- Policy Development, and Monitoring and Evaluation

51.   The objective of this component was to (i) continue the implementation of a medium term policy framework; (ii) build the capacity of MOE officials to use the Education Management Information System (EMIS); (iii) develop a sound and practical Monitoring and Evaluation system for EQUIP and MOE.

Sub component 3.1 Policy Development

52.   This sub component aims to strengthen the linkages between budget preparation, program implementation and policy development and to build the capacity of MOE for effective policy making.

53.   *Five Year Education Strategy.* The medium term policy framework developed under the IDA funded EERDP was used as a background for the development of the MOE's Five Year Education Strategy, developed with the technical support of UNESCO. The strategy has been endorsed by all stakeholders in the sector and outlines eight priority programs for the education sector: (i) teacher education, (ii) curriculum, (iii) general education, (iv) management and administration, (v) Islamic education, (vi) vocational education, (vii) construction and (viii) literacy. The MOE is currently developing prioritized implementation plans for the strategy.

54.   *EMIS.* A basic EMIS system is in place in MOE. In March of 2007, EQUIP supported the roll out of the national survey for 1386. This survey package, the mission is pleased to note, has been created with the full collaboration of the Planning and IT Departments (and technical support from BESST) as well as wide consultations with line departments and stakeholders who will be using the survey data for policy and implementation purposes. It is envisaged that the survey results will be available in August 2007.

55.   *EMIS.* Recognizing the need for a comprehensive, efficient and accurate EMIS, the mission is pleased to note MOE's progress in the development of a sustainable system. MOE has chalked out a three phase EMIS development plan with a three year timeline at a tentative cost of US$6 million of which EQUIP has committed USD 1.1 million. ***The mission recommends that capacity is developed at MOE to manage and administer a sound monitoring and evaluation schema in which EMIS is an essential tool.***

Sub component 3.2 Monitoring and Evaluation

56.   The objective of this sub-component is to establish and implement a practical monitoring and evaluation system for the project and MOE to draw lessons in a timely fashion and feed into policy making. This sub-component also supports a teacher verification and registration system, which would include an expenditure tracking survey to assess flow of funds from central Ministries to schools. EQUIP will also support a piloting of student learning assessment.

57.   The monitoring and evaluation sub-component was designed as an integral part of EQUIP, focusing on the monitoring and the evaluation of implementation of the main interventions, such as teacher development, quality enhancement grants and infrastructure development grants, and policy development. It was also envisaged that the evaluation of program achievements would be done through a third party. A baseline survey and follow-up surveys were also included, as well as a pilot student assessment. EQUIP's monitoring and evaluation system was also expected to have a dynamic link with MOE's Educational Management Information System (EMIS).

58.   The mission noted the satisfactory progress made in Monitoring and Evaluation by the EQUIP team. A Monitoring and Evaluation Section has been established, under the responsibility of the Team Leader, Social Mobilization. This Section consists of four monitoring officers and a support staff. Since January 2007, this Section has: (a) developed a monitoring checklist, which it has field-tested and revised; (b) carried out initial monitoring in five provinces

(Badakhshan, Khost, Logar, Kandahar, and Parwan), covering 435 schools (411 – Quality Grants and 24 Infrastructure Development Grants); and (c) prepared monitoring reports for the field visits in these five provinces (findings are incorporated under Sub-component 1.1). Apart from these monitoring tasks, EQUIP carried out a school needs survey in 2005, based on the number of potential students. Preparatory activities are being undertaken to establish a teacher registration and identification card issuance system for all provinces, linked with the salary payment system, in order to ensure that only genuine teachers are included in the revenue budget.

59. *Key Performance Indicators (KPIs).* In order to better measure program achievements against targets, the original Key Performance Indicators need to be revised. This is necessary because of the complexity and difficulty of collecting and processing data, such as those related to net enrollment. Furthermore, it is necessary to incorporate gender disaggregated data. Thus, the mission discussed a revised set of indicators with MOE/EQUIP (See Annex 3), and *it was agreed that henceforth MOE/EQUIP would update these KPIs on a quarterly basis and share these with IDA.*

60. *School-based Monitoring.* In view of the difficulty in accessing remote schools in several districts of the country, a system needs to be developed where SMC members are responsible for basic monitoring and reporting. The mission discussed with the EQUIP team the possibility of developing a monitoring checklist for self-reporting by SMCs. *The mission recommends that MOE/EQUIP: (a) prepare a simple checklist for use by SMCs; (b) train SMC members (Head teacher, Member Secretary, PTA Chairperson), DEDs and PEDs accordingly; (c) issue a circular (attaching the checklist) to request SMCs to submit monitoring reports monthly to MOE/EQUIP, through DEDs/PEDs; (d) carry out random monitoring of schools, based on SMC monitoring reports; and (e) develop an SMC monitoring database, link it with EMIS, and generate quarterly monitoring reports.*

61. *Monitoring and Evaluation Pilot.* Since EQUIP is aimed at strengthening the capacity of the community to manage schools and to ensure quality education in these schools, a model needs to be devised whereby a strategy of intensive monitoring is adopted for a sample number of schools. This will enable MOE/EQUIP to diagnose the issues surrounding school-based management and identify solutions to ensure effective schooling at the community level. *The mission recommends that MOE/EQUIP: (a) develop a scheme for the intensive monitoring pilot (including budgets), and share this with IDA by September 30, 2007; (b) implement this scheme in 20 schools (10 rural and 10 urban) in five provinces, from the beginning of Academic Year 2008 (Afghan Year 1387); and (c) have an evaluation of the scheme carried out.*

62. *Evaluation.* Activities are already underway to evaluate both the quality and infrastructure grants by third party evaluators. These are expected to be finalized by July 31, 2007. In addition, the first phase of In-service Teacher Training (INSET-1) is also going to be evaluated and this is expected to be finalized by October 30, 2007. The findings and recommendations of these evaluations will be used in designing future programs.

63. *Student learning assessment pilot.* It was agreed during project preparation that that MOE would undertake a pilot on student achievements to be able to assess fully the quality outcomes of the project. In view of the constraints to developing a comprehensive learning assessment pilot, it was agreed that a simple reading assessment would be undertaken in several provinces. *The mission recommends that MOE/EQUIP with the support of IDA: (a) prepare an assessment framework for Grade 3 in reading, and share it with IDA by December 30,*

2007; (b) develop the appropriate assessment tools by January 31, 2008; and (c) carry out the assessment in selected provinces by July 31, 2008.

Institutional Arrangements

64.   As envisaged at appraisal, the MOE through its central, provincial and district department is responsible for the overall execution of the program. A Grants Management Unit (GMU) is responsible for program monitoring, reporting and financial management, in coordination with the line departments. The design also incorporated a Program Steering Committee to provide policy guidance.

65.   Since implementation began in August 2004, the program has undergone several project management changes. Only since June 2006 has there been a greater emphasis on EQUIP implementation and capacity-building of MOE. As a result, with a strengthened and restructured GMU, program implementation has accelerated considerably. The responsibility of the GMU is to coordinate all donor-funded projects, keep track of related activities, human resource management, procurement, accounting and financial reporting, and information technology.

66.   The project is managed under the following revised structure: the EQUIP Coordination Unit led by an EQUIP Coordinator, with a team of 12 staff (compared with three staff at the beginning of implementation) with expertise in social mobilization, engineering, and monitoring and evaluation. The GMU complements EQUIP team by providing capacity needed for procurement, financial management and overall administration related matters. The MOE is working towards enhanced coordination of the teacher training activities under TTD and its linkages with the rest of the program. The program is supported by Provincial and District Education Departments. In addition, EQUIP has placed relevant staff at provincial education departments to boost their capacity (See Annex: 6 for staff positions and EQUIP Management Structure)**.** In addition to the recent recruitment of four monitoring officers, it is planned that, with EQUIP expansion to three new provinces, recruitment of EQUIP Officers, Engineers, and Finance Officers for these provinces will have to take place as appropriate.

67.   *Project Management.* The mission commends the strong leadership of the EQUIP team, it notes however, that the EQUIP Coordinator's tasks include responsibilities beyond the EQUIP program. Within the context of the expansion of the EQUIP, and in order to ensure smooth implementation of all EQUIP activities, it is critical he focuses entirely on EQUIP for the next eight months. Furthermore, the mission notes that much stronger coordination is needed among the various agencies responsible for EQUIP implementation, for example, in connection with the teacher training activities, FAs, relevant line ministries, and development partners. It is expected that the management and coordination workload will be alleviated with the recent appointment of a Deputy Coordinator. To ensure effective coordination among the key implementation units (EQUIP, GMU, TEP, other MOE departments and FAs), *it was agreed that MOE/EQUIP: (i) would continue to hold the detailed monthly coordination meetings of the core team that have already begun to take place. The objective of these meetings will be primarily to resolve implementation issues, share progress reports, implementation plan and budgets; (ii) provide a comprehensive progress report to IDA covering the previous six months and develop a draft implementation plan (based on the format attached in Annex 2) by October 1 2007.*

68.   *Technical Assistance.* The mission recognizes that similar to other post-conflict settings, in Afghanistan, there is an absence of strong institutional capacity in the line ministry and it is difficult to implement development programs without external assistance. Given the situation, the program had to increase capacity through the recruitment of 76 contract staff (including technical

advisors and specialists) and 15 core trainers in the Ministry of Education, GMU, line Departments and the EQUIP Coordination Unit financed under the program (please see Annex 7). The mission notes that it is important that individual consultants deployed in the various line departments be utilized effectively, with synergies between them and regular counterpart staff to allow for maximum skills transfer wherever possible. ***The mission recommends that MOE monitor the performance of the consultants based solely on clearly identified expected outputs, and that their remuneration be linked to these deliverables. It was also agreed that future TA financing would be explored through other sources of funding and that any TA under the EQUIP Program will be approved based on needs and on a case-by-case basis, with contract extensions dependent on performance evaluations.***

69.   *Revision of Program Implementation Manual (PIM).* Since the PIM was finalized in November 2005, and EQUIP has gained considerable experience in implementation, it is necessary to update the PIM. It was felt that a simpler version of the PIM is needed at the field level for smoother implementation. ***It was agreed that, by August 31, 2007, MOE/EQUIP will produce two volumes of the PIM, as follows: (i) a new operational manual focused on field operations (Volume I); and (ii) the current PIM, as updated (Volume II).***

Financial Management

70.   The mission is pleased to find that the financial management capacity in the MOE has improved considerably over the project period; most notably in the past ten months at which time the GMU has been restructured and fortified with strong management and key Financial Management (FM) staff. Some FM requirements for the project are provided at the Ministry of Finance, these include, making payments, recording of transactions in the Afghanistan Financial Management Information System, preparation of annual financial statements, coordination of the external audit for the project with the Control and Audit Office of Afghanistan, coordination of budget activities and exercise of fiduciary control over the project's activities. The mission is pleased to find that the carrying out of these activities and the performance has also improved considerably in the past ten months. The mission rates FM as Moderately Satisfactory.

