GOVERNMENT OF THE STATE OF ERITREA (GoSE)

MINISTRY OF EDUCATION (MoE)

PROGRAM PROPOSAL ON:

ENHANCING EQUITABLE ACCESS TO QUALITY BASIC EDUCATION FOR SOCIAL JUSTICE

SUBMITTED TO:

THE GLOBAL PARTNERSHIP FOR EDUCATION (GPE)

ASMARA, 2nd SEPTEMBER 2013

MAP OF ERITREA

Regional Administration of Eritrea

SUDAN

SAUDI ARABIA

RED SEA

Northern
Red Sea

Anseba

Central

Dahlak Archipelago

Keren

Massawa

YEMEN

Barentu

Asmara

Gash-Barka

Southern

Mendefera

Zuqur Hanish
Archipelago

ETHIOPIA

Southern
Red Sea

N

Aseb

DJIBOUTI
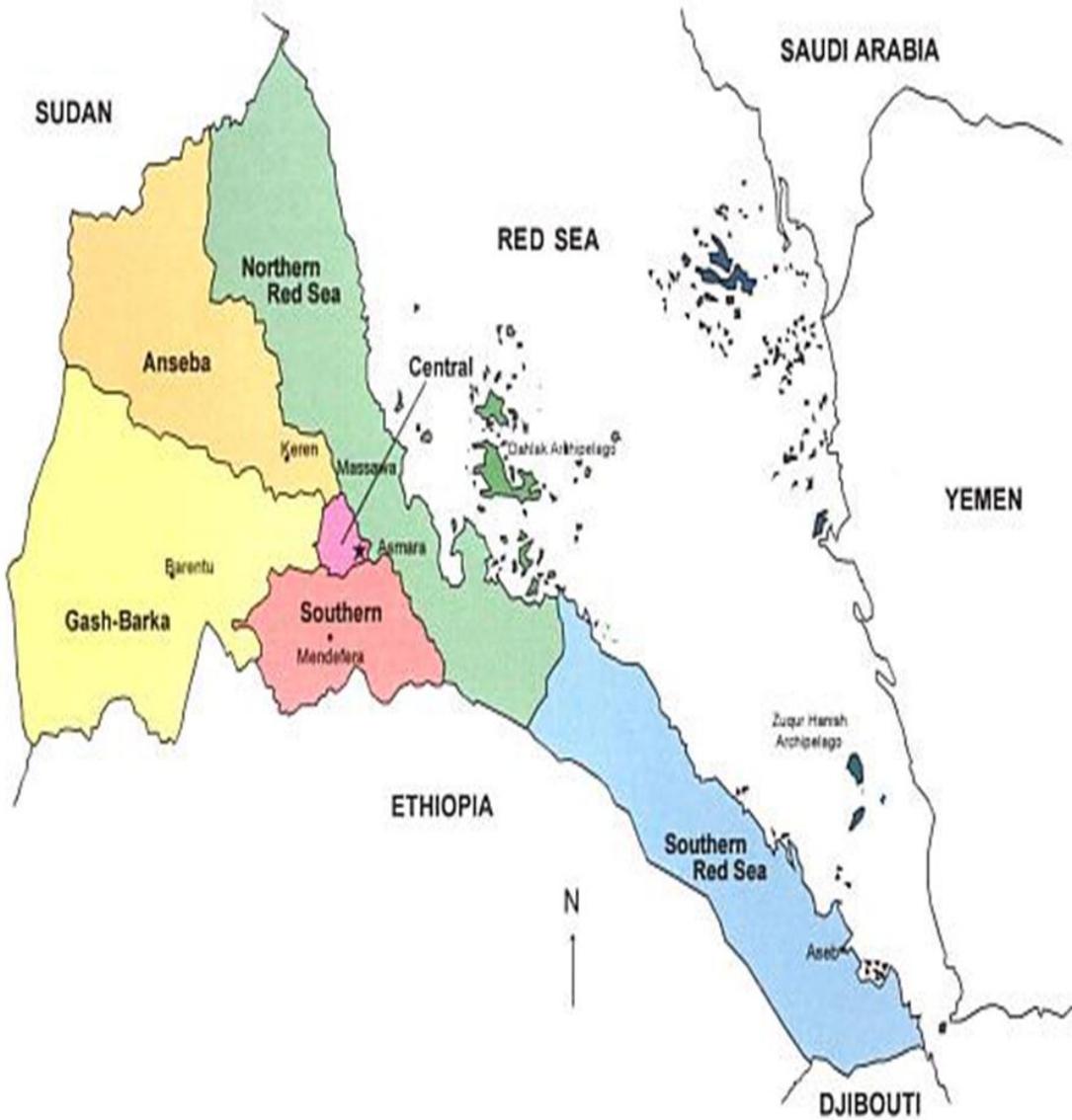
The map is solely for indicating the location of the administrative regions