71.   *Budgeting.* Adequate procedures are not followed in the budgeting process, budget amounts for each year *are* taken from the provisions made in the project's Technical Annex by the Programs Unit, without due consideration as to whether these initial TA provisions are still realistic. This is in view of the fact that events may have made those initial provisions not to have been fully utilized as stated and may necessitate yearly revisions. Annual work plans are supposed to be prepared after the review of the previous year's actual performance, these work plans which are based on the project's activities, should be time based, and from there budgets, which would be broken down into quarters and months, would be derived. Inadequate budget procedures and preparation makes it difficult to have a realistic budget; it creates unreasonable significant variances and does not allow for realistic performance evaluation of the project's activities. Also it deprives the financial management unit of relevant budget information that will serve as inputs to their monthly, quarterly and annual project reports. ***The mission recommends that the GMU set up a budget committee to liaise with all units responsible for project components and coordinate the preparation of annual work plans and annual budgets. This committee should also be responsible for coordinating quarterly budget reviews.*** The mission also notes that the monthly reports prepared do not include statement of budgets, actual and variances for each of the project activities/components, which are required to enhance the monitoring of project activities by management. ***Project should ensure that going forward; this important report is prepared monthly.***

72.   *Financial Management Manual.* The mission found that there is an acute need for the preparation of a financial management manual, which is meant to document the project financial management arrangements (this had been recommended during project preparation). ***The mission recommends that the GMU commence the preparation of the financial management manual (with IDA assistance) submitted to IDA for clearance by August 31, 2007.***

73.   *Ineligible expenditures.* The mission during the course of the SOE review found that there are ineligible expenditure claims amounting to US$16,061. These arose from over payments above contract provisions and duplicated statement of expenditure claims. This is a control weakness and indicates lack of adequate internal control over payments and inadequate internal checks by supervisory staff and authorizing officers. ***The mission recommends that the MOE ensure that the ineligible expenditure claims amounting to US$16,061 is refunded to the Special Account by May 30, 2007.***

74.   The SOE review also found unsubstantiated expenditure claims amounting to US$3,118,910. Out of this amount, US$677,435 were payments made between January 2006 and January 2007, for which there were no Forms M16 or contracts provided to substantiate the payments, and US$2,441,475 were advances made between October 2005 and March 2007 to provinces for the in service training under the TTD. The mission is concerned that no supporting documents have been provided to substantiate these payments. When advances are made to carry out specific activities, the only way fiduciary assurance can be obtained on the actual performance of that activity is when adequate supporting documents are provided. Where required documents are not provided, the implication is that the funds may not have been utilized for the purpose intended. This is also an indication of weak internal control over payments. ***The mission recommends that the project provide adequate supporting documents to substantiate the amount of US$3,118,910 by June 30 2007. It bears mentioning that failure to do so will deem these expenditures ineligible and would consequently be refunded to the Special Account.***

Procurement

75.   The mission is pleased with the fast paced improvement in the procurement capacity at MOE specifically at the Grants Management Unit (GMU) over the last six to nine months. The mission notes that with the steady increase in capacity, procurement processes have been much improved and will continue to improve. The procurement administration of the project remains Moderately Satisfactory however given that there is still need for increased capacity within the procurement unit at GMU. The mission notes that some of this is attributable to the low base of procurement capacity that had existed during the initial period of implementation and which continues to be built up by the GMU.

Goods, works and consultants. In terms of progress in the procurement of goods, the mission finds that as per procurement plan there are 37 goods contacts packages under the project of which 13 contracts have been awarded. The total awarded contract value is US$ 174,000 which is 2.5% of the total contracts value under the project. The total value of goods contract under the project is US$ 3.5 m. In terms of progress made in the procurement of civil works the mission finds that as per procurement plan under the project there are 376 contract packages of which 136 are NCB contract packages and 238 are community contract packages and 2 National shopping packages. MOE has awarded 48 of contracts following NCB procedure and 198 of contracts following community contracting procedures. The total value of the civil works contracts are US$ 21 million and the total value contract awarded is US$ 11,883,318 which is about 56% of the total value of contracts under the project. In terms of progress made on the selection of consultants, as per procurement plan there are 161 contact packages under the project of which 3 packages are of consultant firms and 158 are individual consultants. The total value of consultant packages under the project is US$ 6.4 million. The total value of contracts awarded is US$ 3,666,323 (inclusive of the packages of consultant firms) which is 57% of total contract value under the project. The two consultancy firm [Implementing Partners, BRAC and CARE] under the project have been hired and for the third consultancy firm (to develop the ID cards for teacher in Afghanistan). The RFP will be issued by May 15, 2007.

76.   *Procurement of Civil Works.* The mission observes that there remain some issues with procurement under the infrastructure grants sub component namely, the frequent revisions that the engineering department has been making to the estimates. The mission notes that this is part of the teething problems related to new designs on school construction and it has been agreed that this will be ironed out in the months to come. It is recommended that the GMU establish better coordination with the CDOC.

77.   *Procurement Plan.* After much discussion with IDA, the GMU updated the procurement plan and this has been cleared (Please find updated procurement plan in Annex X). ***During the mission, it has been agreed that the GMU will prepare a Procurement Monitoring Report and send it to IDA by May 30, 2007. The mission further recommends that the GMU establishes a service standard within MOE and conduct closer monitoring of the agreed Procurement plan.***

Disbursement

78.   The mission commends the MOE on the smoother flow of funds in the program especially in light of the protracted delays in disbursement experienced previously. The mission is pleased to note that as of April 20, US$16 million or 40 per cent of the IDA grant and the Afghanistan Reconstruction Trust Fund commitment has been disbursed on the IDA funds.

79.   Although previous chronic delays in disbursement in the Special Disbursement Unit (SDU) have been reduced, the mission recommends that attention remain focused on service delivery (by SDU) and quality (by MOE) to ensure that SDU quality standards are met and that MOE service delivery standards are met. The mission encourages the MOE to make maximum use of Kabul based World Bank staff with assigned responsibility for disbursements to ensure that blockages in the SDU are promptly remedied. The following are some of the agreements reached during the mission:

- ***In the minutes of the MOE/MOF/WB discussions during the mission, (see Minutes attached in Annex 11) it was agreed to leave disbursement transactions where they were originally recorded, but to further and more consistently prioritize the use of ARTF.***

- *Monthly replenishments must be more consistently initiated by MOE --to ensure special accounts remain topped up, but also to enforce fiscal discipline.*
- *Bi-monthly coordination meetings between the Bank (LOA), MOE and MOF will be held until there is no longer a need for them. The Bank's disbursement staff or MOE will initiate these meetings.*
- *The Disbursement Letter will be updated by May 20, 2007 to confirm agreement on disbursement of Grants, TEP Advances and operational advances.*
- *Financial Management training for MOE provincial staff and MOF Mustofiat staff will be organized by August 31, 2007 (Bank disbursement staff from Kabul and Chennai will attend).*

Project Actual Expenditures and Forecast

80.   *Expenditures and Disbursement Forecasts.* As indicated above, total actual expenditures have reached US$16.7 million (both IDA Grant and ARTF). The mission notes with satisfaction that about 82 percent of this total reflects direct disbursements to eligible schools for Quality Enhancement Grants (US$7.4 million) and Infrastructure Development Grants (US$3 million). In terms of forecasts, EQUIP was unable to provide a complete detailed forecast of expenditures for the period May 2007-March 31, 2009. However, according to its forecasts on infrastructure, the infrastructure development sub-component is likely to result in an overrun of about US$8 million, due to higher construction unit costs than estimated at appraisal, and an expansion of EQUIP to five other provinces (including Kabul Province). Similarly, preliminary figures from the Teacher Education Program indicate a huge overrun, if all planned activities are to take place. In view of these likely overruns and uncertainties regarding EQUIP funding, *the mission recommends that EQUIP/GMU prepare and submit to IDA for clearance by May 31, 2007 an update of actual expenditures, together with a realistic, detailed forecast by key activities under each sub-component for May 2007–March 31, 2009 (see format of financial table in Annex 9.) Based on this forecast, IDA will take necessary steps to reallocate funds across categories of expenditure.*

IV.   Other Implementation Aspects

Gender

81.   A cross cutting and overarching objective of the program has been the promotion of girls' education and increasing the numbers of trained female teachers and principals. Program design included the following elements: (i) prioritization of girls' schools; (iii) strong element of social mobilisation to motivate and encourage local communities to send girls to school; (iv) female representation in the establishment of SMCs and PTAs; and (v) emphasis on recruitment and training of female teachers.

82.   The mission is pleased to note that the trend in national enrolment for girls has been highly satisfactory with an unprecedented number of girls in school. Program performance data show that of the students enrolled in 2007, 45% are girls and that 35% of teachers in program provinces are female (in 2003, it was 14%).

83.   The mission found that the EQUIP social mobilisation team has promoted female participation at several levels in the program. The requirement that all SMCs have at least one female member has also been a positive step in initiating broader female participation. The mission also commends the positive influence of BRAC and CARE who have always advocated

for girls' education in their regular programs. The mission notes that reporting in the various program components based on gender disaggregated data could be improved.

84.   *Boundary walls.* Anecdotal evidence collected during the mission finds that in most areas (with the exception of certain districts in Bamyan), the existence of a boundary wall around a school can be a strong encouragement for a girl to be sent to school. **The mission recommends (also see discussion under Component 1.2), where relevant, communities be given some funding for the construction of a boundary wall.**

85.   *Social Mobilization.* The mission notes that results of the social mobilization conducted under the program are uneven and very often its success depend on the community itself. **The mission recommends that a strong communications strategy with a focus on promoting girls education contextualized to the specificities of the Afghan context be developed as part of the SMC training.**

Compliance with Covenants

86.   All major covenants have been complied with.

V.   Next Steps

87.   The task team will closely follow up in the next three months through on going supervision on the recommendations and agreements of the MTR. A formal supervision mission is tentatively scheduled for October 2007. It has been agreed that MOE will provide at that time a comprehensive six monthly progress report.

88.   There has been some discussion with MOE regarding a follow on program to EQUIP. The task team will explore the specificities of a follow on program in the months to come.

List of Annexes

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Annex 2.   Implementation Plan
Annex 3.   Key Performance Indicators
Annex 4.   Detailed status of Quality Enhancement Grants
Annex 5.   Draft Terms of Reference for Evaluation of Infrastructure Grants
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Annex 7.   Current Technical Assistance and Proposed Positions
Annex 8.   Minutes of MOF, MOE and World Bank discussions re Disbursements

Annex 1- List of People met and Institutions visited

No	Name	Designation	Organization
1	H.E. Mohammad Haneef Atmar	Minister	MoE
2	Dr. Abdul Ghafour Ghaznavi	Deputy Minister	MoE
3	Mr. Mohammad Seddiq Pathman	Deputy Minister	MoE
4	Mr. Karbalahi	Planning Director	MoE
5	Mr. Mohammad Saleem Qayum	EQUIP Coordinator	MoE/EQUIP
6	Ms. Nargis Nehan	Advisor	MoE/EQUIP
7	Mr. Seddiq Weera	Advisor	MoE/EQUIP
8	Mr. Eng Tamin	Deputy Director	MoE/DoC
9	Mr. Nadar Barak	Deputy Director	MoE/EQUIP
10	Mr. Vahidi	Deputy Director	MoE/TEP
11	Mr. Rahmanti	Program Officer	MoE/TEP
12	Mr. Mohammad Raza	Provincial Education Director	MoE/Bamyan
13	Ms. Sourabi	Governor	Bamyan Province
14	Mr. Nayim	Mostofi	Bayman Province
15	Mr. Afzal Afzal	Social Mobilizing Officer	MoE/EQUIP
16	Rahimullah Aisermal	Acting PED	MoE/Badakhshan
17	Najeeba Nooristani	PED	MoE/ Kabul Province
18	Abdul Ghafour Qarar	PED	MoE/Kabul City
19	Chris David	Education Officer	Besst
20	Ms. Wagma Batoor	EQUIP Program Coordinator	CARE
21	Mr. Mohammad Saleem	EQUIP Program Manager	CARE
22	Mr. Ghulam Sakhi	EQUIP Program Manager	CARE/Bamyan
23	Ms. Nazifa	Education Program Coordinator	CARE
24	Mr. Mahboob	EQUIP Program Coordinator	BRAC

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Field Visits

No	Name
1	Dadakhshan Province
2	Bamyan Province

Annex 2- Implementation Plan

Implementation Plan (May 1, 2007- October 31, 2007)							
Activity	**Monitoring Indicator**	**Implementation Status**	**Issues**	**Planned Actions**	**Start Date**	**End Date**	**Responsibilities**
OVERALL							
Project Coordination	All key relevant units effectively engaged in implementation		Need for greater coordination among all implementing partners (MOE Departments, GMU, TEP, EQUIP Unit, etc.) to: (i) resolve implementation issues; (ii) share progress reports/plan	1. Hold monthly coordination, with the first such meeting to take place in May 2007	May 2007	Ongoing	MOE/EQUIP Coordinator
Project Implementation Manual	Agreed Revised Project Implementation Manual finalized and distributed to all key stakeholders	• Project Implementation Manual prepared • Simplified Manual for Community grants disseminated to schools	Need to prepare PIM in two volumes for ease of use at field level: (i) a comprehensive one, for officials; (ii) a short, simplified version for SMCs and field level use.	2. Complete the draft of the two volumes and submit to IDA for clearance	Started	Aug 31, 2007	EQUIP Coordinator, with support from all staff (and if necessary, consultant)
				3. Translate the PIM into Dari and Phusto language	Aug 2007	Sep 2007	EQUIP Coordinator with other teams/TA
				4. Print the translated versions of the PIM and distribute to the users	Aug 2007	Sep 2007	EQUIP Coordinator
				5. Print the English versions of the volumes in limited number	Aug 2007	Sep 2007	EQUIP Coordinator
Progress Reports	Comprehensive quarterly reporting			6. Submit quarterly progress report to IDA	Started	Ongoing	EQUIP Coordinator
Component 1: *School Grants*							
1.1 Quality Enhancement Grants							
Disbursement of quality grants to eligible schools	2,735 schools receiving quality grants New student Enrollment as follows: Yr 1(2005): _____ Yr 2(2006): _____ Yr 3(2007): _____ Yr. 4 (2008) _____	**Rating: Satisfactory** **2006:** No. of Schools: _____ proposed) in ___ provinces **New enrollment in 2007** Grade 1: ___ Grade 2: ___ Grade 3: ___ Grade 4: ___ Grade 5: ___	• Need to continue social awareness through community mobilization • Need to ensure guidelines on	7. Develop a set of communication materials, through technical assistance, if necessary	May 15, 2007	June 30, 2007	EQUIP Social Team, with TA support
				8. Disseminate communication materials	July 31, 2007	Sep. 30, 2007	PED/DED/NGO, with Support from EQUIP
				9. Complete refresher awareness and community mobilization programs	Aug. 31, 2007	Oct. 31, 2007	EQUIP Social Team, with support from PED/DED/NGO
				10. Follow SMC composition guidelines strictly	Imme-diately	-	MOE, with support from Social Team, EQUIP, PED/DED/NGO

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
		Total:_____	SMC are strictly followed • Need to ensure all parties are using SIP format • Need expedite disbursements process	11. Review modified version of SIP	Started	May 31, 2007	EQUIP Social Team & NGOs
				12. Ensure implementation of Revised SIP from Academic Year 2008 (1385) onwards in all EQUIP provinces	June 1, 2007	onwards	Manager, Social Mobilization
				13. Plan early and allow sufficient time for any type of activity requiring MOF action	Imme-diately		EQUIP Team
				14. Discuss upfront with MOF how to reduce delays in releasing funds, and follow up with relevant officials at provincial level (PEDs, mustofiats, etc.)	Imme-diately		EQUIP Coordinator, with support from GMU-Finance
			• Need to ensure effective utilization of grants	15. Develop specific monitoring tools to assess quality grant utilization, including self-monitoring	Started	May 15, 2007	Monitoring Officers
				16. Explore options to ensure effective field monitoring (monitoring allowance, per diem, etc.)	Started	May 15, 2007	EQUIP Coordinator, Social and Monitoring Team
			• Need to provide grants for schools without premises	17. Provide quality grants to open-space/tent schools (provided community ensures safe-keeping of learning/teaching and other materials)	Imme-diately		EQUIP Coordinator, Social Team
			• Need to strengthen field level capacity	18. Develop field level capacity building/training plan	Started	Jun 30, 2007	EQUIP Social Team

1.2 . Infrastructure Development Grants

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
Additional design options	District Education Offices and Provincial Education Offices capacity strengthened, and their knowledge and understanding increased	**Rating: Satisfactory** Cost-effective design options prepared, based on use of locally available materials	Need to place greater emphasis on use of cost-effective designs using locally available materials, associated technology, and suitable to given climatic conditions	19. Prepare additional school design options taking into account: (i) climatic conditions; (ii) constrained land availability in urban areas; (iii) need to replace use of timber joists in school construction	Started	June 30, 2007	Department of Construction (DOC), with support from EQUIP
Disbursement of Infrastructure Development Grant to Schools.	250 schools receiving infrastructure development grant	118 schools received infrastructure development grants, and 211 schools in twelve provinces are expected to receive such grants shortly	Fixed grant amount for infrastructure development has proved insufficient for construction of rural schools in	20. Implement new allocation for the following two categories: (i) urban schools - $110,000-220,000; and rural schools - $32,000-50,000	Imme-diately	Ongoing	Department of Construction (DOC), with support from EQUIP
				21. Provide additional grant of $10,000 for boundary walls where necessary	Imme-diately	Ongoing	EQUIP/DOC

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
		US$2.93 million spent so far	remote areas	22. Provide transportation and site development grants ranging from $6,000-10,000 to rural schools, prorated on accessibility and site slopes, provided that local materials are used fully	Imme-diately	Ongoing	EQUIP/DOC
				23. Evaluate the cost-effectiveness of infrastructure development grants, according to Terms of Reference as cleared with IDA (see Draft terms of reference in Annex 5 of AM)	May 31, 2007	Sept. 15, 2007	EQUIP/DOC
Construction Supervision	Construction done according to agreed standards	School construction started Community is overseeing community-based construction Engineers are carrying out technical supervision	Need to enhance supervision capacity of stakeholders, including SMCs through manuals preparation and training	24. Prepare illustrated Construction and Technical specifications Manual for SMC, and training program and training materials	May 15, 2007	June 30, 2007	EQUIP/DOC
				25. Prepare an illustrated Construction Manual for community use	May 31, 2007	July 15, 2007	EQUIP/DOC
				26. Prepare training programs for supervising technicians and monitoring engineers	May 31, 2007	July 15, 2007	EQUIP/DOC
				27. Conduct site-based training for supervisors and engineers at provincial level on construction methods	June 15, 2007	Aug. 1, 2007	EQUIP/DOC
				28. Conduct workshops for engineers and facilitating agencies on design options	June 15, 2007	Aug. 1, 2007	EQUIP/DOC
Staffing	Sufficient staffing capacity for supervision	-	Shortage of capacity to supervise construction effectively	29. Provide full-time technician at each site in rural areas and one engineer in urban areas	Imme-diate	-	EQUIP/DOC
				30. Provide to staff adequate transportation and other logistics (Kabul City)	Imme-diate	June 15, 2007	EQUIP/DOC
				31. Provide to staff adequate transportation and other logistics (Other Provinces)	Imme-diate	July 15, 2007	EQUIP/DOC
				32. Prepare Master Plan for each new school site	May 15, 2007	Aug. 1, 2007	EQUIP/DOC

Component *2: Support to Schools (Human Resource Development)*

2.1 Teacher Training

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
In-Service training	Train 140,000 teachers in the following modules: • INSET-1; • INSET-2 •	Teacher Education manuals for Master trainers and teacher educators, as well as resource books for trainees prepared No. of core trainers trained: 70 No. of master trainers trained: 60 No. of teachers trained in:	Teacher training program needs to be accelerated to meet planned targets	33. Identify human resources and personnel for effective management of Sub-Component	Started	May 15, 2007	TTD/GMU
				34. Identify other partners for training activities	May 5, 2007	May 15, 2007	TTD/GMU
				35. Develop terms of reference for partners	May 5, 2007	May 28, 2007	TTD/GMU
				36. Idenfity steps to establish Mobile teams of trainers for INSET-1 and INSET-2 delivery in remote schools	May 5, 2007	May 31, 2007	TTD/GMU

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
		INSET1: 25,820 (10,279 female teachers) INSET1: 130		37. Develop training plan and schedule for mobile teams	May 15, 2007	June 31, 2007	TTD
			Need to establish sound linkages between TTD and Quality Enhancement Grants	38. Review list of activities identified as eligible for quality enhancement grants	May 5, 2007	May 31, 2007	TTD/Social Team
			Need to evaluate performance under INSET-1	39. Ensure participation of relevant TTD personnel in regular meetings on monitoring of the EQUIP M&E Team	May 15, 2007	Ongoing	TTD/EQUIP
			Insufficient information on training at remote schools	40. Develop simple information mechanism (e.g. newsletter, bulletin, leaflet) and submit to EQUIP coordinator for review	May 15, 2007	June 30, 2007	TTD

2.2 Training of Principals

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
Enhance the capacity of school principals as good managers and instructional leaders	No. of principals having completed the management training program	This activity is awaiting the PAR implementation, which is underway.	Need to ascertain next steps for implementation of this sub-component	41. Collate information on progress and future plans of all development partners involved in this sub-component, and provide information to IDA	Started	May 31, 2007	TTD/GMU, with RIMU support

2.3. Capacity Building of relevant MOE departments, District and Provincial Education Departments

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
Increasing capacity of PEDs, and DEDs	All agencies equipped and fully active in implementation of MOE program	New organizational structure for MOE developed Procedures and guidelines in place Recruitment of Deputy Directors, high school managers for Kabul City and Kabul Province underway	Capacity is weak, especially at provincial and district levels Need to appoint remaining staff	42. Develop training plan for PEDs and DEDs and submit to IDA	Started	May 15, 2007	MOE/EQUIP
				43. Train at least 10-15 PEDs and key staff at Planning Department of MOE in education policy planning and managemen	June 1, 2007	July 1, 2007	MOE/EQUIP
				44. Develop terms of reference for outsourcing training package for PEDs/DEDs	Started	July 15, 2007	MOE/EQUIP

3. Policy Development and Monitoring and Evaluation

3.1 Policy Development

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
Strengthen capacity for policy development	Policy based on informed decision-making	Five-year Education Strategy developed Action plans being developed		45. Share Action Plans with IDA	-	Ongoing	MOE/EQUIP

The whole table is headed: **Implementation Plan (May 1, 2007- October 31, 2007)**

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
3.2. Monitoring and Evaluation							
Establish and implement a practical monitoring and evaluation system for EQUIP and MOE	Functioning M&E system	• Basic EMIS in place • 4 Monitoring Officers appointed • Field monitoring activities started	Need to update revised Key Performance Indicators on quarterly basis;	46. Update these KPIs on a quarterly basis and share these with IDA	Started	Ongoing	EQUIP Monitoring team
			Need to introduce SMC self-monitoring system;	47. Prepare a simple checklist for use by SMCs and share with IDA	Started	May 31, 2007	EQUIP Monitoring team
				48. Train SMC members (Head teacher, Member Secretary, PTA Chairperson), DEDs and PEDs	July 15, 2007	Oct. 31, 2007	EQUIP Monitoring team, with support from Social team
				49. Issue a circular (attaching the checklist) to SMCs for submitting monitoring reports monthly	Oct. 15, 2007	Oct. 20, 2007	MOE/EQUIP Coordinator, with support from Monitoring team
				50. Carry out random monitoring of schools, based on SMC monitoring reports	Nov. 15, 2007	Ongoing	EQUIP Monitoring team
				51. Develop an SMC monitoring database, linking it with EMIS	Jul. 15, 2007	Oct. 31, 2007	Monitoring team, with support from IT Team/EMIS
				52. Generate quarterly monitoring reports	Jan. 15, 2007	Ongoing	EQUIP Monitoring team
			Need to introduce an intensive monitoring and evaluation pilot; and	53. Develop a scheme for the intensive monitoring pilot (including budgets), and share this with IDA	Jul. 15, 2007	Sep. 30, 2007	EQUIP Monitoring team, with support from Social team
				54. Implement scheme in 20 schools (10 rural and 10 urban) in five provinces, from the beginning of Academic Year 2008 (Afghan Year 1387)	Mar. 31, 2008	Ongoing	EQUIP Monitoring team, with support from Social team
				55. Evaluate the scheme (with external technical assistance)	April 30, 2009	Ongoing	EQUIP Monitoring team, with external technical assistance
			Need to start preparatory activities for student learning assessment at Grade 3 in reading.	56. Prepare an assessment framework for Grade 3 in reading, and share it with IDA	-	Dec. 31, 2007	EQUIP Monitoring team, with external technical assistance