ABBREVIATIONS

AFDB   African Development Bank
ANGS   Anseba, Northern Red Sea, Gash-Barka and Southern Red Sea regions
ATEI   Asmara Teacher Education Institute
AWP   Annual Work Plan
CA   Coordinating Agency
CAC   Committees at Community Level
BCA   Basic Cooperation Agreement
CEE   Complementary Elementary Education
CP   Community Participation
CSOs   Civil Society Organizations
CPAP   Country Program Action Plan
DAF   Department of Administration and Finance
DANIDA   Danish International development Agency
ECD   Early Childhood Development
ECCE   Early Childhood Care and Education
ECE   Early Childhood Education
EDHS   Eritrean Demographic and Health Survey
EFA   Education for All
EIECD   Eritrea Integrated Early Childhood Development
EIT   Eritrea Institute of Technology
ELDS   Early Learning Development Standards
ELO   Expected Learning Outcomes
EMIS   Education Management Information System
EPLF   Eritrean Peoples Liberation Front
EPHS   Eritrean Population and Health survey
ESARO   Eastern and Southern Africa Regional Office
ESDP   Education Sector Development Program
ESECE   Eritrean Secondary Education Certificate Examination
ESIP   Education Sector Investment Plan
ESP   Education Sector Plan
EU   European Union
EWG   Education Working Group
GB   Gash-Barka
GDP   Gross Domestic Product
GER   Gross Enrolment Ratio
GIR   Gross Intake Ratio
GoSE   Government of the State of Eritrea
GPE   Global Partnership for Education
HACT   Harmonized Approach to Cash Transfer
ICT   Information and Communication Technology
IDB   Islamic Development Bank
LAPG   Learner Assessment and Progression Guidelines
MDG   Millennium Development Goal
MLA   Monitoring Learning Achievement
MoND   Ministry of National Development

MoE   Ministry of Education
MoPW   Ministry of Public Works
MT   Mother Tongue
NUEW   National Union of Eritrean Women
NER   Net Enrolment Ratio
NRS   Northern Red Sea
NSO   National Statistics Office
NUEYS   National Union of Eritrean Youth and Students
OOSC   Out of School Children
PIM   Program Implementation Manual
PTSA   Parental Teachers Students Association
RWP   Rolling Work Plan
SA   Supervising Agency
SNE   Special Needs Education
SRS   Southern Red Sea
TAE   Teachers Association of Eritrea
TVET   Technical and Vocational Education and Training
UIS   UNESCO Institute of Statistics
UNICEF   United Nations Children's Fund
UNESCO   United Nations Educational, Scientific and Cultural Organization
USD   United States Dollar
WASH   Water Sanitation and Hygiene
WB   World Bank

Table of Contents

I. PROGRAM IDENTIFICATION

1.1 National Context and Strategy of Education

Located in the Horn of Africa, Eritrea is bounded on the east by the Red Sea, on the southeast by Djibouti, on the south and west by Ethiopia, and on the north and west by the Sudan.

Eritrea covers an area of 124,000square kilometers and the Red Sea coast stretches for about 1,200 kilometers. It has diverse physical formation and climatic features, with the cooler highlands receiving annual rainfall between 500-650 mm; the eastern and western lowlands 200-400 mm; and its southeastern part featuring desert like climate. It has three rainfall seasons: April-May (small rains), June-September, and October-March, the last limited to the eastern escarpment.

The Denakil Depression in the southeast, which is inhabited by the Afar community, falls below sea level and experiences one of the highest temperatures recorded on earth. The National Geographic of October 2005 described it as the cruelest place on earth, "a place of dry sands and even drier gravel beds, rocky lava flows, active volcanoes, burning salt flats, temperatures that often top120°F".

About 80% of the population lives in rural areas. Many parts of the eastern lowlands and northern areas are not easily accessible due to the rugged terrain and distance. Agriculture is the economic mainstay in the plateau region. Livestock raising and fishing predominate in the north, west and in the drier coastal plains and the arid regions.

Eritrea, after a 30-year struggle for independence, attained de facto independence in May 1991. Two years later in 1993, it held a referendum resulting in a 99.8% of its people voting for independence. Eritrea has not conducted a population census since independence. However, according to the Eritrea Population and Health Survey (EPHS) conducted in 2010 and the current estimate by the National statistics Office (NSO) the total population is about 3.4 million. Its population comprises nine ethnic nationalities (i.e. Afar, Bilen, Hidareb, Kunama, Nara, Rashaida, Saho, Tigre, and Tigrnga).

Administratively, Eritrea is divided into six regions (zobas), 58 sub-regions, 704 administrative areas and about 2580 villages. Asmara is its capital city and the two major sea ports on the Red Sea are Massawa and Asseb.

Eritrea's economy is mainly based on agriculture, light industry, fisheries and services including tourism. Almost 80 percent of Eritreans live in rural areas, with the majority relying on rain-fed agriculture and livestock rearing for their livelihoods. Eritrea is presently developing its tourist industry around the Red Sea port of Massawa and historical sites. Its main export potentials are mineral reserves, including gold, copper and potash. Gold extraction commenced in 2011.

The 30-year war of independence followed by the 1998 war with Ethiopia and the prevailing "No War No Peace" situation has impacted negatively on the socioeconomic situation of the

country. There are limited data on developmental and income inequality. A gross domestic product (GDP) growth of 8.7% was estimated for 2011, with per capita GDP of US$ 549 in 2012 representing a 16% increase from that of 2011 (IMF data).

Since the last decade, Eritrea has experienced recurrent droughts, which have contributed to the slowing down of its normal growth and development. Worse yet, degradation of natural resources, inadequate infrastructure, and shortage of skilled human power pose daunting constraints to its overall development process.

In spite of the aforementioned challenges, Eritrea undertook rehabilitation and reconstruction of the country giving priority to food security and the construction of necessary infrastructure, the provision of social services and social protection based on the principle of social justice.