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
				57. Develop the appropriate assessment tools	-	Jan. 31, 2008	EQUIP Monitoring team, with external technical assistance
				58. Carry out the assessment in selected provinces	-	July 31, 2008	EQUIP Monitoring team, with external technical assistance
EMIS	Fully functioning EMIS		Need to carry out nation-wide school survey for 2007	59. Conduct school survey	Started	August 31, 2007	MOE, Planning

<table>
<tr><td colspan="8">Implementation Plan (May 1, 2007- October 31, 2007)</td></tr>
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Other Implementation Aspects

A. Procurement

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
Procurement Management	Procurement capacity in place, and strengthened	Reasonable procurement capacity in place	**Need to establish better standards and monitoring**	60. Prepare procurement monitoring report and submit to IDA	Started	May 31, 2007	GMU
				61. Establish service standards and conduct closer monitoring of the agreed Procurement Plan	Started	Ongoing	GMU

B. Financial Management and Disbursement

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
Financial Management & Disbursement	Financial capacity in place, and strengthened	Reasonable financial management capacity in place	(a) Weak financial management capacity in MOE, and at provincial level; (b) need to replenish Special Account	62.			
				63. Provide financial management training for MOE, provincial staff, and *mustofiats*	-	Aug. 31, 2007	EQUIP (with IDA support)
				64. Replenish Special Account (Grant H-119) monthly	Imme-diately	Ongoing	SDU (MOF), with support from EQUIP
				65. Conduct bi-monthly coordination meeting among IDA, MOE and MOF staff	Started	Ongoing	MOE with IDA support

C. Compliance with Covenants

Activity	Monitoring Indicator	Implementation Status	Issues	Planned Actions	Start Date	End Date	Responsibilities
Covenants	All covenants complied with	Major covenants complied with	Need to monitor project compliance	66. Monitor project compliance in accordance with IDA Development Grant Agreement	Started	Ongoing	EQUIP Coordinator, with support from other Units

Annex 3- Key Performance Indicators

Indicator	Measurement					
	Baseline Value		**Progress-to-Date (Mid-Term Review – April 2007)**		**End-of Project Target**	
	Number or text	Date	Number or text	Date	Number or text	Date
Project Development Objective Improve quality of educational inputs and processes as the foundation for a long-term strategy to enhance the quality of education outcomes.						
C1 – School Grants						
C1.1 Quality Grants						
Student learning outcome: Grade 3 level reading assessment	-	-	Assessment framework being developed	7/31/2007	Pilot test of Grade 3 student assessment in reading in Badakhshan, Logar and Parwan provinces	03/31/2009
Number of schools having received Quality Enhancement Grants	1,213 (schools under Emergency Project)	30/06/2006	First tranche of Quality grants disbursed to 2,479 schools	04/30/2007	2,735 schools	03/31/2009
Utilization of Quality Enhancement Grants	-	-	75% being utilized as intended	04/30/2007	80% of grants are used for intended purposes	03/31/2009
C.1.2 Infrastructure Dev. Grants						
Enrollment						

Indicator	Measurement					
	Baseline Value		Progress-to-Date (Mid-Term Review – April 2007)		End-of Project Target	
	Number or text	Date	Number or text	Date	Number or text	Date
Girls (Baseline 2003/04)	206,337	09/01/2004	897,021 (2005) – 45% of national coverage	04/30/2007	900,000	03/31/2009
Boys (Baseline 2003/04)	857,549	09/01/2004	1,689,257 (2005) – 42% of national coverage	04/30/2007	1,700,000	03/31/2009
Number of schools having received Infrastructure Development Grants	1,213 (schools under Emergency Project)	30/06/2006	Infrastructure grants disbursed to 94 schools	04/30/2007	250 schools [EQUIP MTR report shows a revised target of 340 schools]	03/31/2009
C2 Institutional Human Resource Development						
No. of female teachers in EQUIP Provinces	3,053 (14%)	2003	17,144 (35%)	04/30/2007	20,000	03/31/2009
C.2.1 Teacher Training						
No. of teachers trained In-service Teacher Training Module 1 (INSET-1)	21,804 in the system in project provinces	11/04/2004	37,543 teachers (25,820 in EQUIP Provinces)	04/30/2007	140,000 teachers	03/31/2009
No. of teachers trained In-service Teacher Training Module 2	21,804 in the		Preparatory activities underway			

Indicator	Measurement					
	Baseline Value		Progress-to-Date (Mid-Term Review – April 2007)		End-of Project Target	
	Number or text	Date	Number or text	Date	Number or text	Date
(INSET-2)	system in project provinces	11/04/2004		04/30/2007	140,000 teachers	03/31/2009
C.3 Institutional dev. Grant						
C.3.1 Policy Dev. & M&E						
C.3.1.1 Policy Development						
Complete MOE Education Strategy and commence its implementation	0	11/04/2004	Strategic plan finalized in December 2006; Action plan under preparation	4/30/2007	Strategy completed and implementation commenced	03/31/2009
Continued development of EMIS	EMIS under develop-ment	11/04/2004	Basic MIS in place Surveys started	4/30/2007	Functioning EMIS, and its gradual use in decision-making	03/31/2009
C.3.2 Monitoring & Evaluation						
Evaluation of EQUIP	-	-	-		Evaluation of key interventions	03/31/2009

ANNEX 4 - SUB-COMPONENT 1.1 - QUALITY GRANT ENHANCEMENT
Detailed Status and Explanations

Quality Grants Status by Province

1.   Table 1 below gives a breakdown of school quality grants by Province. The original program was first revised to reflect the findings of a comprehensive survey of school needs in November 2005, and to take into account security, geographical and seasonal constraints, and community willingness to participate in EQUIP, as well as procurement and financial difficulties. Consequently, the decision was made to include Kabul Province and Kabul City in the program, and eventually Nooristan Province was also added in January 2007. The differences among the Provinces in terms of progress can be explained by (i) security (mostly in the southern and south western provinces like Helman, Zabul and Qandahar); (ii) inadequate local capacity; (iii) financial flows constraints (such as in Badakhshan); (iv) harsh weather conditions; and (v) remoteness (such as Badakhshan and Bamyan).

Table 1 - Status of Quality Grants Distributed by Province

Province	No. of Schools		No. of Schools by type of Grant			Total Schools having received Grants	% of Total (Revised)
	Original	Revised[5]	$2,000	US$3,000	US$5,500		
Paktika	273	297	192	37	10	239	80%
Khost	139	147	44	20	18	82	56%
Badakhshan	468	457	47	16	10	73	16%
Helmand	222	225	5	1	4	10	4%
Zabul	169	38	0	0	0	0	-
Qandahar	282	137	22	16	27	65	47%
Logar	168	176	35	20	52	107	61%
Kapisa	139	139	30	33	20	83	60%
Parwan	250	250	3	11	19	33	13%
Bamyan	256	256	74	26	4	104	41%
Kabul City /a	-	165	2	6	157	165	100%
Kabul Province[6]	366	192	49	31	34	114	59%
Nooristan[7]	-	149	-	-	-	-	-
Total	2,732	2,628	503	217	355	1,075	43% (excluding Nooristan)

Source: EQUIP data, April 2007.

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[5] Based on an EQUIP school needs survey in 2006.

[6] Phase I
[7] Approved in January 2007.

Eligibility for Quality Enhancement Grants

2.   The rationale for the design of the eligibility criteria was based on equity, simplicity and ease of implementation and management by the SMCs. Under these criteria schools are classified into three categories of grants according to student enrollment, as follows: (i) US$5,500 for schools with more than 1,000 students; (ii) US$3,000 for schools with more than 500 students, but less than 1,000; and (iii) US$2,000 for schools with less than 500 students. The question of further enhancing equity was explored during the Mid-Term Review through a detailed analysis of school-based data provided by EQUIP. The following table summarizes the frequency distribution by Province according to the criteria. As shown below, 82 percent of schools have 1,000 or less students, while 16 percent have more than 1,000 students but less than 5,000. Since the criteria meets equity requirements for 98% of the schools, it is considered inappropriate to fine-tune the criteria at this juncture. However, such fine-tuning should be explored further and taken into account while designing EQUIPII.

Table 2: Summary of Quality Enhancement Grant: By Province

	Name of Province	No. of schools with students				
		<500	>500 - 1000	>1000 - 5000	>5000	Total
1	Kabul Province	95	45	53	0	193
2	Kabul City	49	4	76	41	170
3	Helmand	168	37	21	0	226
4	Khost	101	27	23	0	151
5	Paktika	301	0	0	0	301
6	Badakshan	253	139	43	0	435
7	Zabul	28	7	3	0	38
8	Nooristan	148	1	0	0	149
9	Bamayan	221	48	8	0	277
10	Logar	52	50	71	1	174
11	Kapisa	37	71	30	0	138
12	Parwan	108	75	66	1	250
13	Kandahar	68	34	33	2	137
Total		**1,629**	**538**	**427**	**45**	**2,639**
% of total		*62%*	*20%*	*16%*	*2%*	*100%*

Source: EQUIP data, April 2007.

Community Mobilization and Social Awareness

3.   In order to ensure effective community mobilization and social awareness, the current approach for community participation in school management should be strengthened in the following manner:

- Recruit appropriate technical expertise for undertaking the following tasks:

    o Assess the difficulties in communicating the right messages to the community

- Develop EQUIP communications materials such as TV spots, radio talks, design of illustrated posters, simple leaflets with visual effects, transformation of TV spots into video CDs and the radio talks into audio-cassettes
- Field test the above communication materials
- Make appropriate changes, based on field testing
- Reproduce communication materials
- Distribute to SMCs
- Involve broader cross-section of community in delivering messages, for example, the Community Development Council (CDC)

- EQUIP social team will undertake the following activities by October 2007:

  - Prepare a provincial plan for training SMCs with the use of the new communication materials
  - Provide orientation to Master Trainers (provincial and district officials) on the use of the new communication materials
  - Implement the training plan
  - Prepare an evaluation report

Enrollment in EQUIP Provinces (Old and New)

As of April 2007, EQUIP has been expanded to cover additional provinces: Baghlan, Daikondi, Nuristan, and Uruzgan to cater to disadvantaged children in remote areas, especially girls. This expansion is in line with the design of EQUIP. With the addition of these provinces, it is interesting to note that enrollment in both old and new EQUIP provinces represents about 44 percent of the national enrollment (see Table 3 below). The share of girls' enrollment under EQUIP provinces represents about 42 percent of national girls' enrollment. It is to be noted that there is a wide disparity in the female/male student ratio among the provinces, which can partly be explained by inadequate accessibility to schools in remote areas, and the unwillingness in conservative communities to send girls to schools.

In comparison with 2003 enrollment figures for the original EQUIP provinces, girls' enrollment increased by 200 percent in 2005 (206,337 v/s 638,363), whereas that for boys increased by 45 percent (857,549 v/s 1,245,238). Thus, EQUIP is achieving its target of increasing girls' participation in schooling, thereby reducing the gender gap in enrollment.