1.2 Overview of the Eritrean Education System

The national education statistics are based on age-specific population estimates provided by the National Statistics Office (NSO), consistent with the revised population total. Thus in the Education Sector Development Plan and the documents related to the Global Partnership for Education (GPE) application, estimates such as numbers of out-of-school children and of enrolment ratios are consistent with the revised population figure.

The Government of the State of Eritrea considers education as key to national development. The previous curriculum of the colonial powers deliberately perpetuated marginalization of Eritreans and subjected them to degrading concepts and practices that undermined their dignity. For example, the teaching of Eritrean languages was replaced with instruction in the national language of the occupying forces.

During the struggle for Eritrea's independence, education was considered pivotal to the success of the struggle. The Eritreans involved in the struggle were educated even at the battlefront. An important milestone during the struggle was the development of a new education system. The then curriculum emphasized the development of literacy, numeracy and life skills in three local languages within a relevant and responsive education system. Schools were set up mostly in open spaces in the liberated areas. Through formal and non-formal means, all citizens were encouraged to learn irrespective of their age, gender, ethnicity, religion, location and occupation. Mobile schools were opened for nomadic populations. Such experiences formed the basis for innovative strategies of education service delivery that the country still applies.

After independence, education for all (EFA) was pursued with renewed vigor and spread to all parts of the country. Indeed, the education sector has made significant progress in terms of rehabilitation of infrastructure and in the general expansion of the education system.The clearest testimony to the government's determination to eliminate illiteracy was the foresighted declaration of free education for all Eritreans across all levels includingsecondary and tertiary education. Furthermore, elementary education is compulsory to all citizens whereas basic education is compulsory to school aged children.

The Ministry of Education has adopted a three band structure (National Education Policy, 2010) consisting of basic education (that comprises pre-primary, elementary, middle school and adult

literacy), secondary education, and tertiary education. The structure allows combinations of parallel formal and non-formal (i.e. Literacy and Continuing Education) channels of basic education with opportunities for transition from one system to the other.

The policy further provides for transition between different education channels in the system based on combinations of accredited academic performance and experiential learning. The flexibility in the system allows a second chance to education for the large number of over aged children, adolescents and young people who are out of school. The flexible systems underscore the government's commitment to reaching EFA goals by 2015.

In addition to two years of pre-school, basic education lasts 8 years and is split into grades 1-5 (elementary) and grades 6-8 (middle). The adult literacy and post literacy component lasts an average of three years. Secondary education lasts four years (Grades 9-12) and it provides general secondary education in arts and sciences. There are also technical and vocational training secondary schools where students join from general education after the completion of grade ten. Upon completion of secondary education and based on performance in the secondary education certificate examination students join institutions of higher learning (tertiary). The Government affirms that education is the cornerstone for all national development efforts. This is articulated in the Interim Poverty Reduction Strategy Paper (I-PRSP, 2004), which states that developing Eritrea's human resources capacity through education, health and human welfare sectors is one of the key strategies for attaining the goals and objectives of economic growth and poverty reduction.

The Macro-policy (1994), the National Education Policy (2010) and Adult Education Policy (2011) provide guidelines to uphold equitable access and delivery of quality education at all levels for all citizens.

The Macro Policy objectives for education are: i) development of a population equipped with necessary skills, knowledge and culture for a self-reliant and modern economy; ii) development of self-consciousness and self-motivation in the population to fight disease, attendant causes of backwardness and ignorance; and iii) provision of basic education to all, regardless of their age, ethnic origin, sex and religion. These macro objectives have subsequently been reconfirmed by the current Education Sector Development Plan (ESP) 2013-2017.The GoSE emphasis on social justice is clearly articulated in the education system's vision as stated in the National Education Policy 2010[1]:

> *Our education system aspires to produce all round citizens along with a firm commitment to country, people and social justice. This aspiration includes the development of creative and productive individuals who are capable of contributing towards the attainment of a modern, competitive, harmonious and self-reliant Eritrea.*

The 2010 National Education Policy underlines the MoE's commitment on reaching the unreached and the goal for creating a literate society that can promote and facilitate good quality

---

[1]MoE, National Education Policy, 2010

education to all children and at all levels. It calls for the provision of free and compulsory basic education; the use of the mother tongue as a medium of instruction at the elementary level; and the expansion of secondary and tertiary education opportunities as the most essential components of the education system. It also provides alternative routes for those who may not benefit from the formal provisions. These include the Complementary Elementary Education (CEE) for children who fail to enroll into elementary school at the right age, education for pastoral communities, and adult literacy, which targets adults who missed out on their educational opportunities.

Upon successful completion of grade 12 and the Eritrean Secondary Education Certificate Examination (ESECE), a student can enter one of the seven colleges[2] located in different parts of the nation.

Currently the curriculum in use at all levels is outcome based. Expected Learning outcomes (ELOs) are spelled out for each subject in all grades. In assessing students' performance continuous assessment mechanism, including Monitoring of Learning Achievement (MLA) and national examinations at the end of basic and secondary levels are in place.

1.3 Financing Education

Based on its standing objective of nation building, the Government of Eritrea prioritizes investment in sectors whose programs contribute to human resource development, poverty eradication and national food security. Education is among the top priority sectors.The Government has shouldered the responsibility of providing education to its citizens since independence but the resources have not been sufficient to guarantee social justice in education. Other constraints, such as economic, social, cultural and environmental factors, have equally contributed to the inability to guarantee social justice in education. Despite the implementation of the free and compulsory education policy since independence, about 23% children of primary school age do not access basic education. These statistics pose challenges to the government in promoting equity and social justice; and also threaten the government's efforts to achieve EFA and MDG goals.