Table 3 - EQUIP Provinces: Enrollment 2005 (Afghan Year 1384)

Name of Province	Total		Female/ Male Ratio	Total Students
	Male	Female		
1 Badakhshan	116,938	96,476	0.83	**213,414**
2 Baghlan	153,497	92,364	0.60	**245,861**
3 Bamyan	46,056	30,651	0.67	**76,707**
4 Daikondi	33,270	17,130	0.51	**50,400**
5 Hilmand	74,636	5,279	0.07	**79,915**
6 Kabul /a	448,465	315,918	0.70	**764,383**
7 Kandahar	125,935	27,759	0.22	**153,694**
8 Kapisa	63,435	20,304	0.32	**83,739**
9 Khost	86,387	13,983	0.16	**100,370**
10 Logar	60,932	19,268	0.32	**80,200**
11 Nuristan	15,113	8,559	0.57	**23,672**
12 Paktika	67,295	10,547	0.16	**77,842**
13 Parwan	99,122	46,004	0.46	**145,126**
14 Uruzgan	29,096	2,350	0.08	**31,446**
15 Zabul	35,088	3,228	0.09	**38,316**
Total EQUIP	**1,455,265**	**709,820**	**0.49**	**2,165,085**
Total National	**3,211,794**	**1,682,921**	**0.52**	**4,894,715**
% coverage by EQUIP	45%	42%		44%

Source: MOE, April 2007

a/ Kabul includes Kabul City and Kabul Province.

Field Observations (Faizabad, Badakshan & Bamyan – field visits April 2007)

o   Strong community participation – community feels closer connection to schools
o   Some communities contribute as much as 40% towards school construction (expected 10%)
o   Community mobilization has been successful; but refresher programs needed
o   Communities appreciate receiving funds directly – this builds greater ownership and commitment from SMC and PTAs
o   Some communities have provided land to schools
o   One school (De-Kalan) is said to cater to 15 villages; thus space is limited – Mosques are used for accommodating many children; some of whom have to walk 4 hours daily to be to school
o   Textbooks delivery inadvertently delayed (in one school textbook delivery has been late for the last six years, with an average 3-4 months delay)
o   Textbook were inadequate compared to number of students
o   Female teachers were visible in all the schools
o   Teachers were very weak in communication
o   Two shift schools in operation - first shift for girls and second shift for boys.
o   Continued increase in girls' enrolment in schools

- Public posting of budget and expenditure is visible for construction; however it needs to incorporate QEG portion and community contribution. A standard format for public posting is necessary.
- Some school introduced students uniform
- Rural students wears plastic shoe which is very important for student health

- Some influential local were in the SMC where role of Principal become symbolic in decision-making
- SMC/PTA members and the community found highly motivated to manage and contribute for better education and school construction.
- Female members of SMC/PTA participation in decision making is significant
- Community, SMC, PTA needs awareness/training to better understand their roles and responsibilities.
- Community enthusiasm and commitment for education and participation in the school management is very high.
- The rural schools did not use local materials for keeping similarity with their houses. The community houses were built of mud wall, wood and mud roof, while the schools were using cement brick and steel roof. The schools houses were look like foreign in the locality.
- Low cost materials were used very minimum
- Better water and sanitation facilities needed
- Classroom furniture were inadequate
- Tree plantation is necessary around the school premises
- Site selection of schools constructions needs more attention (i.e. river bank, graveyard, remote location from community habitat and fragile mountain slope should be avoided)
- There is a great demand for desks and tables, toilets, and boundary wall for which community is willing to contribute as much as 50%
- Girls cannot come from far away places to attend school
- In one school (De-Kalan) there are as many girls as boys (700 girls v/s 800 boys)
- SMC participation in the school management is highly visible
- SMC/PTAs are nominated by the community, however, there is no time limit for each SMC/PTA i.e. how many years they should continue as SMC/PTA member
- Generally, a female member has been nominated in the SMC
- SMC finds School Improvement Plan format easy to use
- *Mustofiat* indicated that it takes usually 3-4 days to distribute funds to SMCs after transfer of funds by MOF
- public posting is done for infrastructure, and will be done for quality grants as well; it is important also to post basic educational data (e.g. enrollment – boys and girls)
- Some schools plan to use their quality grants for purchase of library books and laboratory equip, but a large number are using them for desk, furniture, and boundary wall (which points to the need to build greater awareness about quality grants)
- About 150 registered schools are operating in open space in Badakhshan
- New school construction in Badakhshan: 187 schools (including 49 schools under EQUIP)
- Communities are supervising construction; need orientation on supervision
- TEP trained 130 Master Trainers in Badakhshan, and training will commence shortly

Annex- 5 Draft Terms of Reference for Evaluation of Infrastructure Grants

This objective of this study is to assess the of usage of infrastructure development grant in the construction of cost-effective school physical facilities in Afghanistan and to design and develop a expansion strategy to reach all schools as part of the Five Year strategic Plan of the Ministry of Education. The study will draw lessons from the experience of national school construction programs on cost-effectiveness and affordability; achievability in terms of plan time frame, materials and methods of construction, construction skill, capacity and quality assurance; sustainability of maintenance and operation; and community participation and recommend ways in which the grants can be administered and used more effectively. The findings of this assessment will inform the appropriateness of the school designs and strategies to be used to increase engineering capacity and a monitoring mechanism for the MOE's nationwide school construction program which is a priority program in the Five Year Strategic Plan.

In particular, the study will assess (i) the use of school infrastructure grants in improving the quality and access to education and the efficacy of the processes in the planning/management and monitoring of the infrastructure fund by the SMC and the provincial and district education department officials and NGOs (where relevant); and, (ii) the quality of construction and rehabilitation supervision conducted by Provincial engineers (P-DoC) of the PEDs and FA-NGO for small rural schools (iii) the quality of construction and rehabilitation supervision conducted by the Department of Construction (DoC), MOE for the larger schools in peri-urban and urban areas (iv) the quality of the construction and rehabilitation supervision in the work undertaken by the MRRD for the "school window" component of the National Solidarity Program (NSP).

The scope of work for the assessment will include:
(i)   Reviewing the appropriateness of the current infrastructure designs
(ii)   Reviewing the appropriateness of the infrastructure designs in the NSP school window component.
Appropriateness shall be assessed in terms of planning, architectural, engineering and constructional and supervisory requirements and response and shall cover classroom buildings and service facilities such as water and sanitation facilities, boundary walls, site development. Thematic considerations to be made are teaching/learning functional and environmental (light, air, insulation, insolation, sun protection, etc.) requirements and earthquake safety and disaster mitigation/vulnerability reduction, disability response, sustainability assessed from maintenance, operation and energy needs and costs (local materials, skills and renewable energy response), child friendliness.
(iii)   Proposing revisions/ alternatives for cost effective designs if relevant.
(iv)   Reviewing the current institutional organisation and their capacity for pre-construction management, construction supervision and management and monitoring mechanisms for quality control at all levels (e.g. school/SMC, district, province/P-DOC and ministry/C-DOC). Comparatively reviewing FA-NGO arrangements for corresponding relevant stages and efficiencies.
(v)   Proposing capacity addition and development measures including identification of training needs.
(vi)   Assessing the sustainability of the modality of giving grants to communities to build rural schools, community based construction mechanism and provision of technical services support, transparency and local ownership.
(vii)   Compile lessons learned.
(viii) Based on lessons learned, recommending ways in which the grants can be administered and used more effectively.

Annex 6-Staffing Positions and EQUIP Management Structure

SL No.	Name	Designation	Department
EQUIP CORE TEAM			
1	M.Salim Qayum	EQUIP Coordinator	EQUIP - program
2	Nadia Sahar Sidiqi	Procurement Sr Officer*	EQUIP - procurement
3	Mohammad Afzal	Social Mobilization Officer	EQUIP - Social Mobilization
4	Mohammad Kabir	Finance Assistant	EQUIP - Finance Accounts
5	Tamim Yousafzai	Procurement Assistant EQUIP*	EQUIP - procurement
6	Masooda Safi	Social Mob. Assistant Female	EQUIP - Social Mobilization
7	Ahmad Sameer	Logistic Assistant *	EQUIP - Adminsitration
8	Javid Stanekzai	Assistant Program Coordinator	EQUIP - Program
9	Momand	Provincial Relation Officer	EQUIP - Provincial relations
10	Abdullahjan Ahmedzai	Monitoring Officer	EQUIP - Monitoring
11	Murad Shaheed	Monitoring Assistant	EQUIP - Monitoring
12	Abdul Rahim	Monitoring Assistant	EQUIP - Monitoring
13	Sidique	Monitoring Assistant	EQUIP - Monitoring
14	Mohammad Naeem	Social Mobilization Jr Officer	EQUIP - Social Mobilization
15	Nader Barak	Deputy Equip Coordinator	EQUIP - program

* Placed under GMU

MOE POLICY DEVELOPMENT & CAPACITY BUILDING TEAM

SL No.	Name	Designation	Department
16	Dr. Sedeq Weera	Snr. Technical Advisor	CAU -Curriculum - Teacher Education - ERTV
17	Eng. Yonus	Engineering Supervisor/Advisor	CAU - Engineering
18	Miajan Mia	Human Resource Management Advisor	CAU - HR - PRR
19	Nargis Nehan	Sr. Admin and Finance Advisor	GMU - Admin. & Finance
20	Qudratullah Andar	Finance Manager - Payroll	GMU - Finance - Payroll
21	Matin Rasuly	Fin./Admin./Logistics Assistant	GMU - Administration
22	Fridoon Satary	Logistics/Admin. Officer	GMU - Administration/Procurement
23	Samima Durrani	Admin. Advisor	GMU - Admin./Donor Coordination/TA
24	Salim Hayran	IT Manager	GMU - IT
25	Habib Ur Rahman Wayand	Executive Assistant/Advisor to Minister	Office of Minister
26	Rahimullah	Logistics Assistant	Office of Minister
27	Haleem Shah	Finance Manager - Ordinary Budget/Accounting	GMU - Finance - Accounting
28	Jamaluddin Hamid	IT Officer/Database Administrator	GMU - IT
29	Mohammad Bilal	IT Officer/ LAN Administrator	GMU - IT
30	Arian Rahimi	Procurement Officer	GMU - Procurement
31	Zaher Nazari	Procurement Sr Officer	GMU - Finance
32	Mohammad Amin	EMIS Specialist	Planning
33	Ab. Mobeen Quraishee	Executive Assistant to Deputy Minister	Office of Deputy Minister
34	Abdul Wakil Hanifi	Donor Coordination Manager	GMU - Donor Coordination
35	Shazia Saba	Donor Coordination Officer	GMU - Donor Coordination - Resigned

36	Noorulhaq Farid	Admin. Manager	GMU - Administration
37	Ziaulhaq Safi	Finance Manager for Dev. Budget	GMU - Finance - Budget
38	Faizullah	GMU Assistant	GMU - Administration
39	Khwaja Omary	Sr AdvisorVocational & Technical Education	CAU - TVET
40	Abdul Baseer	Planning, Monioring & Reporting Advisor	Planning, reporting

EQUIP ENGINEERING TEAM

41	Ziaurahman	Architect	EQUIP - Engineering
42	Khalilullah	Architect	EQUIP - Engineering
43	Fatema	Civil/Design Engineer	EQUIP - Engineering
44	Daud	Civil/Design Engineer	EQUIP - Engineering
45	Haroon	Civil/Design Engineer	EQUIP - Engineering
46	Tamim	Civil/Design Engineer	EQUIP - Engineering

Provincial List - Details

Kabul Province			
47	Sayed Jamil Mir	Kabul EQUIP Officer	
48	Eng. Khalilah Nasih	Kabul Civil Engineer	
49	Eng. Rashid Sharif	Kabul Civil Engineer	
Badakhshan Province			
50	Sayed Baqir	Previous EQUIP Officer	
51	Eng. Besmullah	Engineer	
52	Eng. Mehrab	Engineer	
53	Aseel Khan Ahmadzai	Badakhshan Finance Officer	
Khost Province			
54	Haji Amanullah	Khost EQUIP Officer	
55	Eng. Bad shah Gul	Engineer	
56	Hussian Shah	Khost Finance Officer	
Paktika Province			
57	Azizullah	Paktika EQUIP Officer	
58	Kabulai	Engineer	
59	Moh. Shafiq	Engineer	
60	sayed Abdullah	Paktika Finance Officer	
Kandahar Province			
61	Abdul Rauf	Kandahar EQUIP Officer	
62	Sayed Mohammad Dost	Engineer	
63	Mohammad Nasim	Engineer	
64	Khalid Zaher	Khandahar Finance Officer	
Helmand Province			
65	Ab. Qahir Qahir	Helmand EQUIP Officer	
66	Sayed Akbar	Sr. Civil Engineer	
67	Sheikh Ahmad	Architect/Engineer	

68	Ezatullah Noorulhaq	Helmand Finance Officer	
Zabul Province			
69	Ghulam Mohammad	Zabul EQUIP Officer	
70	Moh. Hamayoon	Finance Officer	

TEACHER EDUCATION PROGRAM

71	Abdul Haq Rahmaty	Program coordinator	Program
72	Ziaullah Hashmi	Procurement Officer	Procurement
73	15 filled	Core Trainers forTraining section & Supervision/evaluation section	Program
74	Rohullah	Computer Operator	Program
75	Hameed	Computer Operator	Program
76	Asifullah	Computer Operator	Program
77	Mohabat	Office Assistant - TED	Program

Annex 6 Continued

EQUIP Management Structure

EQUIP Coordinator

GMU

Assistant

Dy.Coordinator

Kabul Team

Procureme.