The MoE is responsible for recruiting and paying teachers at all levels, setting standards, providing the overall policy framework and monitoring and evaluation for the entire sector. Whereas the Government plays the dominant role in the provision of education, there are other non-governmental (private and community) education providers from pre-school up to the tertiary levels.

During the period of 2014-2016, the overall government expenditure on education is projected to be approximately 15-20% of the total national budget; education expenditure as a percentage of the Gross Domestic Product (GDP) is expected to be 3%; and by the end of GPE program, the

---

[2]Under the National Board of Institutions of Higher Education (NBIHE) there are seven new colleges are: Eritrea Institute of Technology at Mai Nefhi; Hamelmalo Agricultural College at Hamelmalo; College of Health Sciences, Asmara; Orotta School of Medicine, Asmara; College of Marine Sciences and Technology, Massawa; College of Business and Economics, Halhale; and, College of Arts and Social Sciences, AdiKeih.

basic education sub-sector share of the total government spending excluding higher education will reach 9%.

Table 1: Actual and Projected Spending on Education in millions USD[3]

Education Spending /yr	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
GDP (World Bank) in US$	$1,380	$1,857	$2,117	$2,609	$3,183	$3,342	$3,509	$3,685	$3,869	$4,062
Total Education Spending (MoF)	$51	$61	$69	$69	$77	$85	$95	$100	$112	$125
Basic Education Spending (MoF)	$13	$13	$14	$17	$39	$41	$43	$45	$47	$50
Education Spending as % GDP	4%	3%	3%	3%	2%	2%	3%	3%	3%	3%
Education Spending as % Total GoSE Spending (MoF)	8%	10%	8%	8%	10%	12%	15%	17%	20%	22%
Education Spending excluding Higher Education (MoF)	$40	$48	$51	$55	$59	$64	$71	$75	$84	$94
Share of Basic Education Spending (excluding Higher Education) in %	3%	3%	2%	3%	5%	6%	7%	8%	8%	9%

Source: Ministry of Finance.

Basically, all school levels in Eritrea are government financed as education is free for all. The Parental Teacher and Students Associations (PTSA) also mobilize resources from communities through voluntarily contributions at the local school levels. Community financing constitutes a significant proportion of funding to the sector which includes in-kind support in the form of labor for the construction of classrooms, the provision of scholastic items to schoolchildren (at subsidized cost), the provision of school uniforms and payment for utilities like water and electricity. Although data from all zobas were not systematically captured and quantified to determine the percentage of the total contribution to the sector, an example of voluntary financial contribution made by PTSA captured in some regions for elementary, middle and secondary levels in the academic year of 2010/11 was equivalent to US$9.8 million.

In addition, the Regional Assemblies (i.e. Baitos) and local governments allocate from their respective development funds to incentivize the teachers in their localities.

The current education development partners include the African Development Bank (AfDB)-supporting the Technical and Vocational Education and Training (TVET) sub sector, United Nations Children's Fund (UNICEF) supporting Basic Education, and the Islamic Development Bank (IDB) - supporting elementary education.

Over the years Eritrea's Education sector has benefited from development assistance towards the following specific interventions:

i)   The 2003-2008 Education Sector Investment Plan (ESIP) supported by the World Bank. ESIP later became part of the Education Sector Development Program (ESDP 2005-2009);

---

[3] N.B: Education spending in local currencies are converted to equivalent USD at a rate of 1 USD=15 Nakfa

ii)   The Education Sector Development Program (2005-2009) which was extended up to 2011 supported by World Bank (WB), African Development Bank (AfDB), European Union (EU), and UNICEF. The funding of this program consisted of loans, grants and government contribution total of USD 91 million and Euro 53 million;

iii)   The ESP (2013-2017): Currently the active development partners to the sector are the AfDB (USD 19.7 million), Islamic Development Bank (IDB) (USD 0.2 million), UNESCO (USD 0.3 million) and UNICEF (USD 9 million).

The GoSE appreciates the support of development partners in complementing its programs and also welcomes more external partnerships. It has initiated discussions with potential partners with the view to mobilising support towards the education subsectors that are underfunded. The entry of GPE is expected to boost the sector by narrowing the funding gap as well as focusing on those sections of the population that are disadvantaged. Global Partnership for Education (GPE) funding is also likely to inspire other development partners to invest in the education sector due to the demonstration of transparency, the likely strengthening of the capacity of the education system and the active Education Working Group (EWG) with its grassroots reach.

It is estimated that the implementation of the ESP (2013-2017) Plan will cost USD 971 million. Based on previous Government inputs to the sector on average reached USD 65.4 million annually and this has increasing trend over years and indeed the annual education spending reached USD 77 million in 2012.

Thus, projected Government contribution to the ESP is likely to amount to USD 517 million for the five years. Other confirmed contributions are from AfDB[4] ($ 19.7 million), UNICEF ($9 million), and Islamic Development Bank ($ 0.2 million). There is also a pledge from UNESCO amounting to $0.3 million. Currently, the funding gap is $ 411.6 million. The gap, which appears to be wide, is because the plan preparation has been recent and the involvement of other development partners was gradual. The government remains committed to its plan which is in good progress.

Moreover, other development partners are being encouraged and many are likely to contribute in sealing the gap.

The expected funding of $25.3 million from GPE will contribute in bridging that gap towards ensuring 100% enrolment of primary school aged children and thereby to be able to achieve the MDGs on universal primary education and gender parity.

The MoE has re-constituted the EWG as a broad base of relevant education stakeholders in policy formulation and implementation. There is already evidence that the active involvement of the EWG. The EWG is led by the MoE and is composed of development partners such as UNICEF, the EU, AFDB, UNESCO National Commission and Civil Society Organizations (CSOs) such as the National Union of Eritrean Youth and Students (NUEYS), the National

---

[4] To this the Government contribution is $ 2.2 million making the total $21.9.

Union of Eritrean Women (NUEW), and the Teachers Association of Eritrea (TAE) and a private training provider institute (SMAP).

The EWG is actively involved in the planning of the GPE program such as in the identification of the priorities, the preparation of the concept note and the program document. It is also expected to fully engage in the implementation, monitoring and evaluation of the program.

The proposed GPE program is linked to the UN Strategic Partnership and Cooperation Framework for 2013-2016. It envisages strong partnerships with other sectors (e.g. Health; Water, Sanitation and Hygiene (WASH); Child Protection and social services).

1.4 Key Basic Education Indicators[5]

The table below provides a snapshot of key basic education indicators which are disaggregated by gender.

Table 2: Key Basic Education Indicators of Eritrea

Indicator	2011/12		
	Male	Female	Total
Population of 5-6 year olds	75847	69928	145775
Number of 5-6 year olds enrolled in Community ECD Centers	3186	3254	6440
Number of 5-6 year olds in ECD Centers	14801	14151	28952
Number of trained/qualified ECD teachers currently	11	716	727
Population of children aged 7-14	305576	281629	587205
Number of children aged 7-14 in school	220960	181944	402904
Number of children aged 7-14 out of school	84616	99685	184301
Number of children with Special Needs Education (SNE)[1]	NA	NA	NA
Number of children with SNE in the special schools	100	76	176
Number of teachers with SNE training	18	16	34
Net Intake Rate (NIR)	53.5	47.9	50.8
Gross Intake Rate (GIR)	126.5	116	121.5
Net Enrolment Rate (NER)	79.7	73.5	76.7
Gross Enrolment Rate (GER)	104.2	93.1	98.9
Number of trained teachers (elementary (2011)	4848	3318	8166
Total number of teachers (Middle)	3234	632	3866
Total number of teachers (Elementary + Middle)	8082	3950	12032
Number of teachers required for 7-14 population (ratio 1:40)			14680
Transition rate (from elementary to middle school)			90.9
Total number of schools (elementary and middle; i.e. 803 +293)			1187
Number of schools without female teachers			358
Teacher-Pupil Ratio			1:41
Pupil-Classroom Ratio			1:49
latrine-school Ratio			0.67
Schools with easy access to safe water			53.10 %
Number of schools with SNE[2] capacity			3

Source: Eritrea: Essential Education Indicators 2011/12 and Education Management Information System (EMIS).

---

[5] The data have been compiled from various tables from Eritrea: Essential Education Indicators 2011/12 and EMIS.

Regarding adult literacy, commendable achievements have been registered in the country as the result of the government communities and other stakeholders. The national literacy rate of the country is 74% (61.4% for females and 88.3% for males)[6].

1.4.1 Internal efficiency

Repetition and dropout rates are very high across the grades. The highest repetition and dropout rates are at grades 1 and 2. This could be, among others, due to the limited availability of ECE centers.

Table 3: Elementary Level Repetition Rates: National vs. Zobas

Zoba/sex	2010/11			2011/12		
	Male	Female	Total	Male	Female	Total
National	12.1	10.3	11.3	13.4	11.5	12.6
Maekel	9	5.8	7.5	10.9	6.6	8.8
Debub	9.7	7.4	8.7	10.9	8.9	10.0
Southern Red Sea (SRS)	15.6	17.3	16.1	15.1	20.0	16.7
Gash Barka (GB)	15.3	15.7	15.5	16.5	17.5	16.9
Northern Red Sea (NRS)	13.7	14.6	14.1	15.0	14.7	14.9
Anseba	16	13	14.6	16.7	13.3	15.1

Source: Eritrea: Essential Education Indicators 2010/2011 and 2011/2012.

Table 4: Elementary level Dropout Rates: National vs. Zobas

Zoba/sex	2010/11			2011/12		
	Male	Female	Total	Male	Female	Total
National	5.4	4.3	4.9	5.5	4.3	5.0
Maekel	1.9	1.5	1.7	1.8	1.4	1.6
Anseba	4.2	3	3.7	5.2	3.4	4.4
SRS	8.1	5.4	7.2	8.2	6.9	7.8
Debub	5.3	4	4.7	5.3	3.8	4.6
NRS	4.8	4.4	4.7	5.9	5.5	5.7
GB	9.4	8.3	8.9	9.0	7.8	8.5

Source: Eritrea: Essential Education Indicators 2010/2011 and 2011/2012

The national dropout rate at elementary is 5% (5.5 % male and 4.3 % female) and repetition rates are very high at 12.6% (13.4% male and 11.3% female). Of particular concern is the dropout rate at grade one which is 7.6 per cent (8.2 % male and 6.8 % female). Repetition rate at the same grade is also high at 12.1% (12.5 % male and 11.5% female).

In general, girls in the elementary level perform better than boys at all grades and the repetition and dropout rates in their cases are much lower.