Finance

SMS

M&E Officer

SM Officer

M&E Assistant 3

SM Assistant

Admin

Budget

EQUIP Provinces 15

EQUIP Officer

Finance Officer

Engineers 2
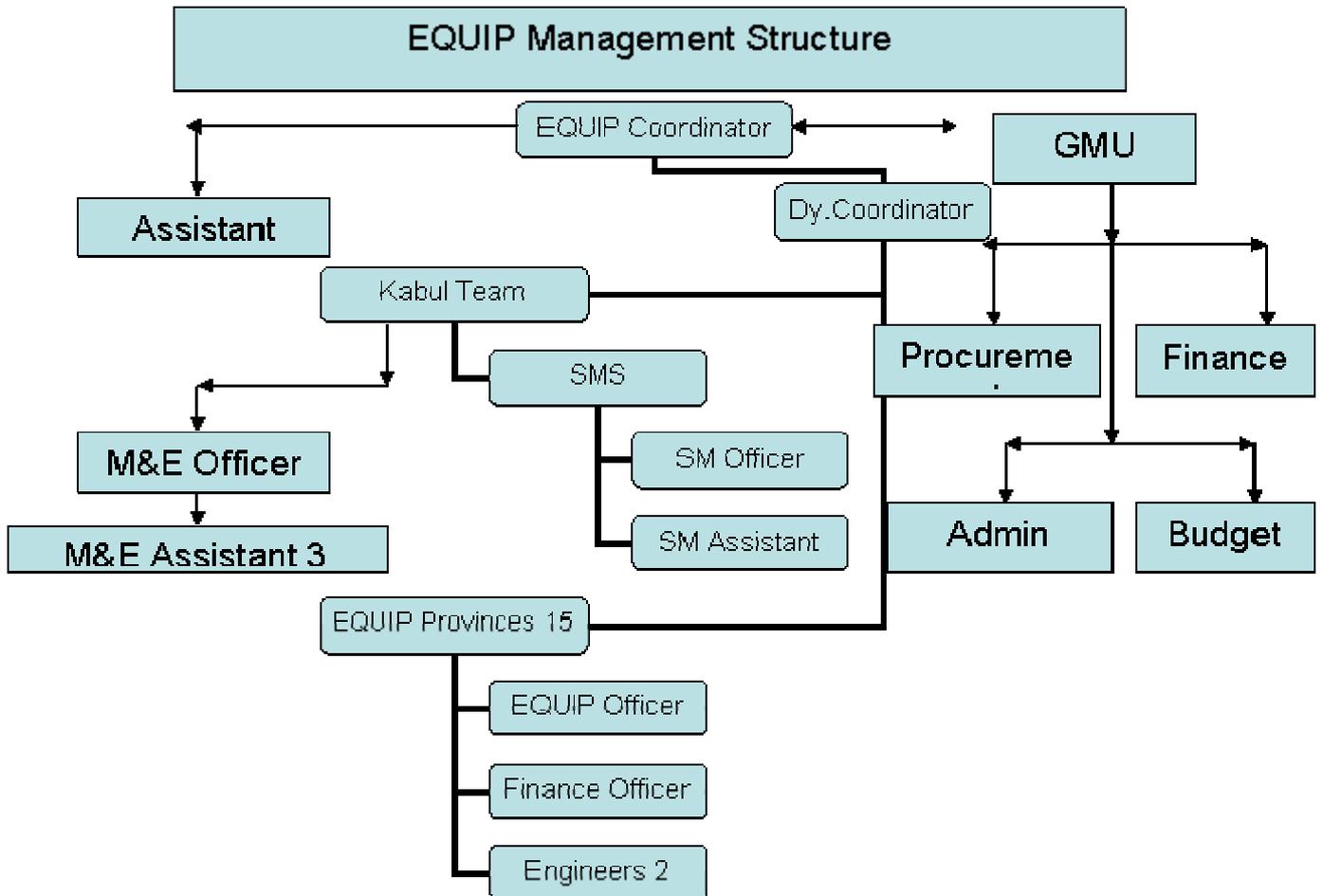
Annex 7- Current Technical Assistance and Proposed Positions

SL No.	Name of Contract (Brief Description)	Qty	Estimated Cost OR Actual Contract Price	Procedure/ Method	IDA Prior Review (Y/N)	Planned/Actual Date		Name of Consultant	Remarks
						Contract Signing/ Actual Date of Contract Signing	Date of Completion		
1	3	4	5	6	7	8	9	10	12
EQUIP Core Team									
1	EQUIP Coordinator	11	$22,000.00	IC	N	01-Apr-05	28-Feb-06	Mohammad Qaderi	Resigned
2	EQUIP Coordinator (Replacement)	12	$61,600.00	SSS	Y	01-Jun-06	31-May-07	M.Salim Qayum	Person in Place
3	Financial Management Specialist	13	$19,500.00	IC	N	01-Jun-05	30-Jun-06	Ziaulhaq Safi	Person in Place
4	Financial Management Specialist	6	$14,826.00	IC	N	01-Jul-06	31-Dec-06	Ziaulhaq Safi	Resigned
5	Finance Officer	12	$17,280.00	IC	N	01-Feb-07	31-Jan-08	Vacant	Fin. Mang. Specialist post changed to Finance officer.
6	Procurement Specialist	13	$18,850.00	IC	N	01-Jun-05	30-Jun-06	Naveed Bakhshi	Person in place
7	Procurement Specialist	4	$6,292.00	IC	N	01-Jul-06	31-Oct-06	Naveed Bakhshi	Resigned

8	Procurement Sr Officer	12	$20,160.00	IC	N	05-Nov-06	04-Nov-07	Nadia Sahar Sidiqi	Person in Place
9	Social Mobilization Officer	13	$14,300.00	IC	N	09-Jun-05	30-Jun-06	Mohammad Afzal	Person in Place
10	Social Mobilization Officer	11	$18,743.00	IC	N	01-Jul-06	31-May-07	Mohammad Afzal	Person in Place
11	Finance Assistant	12	$15,505.00	IC	N	01-Jul-06	01-Jul-07	Mohammad Kabir	Person in Place
12	Social Mobilization Assistant - Male	6.5	$5,572.50	IC	N	01-Jul-06	15-Jan-07	Mohammad Naeem	Resigned
13	Social Mobilization Assistant - Male	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	Announced
14	IT Officer	6.5	$3,900.00	IC	N	15-Dec-05	30-Jun-06	Ghulam Jailani	Person in Place
15	IT Officer	6.75	$4,318.00	IC	N	01-Jul-06	23-Jan-07	Ghulam Jailani	Resigned
16	IT Officer	12	$17,280.00	IC	N	01-Mar-07	28-Feb-08	Vacant	Vacant
17	Procurement Assistant EQUIP	12	$8,400.00	IC	N	17-Oct-06	16-Oct-07	Tamim Yousafzai	Person in Place
18	Social Mob. Assistant Female	12	$9,600.00	IC	N	11-Sep-06	10-Sep-07	Masooda Safi	Person in Place
19	Logistic Assistant	12	$10,345.00	IC	N	01-Jul-06	30-Jun-07	Ahmad Sameer	Person in Place
20	Assistant Program Coordinator/Program Assistant	12	$16,795.00	IC	N	15-Jul-06	14-Jul-07	Javid Stanekzai	Person in Place
21	Data Officer	12	$17,280.00	IC	N			Vacant	Vacant
22	Provincial Relation Officer	12	$18,000.00	IC	N	21-Dec-06	20-Dec-07	Momand	New position - Person in Place
23	Monitoring Officer	12	$17,280.00	IC	N	19-Dec-06	18-Dec-07	Abdullahjan Ahmedzai	Person in Place - new Position
24	Monitoring Assistant	12	$10,800.00	IC	N	26-Dec-06	25-Dec-07	Murad Shaheed	Person in Place - new Position
25	Monitoring Assistant	12	$10,800.00	IC	N	19-Dec-06	18-Dec-07	Abdul Rahim	Person in Place - new Position

26	Monitoring Assistant	12	$10,800.00	IC	N	19-Dec-06	18-Dec-07	Sidique	Person in Place - new Position
27	Social Mobilization Jr Officer	12	$15,505.00	IC	N	05-Jan-07	04-Jan-08	Mohammad Naeem	New Position - Person in place
28	Deputy Equip Coordinator	12	$24,000.00	IC	N	11-Dec-06	10-Dec-07	Nader Barak	Person in Place - new Position
	Subtotal:		**$439,331.50**						

MOE POLICY DEVELOPMENT & CAPACITY BUILDING TEAM

29	Snr. Policy Advisor	7	$90,806.00	SSS	Y	01-Jun-06	31-Dec-06	Jeaniene Spink	Resigned
30	Snr. Policy Advisor	12	$150,000.00	IC	Y	15/3/2007	14-Mar-08	Vacant	Vacant
31	Snr. Technical Advisor	12	$119,300.00	SSS	Y	4-Jun-06	03-Jun-07	Dr. Sedeq Weera	Person in Place
32	Engineering Supervisor/Advisor	12	$76,100.00	SSS	Y	11-Jun-06	10-Jun-07	Eng. Yonus	Person in Place
33	Human Resource Management Advisor	4.5	$36,000.00	SSS	Y	15-Jun-06	30-Oct-06	Miajan Mia	Contract ended
34	Human Resource Management Advisor	7.5	$57,000.00	IC	Y	1-Nov-06	15-Jun-07	Miajan Mia	Person in Place
35	Sr. Admin and Finance Advisor	12	$73,185.00	SSS	Y	1-Jun-06	31-May-07	Nargis Nehan	Person in Place
36	Finance Manager - Payroll	7.5	$10,800.00	IC	N	15-May-06	31-Dec-06	Qudratullah Andar	Person in Place
37	Finance Manager - Payroll	4.5	$14,850.00	IC	N	1-Jan-07	14-May-07	Qudratullah Andar	Person in Place
38	Fin./Admin./Logistics Assistant	12	$11,635.00	IC	N	15-May-06	14-May-07	Matin Rasuly	Person in Place
39	Logistics/Admin. Officer	7	$5,880.00	IC	N	1-Jun-06	31-Dec-06	Fridoon Satary	Person in Place
40	Logistics/Admin. Officer	5	$7,200.00	IC	N	1-Jan-07	31-May-07	Fridoon Satary	Person in Place
41	Admin. Advisor	12	$57,825.00	SSS	Y	13-May-06	12-May-07	Samima Durrani	Person in Place
42	IT Manager	12	$42,465.00	IC	N	4-Jul-06	03-Jul-07	Salim Hayran	Person in Place