---

6 Eritrea Population and Health Survey (EPHS), 2010.

1.4.2 Survival rates

The recent MOE data (2011) indicate that survival ratio to Grade 5 is 79.9% and among the zobas the lowest is 65% in Gash Barka, followed by SRS and NRS with 70.9% and 80.5% respectively. Transition from elementary to middle level averages at 70.5% with Gash Barka lagging behind at 60.9%. Both in SRS and NRS the transition rate are 67.9% and 77.5% respectively. Average length of study per graduate at the elementary education is 5.6 years but for children in Gash Barka and SRS it takes 5.9 and for NRS 5.8 years to complete the cycle.

Regarding learning achievement, the MLA II study conducted in 2008 found that despite government efforts to widen access and improve quality of education, the quality of teaching and learning remains low. None of the regions posted the minimum levels of mastery in the three subjects (Mother Tongue, English and Mathematics) at Grade three. The worst performance was in the four regions of Northern Red Sea, Southern Red Sea, Gash Barka and Anseba. This is not consistent with the principle of social justice and impedes achievement of national development goals in the long term.

1.4.3 Progress on EFA goals

Eritrea has performed impressively on the EFA goals despite the many challenges to the education sector and to the country at large.

Table 5: Progress on EFA goals

Goal	Priorities in Eritrean Context	Progress
Goal 1: Expanding early childhood care and education	Improving comprehensive ECD with focus on the most vulnerable and disadvantaged children	GER is 31.5%; (8.6% in 2000, to 31.5% in 2012)
		NER is 19.9% (6.1% in 2000 to 19.9% in 2012)
Goal 2: Providing free and compulsory primary education for all -- (also MDG 2)	Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free and compulsory primary education of good quality	GER at elementary is 99%; GER at middle level is 67.3%; (Elementary from 85.4% in 2000 to 99% in 2012; and Middle from 62%- 67.3%)
		NER is 76.8% at elementary level; and 38.3% at middle level. In 2000 and 2012, NER ranged from 58.8% to 76.8% and from 16.7% to 38.3% in elementary and middle levels respectively.
		However, 23.2% of children of elementary school age are currently out of school
Goal 3: Promoting learning and life skills for young people and adults	Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programs	Life skills education is part of the curriculum for Grades 4-12
		85.2% of the youth (15-24 years) are literate

Goal 4: Increasing adult literacy by 50%	Reduce the adult illiteracy rate by 50% focusing on the disadvantaged areas by 2015.	Provision of systematic, sustained adult literacy program resulted in increased adult literacy rate from 20% in 1992 to 74.6% (88.3% male; 61.2% female)[3].
Goal 5: Achieving gender parity by 2005 and gender equality by 2015 (also MDG 3)	Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality	GPI at ECD level improved from 0.9 in 2010 to 0.97 in 2012. At elementary level, it is 0.82, middle 0.80, secondary (0.76).
		Strategies to bridge the gender gap include cash incentive scheme for vulnerable girls, the Gender Strategic Plan and Girls' Education Policy.
Goal 6: Improving the quality of education	Improving all aspects of quality education and ensuring excellence of all so that recognized and measureable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills	An outcome based curriculum in operation.
		Learner-centered and interactive pedagogy is in force.
		Teaching competence is enhanced

1.4.4 Progress on MDGs

Eritrea is on track to achieve half of the MDGs. Under MDG 4 the under-five mortality rate (U5MR) improved from 136 per 1,000 live births in 1995 to 63 in 2010, and immunisation targets have been reached. With MDG 5, maternal mortality per 100,000 live births reduced from an estimated 1,400 in 1990 to 486 in 2010 (GSE data), with a UN estimate of 240 in 2010. MDG 6 – the combating of HIV/AIDS, malaria and other diseases – has been reached. The HIV prevalence target is 2.4%, with actual estimates of 0.8% (global data, 2008) and 0.7% (national data, 2010), and a rate for pregnant women of 1.3% (2007). Malaria mortality has been cut by 85% and the number of malaria cases by 92%. Under-five malaria case fatality decreased from 6% in 1999 to 0.3% in 2008. MDG 7 has been achieved in relation to access to safe water. It is the two goals relating to education (MDG 2 and 3) that could be missed unless efforts are accelerated between now and 2015.

1.5 Program Rationale

In the context of education in this country, social justice is the provision of equitable access to relevant education of high quality ensuring that those enrolled are retained and complete a certain level of education and equipped with essential knowledge and skills. Equity is therefore an enduring commitment of the Government. Those disadvantaged in any way should be supported to complete their education by various means of affirmative action or positive discrimination as a temporary measure until a level playing field is created. Education and training is taken as a lifelong learning and it encompasses formal, non-formal and informal provision.

This program is expected to generate benefits especially to the disadvantaged areas through increased access to basic education and improved student achievements. Within this context, increased participation of disadvantaged population in the hard-to reach areas is likely to lead to reductions in gender disparity as well. This will contribute to greater social coherence, increased incomes, and increased literacy rates thereby impacting directly on poverty reduction.

It is envisaged that the successful implementation of the GPE funded program will contribute to increases in equitable access to basic education particularly in the disadvantaged areas; reductions in geographical and gender disparities; provision of quality education at basic level; and capacity building of the staff and institutions of the MoE. Besides, the MoE will consult widely within the EWG, government key stakeholders and the target beneficiaries in order to identify and consider the best alternatives of types of school constructions that suit the climatic and other factors of the respective areas, and will work to reduce the unit cost of construction so that more children and adults can be enrolled.

II. SITUATIONAL ANALYSIS ON EQUITY IN EDUCATION

2.1 Equity in Access

During the last twenty years of independence, Eritrea has made significant efforts to provide educational services to all children in all communities. To ensure equitable access in education, the Government together with its development partners, expanded educational services across all regions of the country. As a result, many previously un-reached and disadvantaged areas benefited from investments in infrastructure, curriculum improvements and the deployment of trained personnel. The numbers of schools, teachers and students increased at all levels, in some cases by more than 100%.

The Government created demand by sensitizing parents to send their children to school. This was carried out at the school, area administration, sub-regions, regions and national levels. Various awareness raising campaigns using the communication strategies for girls and disadvantaged children are conducted at all levels in the different zobas. Other incentives including monetary assistance, school uniform, school feeding, establishment of boarding and para-boarding schools, waiving of school registration fees and stationery materials have been provided for children from poorer families. Furthermore, a large number of over-aged children have been given the opportunity to attend schooling through non-formal education.

Despite the government's efforts in ensuring unconditional access for every child to basic education, enrolment, attendance and performance vary across the six zobas of Eritrea. Whereas zobas Debub and Maekel indicate high rates of enrolment, zobas Anseba, Gash Barka, Northern Red Sea, and Southern Red Sea have a large number of children out of school due to a combination of many factors such as the nomadic way of life, poverty, cultural factors, remoteness and harsh climatic conditions that makes access to social services difficult.

2.1.1 Causes of declining enrolment

Starting 2005/06 a sharp decline in enrollment emerged in the elementary level in general, and in grade one in particular. While the decrease happened in most of the zobas, the magnitude of decrease varied widely among the zobas.

Table 6: Elementary level Trend of Net Enrolment Ratio (NER) zobas (2005-2012)

Ace. Yr./Zoba	Anseba	Debub	DKB	Gash- Barka	Maekel	S KB	Total
2005/06	71.94	87.92	32.85	61.56	75.38	46.94	70.67
2006/07	65.64	77.94	29.35	53.80	59.65	41.38	61.32
2007/08	61.56	72.37	27.90	49.91	69.91	38.17	59.69
2008/09	59.73	67.50	31.16	49.44	68.43	37.13	57.60
2009/10	61.97	67.09	33.88	52.95	63.90	18.02	55.11
2010/11	74.10	86.31	45.74	63.87	71.47	47.66	66.30
2011/12	81.20	95.50	49.10	69.80	74.10	54.50	76.70

Source: Eritrea: Essential Education Indicators 2011/2012

As shown in Chart 1, the trends of enrollment in the elementary levels in the zobas show variations with a general decrease at the national level.

Chart 1: Trend of Net enrolment ratio at elementary level in all the zobas from 2005/06 to 2011/12.
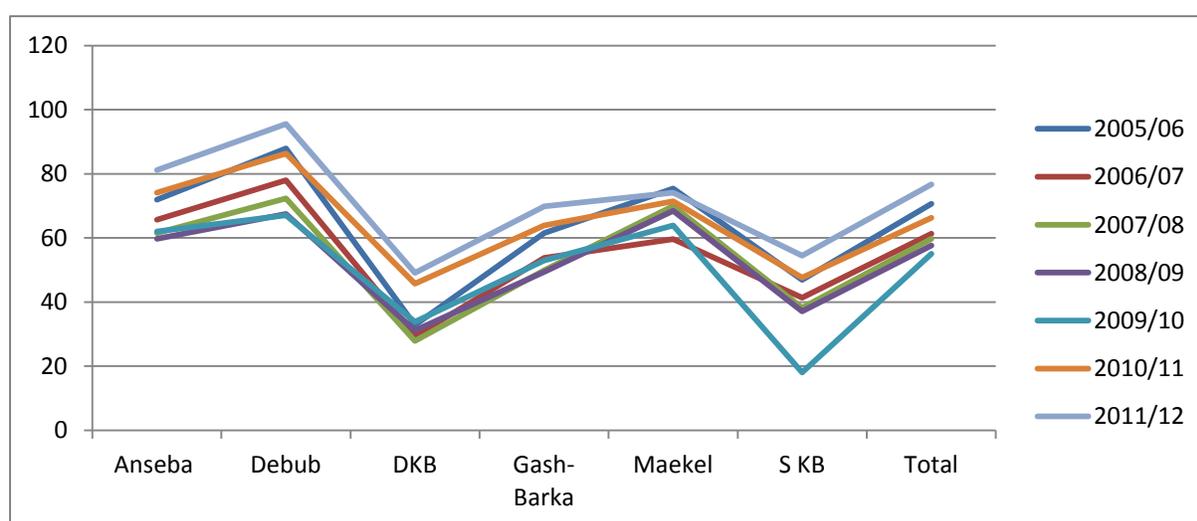
Table 7: Elementary Level Net Enrolment by zebra and year, 2005/06-2011/12

Year	Anseba	Debub	DKB	Gash Barka	Maekel	SKB	Total
2005/06	41,210	96,080	3,045	55,155	54,426	22,362	272,278
2006/07	38,295	86,740	2,770	49,088	51,817	20,072	248,782
2007/08	36,155	81,081	2,651	45,842	49,222	18,639	233,590
2008/09	34,433	74,176	2,903	44,577	47,470	17,799	221,358
2009/10	32,618	69,243	3,211	43,722	47,279	18,519	214,592
2010/11	35,737	77,272	3,690	52,031	49,271	19,807	237,808
2011/12	39,156	85,509	3,960	56,826	51,082	22,656	259,189