43	Executive Assistant/Advisor to Minister	12	$46,305.00	SSS	Y	1-Jul-06	30-Jun-07	Habib Ur Rahman Wayand	Person in Place
44	Logistics Assistant	12	$5,830.00	SSS	Y	1-Jul-06	30-Jun-07	Rahimullah	Person in Place
45	Finance Manager - Ordinary Budget/Accounting	5.5	$10,560.00	IC	N	19-Jul-06	31-Dec-06	Haleem Shah	Person in Place
46	Finance Manager - Ordinary Budget/Accounting	6.5	$21,450.00	IC	N	1-Jan-07	18-Jul-07	Haleem Shah	Person in Place
47	IT Officer/Database Administrator	12	$21,697.00	IC	N	29-Jul-06	28-Jul-07	Jamaluddin Hamid	Person in Place
48	IT Officer/ LAN Administrator	5.5	$6,600.00	IC	N	19-Jul-06	31-Dec-06	Mohammad Bilal	Person in Place
49	IT Officer/ LAN Administrator	6.5	$10,920.00	IC	N	1-Jan-07	18-Jul-07	Mohammad Bilal	Person in Place
50	Procurement Officer	1.10	$1,440.00	IC	N	22-Jul-06	31-Aug-06	Arian Rahimi	Person in Place
51	Procurement Officer	4	$5,760.00	IC	N	1-Sep-06	31-Dec-06	Arian Rahimi	Person in Place
52	Procurement Officer	7	$11,760.00	IC	N	1-Jan-07	21-Jul-07	Arian Rahimi	Person in Place
53	Procurement Sr Officer	12	$24,793.00	IC	N	5-Aug-06	04-Aug-07	Zaher Nazari	Person in Place
54	EMIS Specialist	12	$10,800.00	IC	N	1-Mar-06	28-Feb-07	Mohammad Amin	Person in Place
55	EMIS Specialist	12	$13,680.00	IC	N	1-Mar-07	28-Feb-08	Mohammad Amin	Person in Place
56	Executive Assistant to Deputy Minister	24	$29,040.00	IC	N	22-Oct-05	31-Oct-07	Ab. Mobeen Quraishee	Person in Place
57	Donor Coordination Manager	12	$42,465.00	IC	N	20-Sep-06	19-Sep-07	Abdul Wakil Hanifi	Person in Place
58	Donor Coordination Officer	12	$17,280.00	IC	N	28-Oct-06	27-Oct-07	Shazia Saba	Person in Place
59	Admin. Manager	12	$42,465.00	IC	N	1-Oct-06	30-Sep-07	Noorulhaq Farid	Person in Place

60	Finance Manager for Dev. Budget	12	$39,600.00	IC	N	1-Jan-07	31-Dec-07	Ziaulhaq Safi	Person in Place
61	International Procurement Advisor	12	$300,000.00	IC	Y	1-Feb-07	31-Jan-08	Vacant	Vacant
62	International Implementation Advisor	6	$25,000.00	SSS	Y	1-Feb-07	31-Jul-07	Vacant	Vacant
63	National Procurement Consultant	2	$8,170.00	SSS	Y	3-Aug-06	2-Oct-06	Najeeb Azizi	Short term contract
64	Employees Registration and ID Card	12	$1,000,000.00	QBS	Y	7-Jun-07	7-Dec-07		
65	GMU Assistant	12	$9,600.00	IC	N	11-Jan-07	10-Jan-08	Faizullah	New position/person in place
66	Sr AdvisorVocational & Technical Education	12	$90,500.00	IC	Y	1-Mar-07	28-Feb-08	Khwaja Omary	New position/person interviewed
67	Planning, Monioring & Reporting Advisor	12	$36,000.00	IC	N	1-Feb-07	31-Jan-08	Abdul Baseer	New position/person in place
68	Monitoring & Evaluations (Schools Survey)	156	$194,538.00	IC	Y	1-Feb-07	30-Apr-07	Vacant	New package Added
	Subtotal		**$2,779,299.00**						
EQUIP ENGINEERING TEAM									
69	Architect	12	$12,409.00	IC	N	01-Jun-06	01-Jun-07	Ziaurahman	Person in place
70	Architect	12	$12,409.00	IC	N	01-Jun-06	01-Jun-07	Khalilullah	Person in place
71	Architect	12	$11,520.00	IC	N	01-Mar-07	28-Feb-08	Vacant	Vacant
72	Civil/Design Engineer	12	$16,320.00	IC	N	14-Oct-06	13-Oct-07	Fatema	Person in place
73	Civil/Design Engineer	12	$16,320.00	IC	N	08-Oct-06	07-Oct-07	Daud	Person in place
74	Civil/Design Engineer	12	$16,320.00	IC	N	08-Oct-06	07-Oct-07	Haroon	Person in place

75	Civil/Design Engineer	12	$16,320.00	IC	N	01-Jun-06	01-Jun-07	Tamim	Person in place
76	W/S Engineer	12	$16,320.00	IC	N	1-Feb-07	31-Jan-08	Vacant	Advertised
77	Estimator	12	$9,000.00	IC	N	1-Feb-07	31-Jan-08	Vacant	Advertised
78	Surveyor	12	$9,000.00	IC	N	1-Feb-07	31-Jan-08	Vacant	Advertised
79	IT Officer	12	$12,000.00	IC	N	20-Jan-07	19-Jan-08	Vacant	Advertised
	Subtotal		**$147,938.00**						
PROVINCIAL EQUIP TEAMS									
80	NGO for Parwan and Kapisa		$537,838.00	SSS	Y	01-Apr-06	31-Mar-08	BRAC-Afghanistan	Firm in place
81	NGO for Logar and Bamyan		$1,090,304.00	SSS	Y	13-Apr-06	12-Apr-08	CARE-Afghanistan	Firm in place
82	EQUIP Officers for 8 province	96	$99,000.00	IC	N	1 year		Details in provincial list	
83	Construction Engineer for 8 province	192	$188,400.00	IC	N	1 year		Details in provincial list	
84	Finance Officer for 8 province	96	$95,400.00	IC	N	1 year		Details in provincial list	
	Subtotal		**$2,010,942.00**					Details in provincial list	
Provincial List - Details of S46, S47, S48									
Kabul Province									
	Kabul EQUIP Officer	12	$12,000.00	IC	N	01-Aug-06	31-Jul-07	Sayed Jamil Mir	Person in Place
	Kabul Civil Engineer	12	$11,520.00	IC	N	06-Nov-06	05-Nov-07	Eng. Khalilah Nasih	Person in Place
	Kabul Civil Engineer	12	$11,520.00	IC	N	06-Nov-06	05-Nov-07	Eng. Rashid Sharif	Person in Place
	Kabul Finance Officer	12	$12,000.00	IC	N	01-Jan-07	31-Dec-07	Vacant	Vacant
Badakhshan Province									
	Previous EQUIP Officer	4	$3,000.00	IC	N	01-Jun-06	01-Sep-06	Sayed Baqir	Fired/ Resigned

	Badakhshan EQUIP Officer	12	$12,000.00	IC	N			Vacant	Vacant
	Engineer	12	$11,520.00	IC	N	01-Jul-06	30-Jun-07	Eng. Besmullah	Person in Place
	Engineer	12	$11,520.00	IC	N	01-Nov-06	31-Oct-07	Eng. Mehrab	Person in Place
	Badakhshan Finance Officer	12	$12,000.00	IC	N	01-Aug-06	31-Jul-07	Aseel Khan Ahmadzai	Person in Place
Khost Province									
	Khost EQUIP Officer	12	$12,000.00	IC	N	01-Aug-06	31-Jul-07	Haji Amanullah	Person in Place
	Engineer	12	$11,520.00	IC	N	11-Nov-06	10-Nov-07	Eng. Bad shah Gul	Person in Place
	Engineer	12	$11,520.00	IC	N	01-Feb-07	30-Jan-08	Vacant	Vacant
	Khost Finance Officer	12	$11,400.00	IC	N	10-Oct-06	09-Oct-07	Hussian Shah	Person in Place
Paktika Province									
	Paktika EQUIP Officer	12	$12,000.00	IC	N	01-Aug-06	31-Jul-07	Azizullah	Person in Place
	Engineer	12	$11,520.00	IC	N	18-Nov-06	17-Nov-07	Kabulai	Person in Place
	Engineer	12	$11,520.00	IC	N	07-Jan-07	06-Jan-08	Moh. Shafiq	Person in Place
	Paktika Finance Officer	12	$12,000.00	IC	N	01-Nov-06	31-Oct-07	sayed Abdullah	Person in Place
Kandahar Province									
	Kandahar EQUIP Officer	12	$12,000.00	IC	N	01-Aug-06	31-Jul-07	Abdul Rauf	Person in Place
	Engineer	12	$11,520.00	IC	N	22-Nov-06	21-Nov-07	Sayed Mohammad Dost	Person in Place
	Engineer	12	$11,520.00	IC	N	28-Nov-06	27-Nov-07	Mohammad Nasim	Person in Place
	Khandahar Finance Officer	12	$12,000.00	IC	N	01-Mar-07	28-Feb-08	Khalid Zaher	Person in Place
Helmand Province									
	Helmand EQUIP Officer	12	$12,000.00	IC	N	08-Nov-06	07-Nov-07	Ab. Qahir Qahir	Person in Place
	Sr. Civil Engineer	12	$15,600.00	IC	N	03-Dec-06	02-Dec-07	Sayed Akbar	Person in Place
	Architect/Engineer	12	$11,520.00	IC	N	03-Dec-06	02-Dec-07	Sheikh Ahmad	Person in Place

	Helmand Finance Officer	12	$12,000.00	IC	N	01-Mar-07	28-Feb-08	Ezatullah Noorulhaq	Person in Place
Zabul Province									
	Zabul EQUIP Officer	12	$12,000.00	IC	N	01-Feb-07	30-Jan-08	Ghulam Mohammad	Person in Place
	Engineer	12	$11,520.00	IC	N	01-Feb-07	30-Jan-08	Vacant	Vacant
	Engineer	12	$11,520.00	IC	N	01-Feb-07	30-Jan-08	Vacant	Vacant
	Finance Officer	12	$12,000.00	IC	N	01-Mar-07	28-Feb-08	Moh. Hamayoon	Person in Place
Nuristan Province									
	Nuristan EQUIP Officer	12	$12,000.00	IC	N	01-Feb-07	30-Jan-08	Vacant	New positions
	Engineer	12	$11,520.00	IC	N	01-Feb-07	30-Jan-08	Vacant	New positions
	Engineer	12	$11,520.00	IC	N	01-Feb-07	30-Jan-08	Vacant	New positions
	Finance Officer	12	$12,000.00	IC	N	01-Feb-07	30-Jan-08	Vacant	New positions
TEACHER EDUCATION PROGRAM									
85	Program coordinator	12	$24,000.00	IC	N	05-Jan-07	04-Jan-08	Abdul Haq Rahmaty	Person in place
86	Procurement Officer	2	$2,000.00	IC	N	01-Sep-06	30-Oct-06	Hamidullah	Resigned
87	Procurement Officer	12	$18,600.00	IC	N	01-Oct-06	30-Sep-07	Ziaullah Hashmi	Person in place
88	Finance Officer	12	$17,280.00	IC	N	01-Feb-07	31-Jan-08	Vacant	Vacant
89	Admin Officer	2	$1,400.00	IC	N	01-Sep-06	30-Oct-06	Redwan	Resigned
90	Technical Advisor @ US$58,500/yr each	12	$58,500.00	IC	Y	01-Mar-07	28-Feb-08	Vacant	Vacant
91	Core Trainers @US$4200/yr each forTraining section & Supervision/evaluation section	492	$172,200.00	IC	N	01-Sep-06	31-Aug-07	15 filled & 26 Vacant	Filled and Vacant

92	Computer Operator	7	$3,500.00	IC	N	01-Sep-06	31-Mar-07	Rohullah	Person in place
93	Computer Operator	7	$2,100.00	IC	N	01-Sep-06	31-Mar-07	Hameed	Person in place
94	Computer Operator	5	$3,000.00	IC	N	01-Nov-06	31-Mar-07	Asifullah	Person in place
95	Office Assistant - TED	7	$1,400.00	IC	N	01-Sep-06	31-Mar-07	Mohabat	Person in place
96	Evaluation officer for TED	12	$14,400.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
97	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
98	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
99	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
100	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
101	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
102	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
103	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
104	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
105	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
106	English Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
107	Computer Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
108	Computer Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
109	Computer Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position

110	Computer Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
111	Computer Instructors for ILE&C	12	$7,200.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
112	Supervisor for ILE&C	12	$8,400.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
113	Supervisor for ILE&C	12	$8,400.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
114	Supervisor for ILE&C	12	$8,400.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New position
115	Core Trainers @US$250/month for AITE - 1 semester	66	$16,500.00	IC	N	01-Feb-07	30-Apr-07	Vacant - 22 to be hired	New position
116	Trainers @US$120/month for AITE - 1 semester	600	$72,000.00	IC	Y	01-Feb-07	30-Apr-07	Vacant - 200 to be hired	New position
117	Admin. Staff for AITE @US$120/month - 1 semester	132	$15,840.00	IC	N	01-Feb-07	30-Apr-07	Vacant - 44 to be hired	New position
	Subtotal		**$555,920.00**						

ICT MANAGEMENT UNIT TEAM

118	ICT Officer for Kart-e-Char office	12	$17,280.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
119	Technician for Simultaneous & Video conferencing equipment	12	$14,400.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
120	Web Developing Officer	12	$17,280.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
121	Programming Officer	12	$17,280.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position

122	Network Officer/LAN-WAN	12	$17,280.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
123	Help Desk Officer/Assistant (@$9600 per year)	12	$9,600.00	IC	N	01-Mar-07	28-Feb-08	Vacant	New Position
124	Help Desk Officer/Assistant (@$9600 per year)	12	$9,600.00	IC	N	01-Mar-07	28-Feb-08	Vacant	New Position
125	Help Desk Officer/Assistant (@$9600 per year)	12	$9,600.00	IC	N	01-Mar-07	28-Feb-08	Vacant	New Position
126	Help Desk Officer/Assistant (@$9600 per year)	12	$9,600.00	IC	N	01-Mar-07	28-Feb-08	Vacant	New Position
127	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
128	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
129	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
130	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
131	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
132	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
133	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
134	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
135	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
136	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
137	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position

138	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
139	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
140	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
141	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
142	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
143	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
144	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
145	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
146	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
147	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
148	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
149	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
150	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
151	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
152	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
153	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
154	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
155	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position

156	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
157	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
158	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
159	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
160	Provincial IT Officers	12	$9,600.00	IC	N	01-Feb-07	31-Jan-08	Vacant	New Position
161	IT Project Design Advisor - International	2	$20,500.00	IC	N	01-Mar-07	4/31/2007	Vacant	New Position
	Subtotal		**$468,820.00**						
	Grand Total		**6,402,250.50**						

Annex 8. Minutes of MOE/MOF and the World Bank Discussions

At our meeting of Thursday, April 27, 2007, Mr. Wajdi Habibullah (Education Sector); Mr. Wali Ahmadzai (SACAF), Ms. Asha Narayan (SARFM), Ms. Lalitha Sairam (LOA), Mr. Imran Darvesh (LOA) and Mr. David Freese (LOA) discussed the issue of disbursement of grants and advances on the ongoing EQUIP (funded by IDA H119-0 and ARTF 54730).

Payment of Grants for Quality Enhancement Grants - (Category 1): These are disbursed on the basis of SOEs. The Bank is financing the grant *per se* and the LOA is not receiving detailed SOEs breaking down how grants are spent. This lack of detail is fine and is part of the innovative design of the project, as described in the Technical Annex. SARFM and the Sector team monitor the reliability of reporting (FM) arrangements and ensure that the system upon which disbursement of grants is based continues to function satisfactorily and reliably. There are no ongoing issues on this component and no reason to hold up disbursements. Detailed procedures for this component are in the Technical Annex (PAD)Appendix 1, paragraph 14.

Payment of Advances for Teacher Education Program, Component 2.1 under the Technical Annex - (Category 4). This component is designed to take place provincially, close to schools where teachers work and not bring teachers to Kabul -- another innovative design feature of the project. Thus, expenditures take place remotely and are recorded there in GOA systems at the local level and supporting documentation maintained locally. The design of these component is that based on Bank approval of a master teacher education/training plan, advances are made to the local level to fund programs. Reporting and FM is based locally and as long as that system is producing reliable reporting to the client, available for review by auditors and Bank staff, therre is no need to produced detailed SOEs. In this regard, we have (either explicitly or implicitly) agreed upon use of a 'free format' SOE approach (form 1903 - 4) and are not using the 'contract detail' type of SOE form. David will update the Disbursement Letter to ensure that this point is clear to the client and to LOA and Sector Staff.

Operational Advances . Advances taken from the special account for use on project related operating costs, staff travel, MOE expenses do not fall into the same category as other "advances" in which the Bank is not checking expenditure details at the time of disbursement. For operational advances

- advances <u>may</u> be taken from the SA -- in accordance with procedures in the Bank's Disbursement Handbook, Disbursement Protocol and following Government regulations;
- advances to not constitute eligible expenditure and may not be claimed as such in replenishment applications;
- they should be reflected as an adjusting item ("advance outstanding") on the SA reconciliation sheet and "held" there until MOE produces an SOE showing how the advance was spent;
- advances not spent should be deducted from advances taken for future periods to ensure advances do not accumulate to unreasonable amount.

Conclusions
- On TEP advances, LOA has no reason at present to deduct or halt disbursement. SARFM and the sector must finalize the SOE report and then provide input to LOA on whether or not the system is reliable; and if not, to what extent we need to consider remedial actions (informal agreement to halt use of SOEs; threat of suspension of SOEs; formal suspension of

use of SOEs; etc.) However, as long as the Bank has not revoked the clien'ts right to use SOEs, there is no justification for any unilateral action to halt acceptance of SOEs.

- In a month's time, SARFM will update LOA and the Sector team on where issues stand. Any ineligibles identified will be communicated to LOA and then a refund would be required of GOA; SARFM will issue their SOE report and provide context to LOA so that we know how strong they feel the FM system is;
- If there is FM training provided for moustifiat and/or provincial MOE staff, LOA/Chennai should try to attend
- Wali Ahmadzai will instruct MOE to henceforth, on their SOEs, indicate the PCS (Project Coding Sheet) reference (this indicates Govt approval for disbursement) and also the Bank's No-objection date on the training budget against which the advance is disbursed
- We should drop use of the word "advance" -- which is irrelevent. The Bank is financing training programs on an SOE basis until otherwise determined -- whether payment on TEP programs is paid out as an advance or reimbursement basis is not relevant for purposes of claiming these expenditures. On SOEs, there is no requirement to indicate "advance" -- the SOEs should simply state "SMC Training for the Nooristan Province", for example. Referring to the Bank's Disbursement Handbook see Annex 8, Example 2;
- Wali will work closely with MOE to ensure that these conclusions are incorporated in their SOE preparation.

Discussion Points
- The technical annex -- prepared based on our best knowledge prior to implementation -- is out of date with regard to some aspects of FM, or at least, it could be more detailed with regard to all the innovative features of EQUIP. I personally would like to see more explicit mention of advance disbursement being made on TEP; more explicit reference to a free form (non-detailed SOE) etc.
- As part of the MTR outputs, can either -- in the SARFM report, or through modifying the disbursement letter -- can we update the records to indicate how disbursements are taking place now that we're midway through the project?

Annex 9: Financial Table "Format"

			ISLAMIC REPUBLIC OF AFGHANISTAN - EDUCATION QUALITY IMPROVEMENT PROGRAM (EQUIP)										
			Review of Physical and Financial Progress (US$ '000)										
		Baseline	Total amount (US$ Thousand)			Total Physical Targets (No.)			Actual to March 31, 2007		Fore...	
			Original July 2004	Revised July 2006	MTR Rev. Apr. 2007	Original July 2004	Revised July 2006	MTR Rev. Apr. 2007	Physical Quantity	Financial (US$ '000)	Phy Qua...	
1	COMPONENT 1 - SCHOOL GRANTS		21,000	10,550	-							
2	1.1 School Grants for Quality Enhancement (Quality Grant)		10,000	-	-							
3	Amount of quality grants delivered to schools		-	9,801.5	-		2,366					
4	Badakhsan Province		-	1,907.5			468					
5	Bamyan Province		-	1,084.5			256					
6	Kapisa Province		-	572.0			139					
7	Logar Province		-	712.0			168					
8	Parwan Province		-	1,049.5			250					
9	Helmand Province		-	919.0			222					
10	Zabul Province		-	693.0			169					
11	Khost Province		-	575.0			139					
12	Paktika Province		-	1,130.0			273					
13	Khandahar Province		-	1,159.0			282					
14	Kabul Province (New - July 2006)		-	-			-					
15	Nuristan (New - Feb. 2007)		-	-			-					
16	Daikundi (New - Feb. 2007)		-	-			-					
17	Uruzgan (New - Feb. 2007)		-	-			-					
18	Baghlan (New - Feb. 2007)		-	-			-					
19	New Activities Under Component 1.1											
20	Amounts											
21	Additional funding for quality grants											
22												
23	Quantity Inputs											
24	XYZ											
25	1.2 School Grants for Infrastructure Development (Infrastructure Grant)		11,000	10,550.0	-	-	-	-				
26	Amount of Infras. Grants delivered to schools						250					
27	Badakhsan Province		-	1,730.0	-		46					
28	Bamyan Province		-	1,336.0	-		31					
29	Kapisa Province		-	652.0	-		15					
30	Logar Province		-	866.0	-		19					
31	Parwan Province		-	1,454.0	-		32					
32	Helmand Province		-	726.0	-		20					
33	Zabul Province		-	780.0	-		19					
34	Khost Province		-	534.0	-		14					
35	Paktika Province		-	918.0	-		26					
36	Khandahar Province		-	1,554.0	-		28					
37	Kabul Province (New - July 2006)		-	?	-		?					
38	Nuristan (New - Feb. 2007)											
39	Daikundi (New - Feb. 2007)											
40	Uruzgan (New - Feb. 2007)											
41	Baghlan (New - Feb. 2007)											
42	New Activities Under Component 1.2											
43	Amounts											
44	Additional funding for Infrastructure Dev. grants											
45	Quantity Inputs											
46	XYZ											
47	COMPONENT 2 - SUPPORT TO SCHOOLS (HRD)		11,500	-	-							
48	2.1 Teacher Training		7,000	-	-							
49	Teachers trained											
50	New Activities Under Component 2.1											
51	Amounts											
52	Teacher Certification database											
53	2.2 Development of School Principals		1,500	-	-							
54	Principals trained											
55	2.2 Capacity Building of District and Provincial Education Departments		3,000	-	-							
56	DED/PED Staff trained in new functions											
57	COMPONENT 3 - POLICY DEV. AND M&E		2,500	-	-							
58	3.1 Policy Development		1,000	-	-							
59	Develop Medium-term policy framework											
60	Prepare Annual Development budget											
61	New Activities Under Component 3.1											
62	Amounts											
63	??											
64	3.2 Monitoring and Evaluation		1,500	-	-							
65	Improve capacity at Province/District levels											
66	Undertake baseline survey											
67	Undertake follow-up surveys											
68	Carry out annual surveys (cost, impact and implementation of school-based funding scheme)											
69	Carry out teacher verification (attendance, skills, qualifications)											
70	Pilot assessment of student learning											
71	New Activities Under Component 3.2											
72	Amounts											
73	??											
74	TOTAL PROJECT COSTS		35,000	10,550.0	-	-	-	-	-	-		