Source: Eritrea: Essential Education Indicators 2011/2012
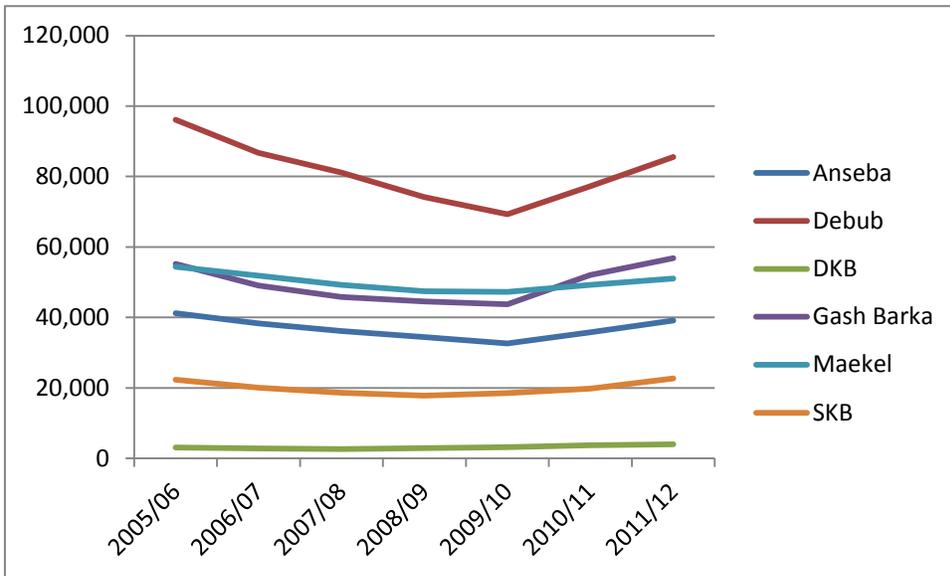
In 2009, the Department of Research and Human Resources Development (RHRD) of the MOE conducted a study to examine the possible causes of declining enrolment. The findings published in 2011[7] identified the following as potential causes:

a) Between 1995 and 2002, Eritrea experienced a steep decline in the Total Fertility Rate (TFR)[8] which in turn may have contributed to the decline in enrolment from 2005. The effect of this fertility decline is also manifested in the age structure of the population.

Chart 5: Trend of Total Fertility Rate
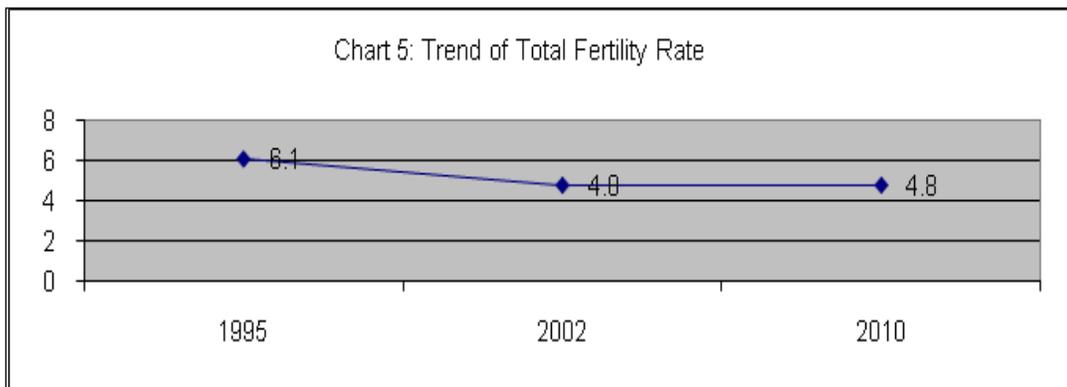
Source: EDHS 1995 and 2002; and EPHS 2010.

---

[7]Preliminary Study on Why Enrolment is Declining in the Elementary Level, MoE, 2011

[8]EDHS 1995 and 2002; and EPHS 2010.

b) Many parents, particularly in the remote rural areas, have limited knowledge on the benefits of education. Their precarious existence in the disadvantaged areas makes formal education seems distant and of limited relevance to their survival. For some it may even seem to be at cross purposes with their indigenous knowledge e.g. how to cope with perennial disasters like droughts. As a result they are reluctant to send their children to school.

c) The long distance from home to the nearest school has a negative consequence. The escarpment in many places and settling in unsuitable areas makes schools distant, particularly for younger children who are at the age of elementary schooling (ages 7-11).

d) Scattered settlements make it uneconomical for the government to provide infrastructure for social services like schools and health facilities. This aggravates the challenge of distance. The government has mounted a campaign to consolidate scattered settlements in order to ease its delivery of integrated social services.

e) The unavailability of Kindergartens or other forms of ECD in some areas was identified as a contributing factor to declining enrolment. Even though children who do not attend Kindergarten are allowed to join elementary school, it is appreciated that KGs and ECD prepares children for timely enrolment and lays the basis for retention and completion. ECD is also attractive to families in that it provides safe, friendly and supportive spaces and play areas for young boys and girls.

f) There was a backlog that existed for years following the efforts to ensure net intake and net enrolment of children into elementary school. Some schools were declining to enroll children above the age of their desired grades. However, the education system encouraged flexibility especially in the remote disadvantaged areas. This has resulted to a decrease of the overage children in enrolment at elementary level.

g) Economic constraints faced by families obliged members of the family, including younger children, to support the sustenance of their household livelihoods. The causes for the economic constraints vary from one area to another including poverty, drought, parental death, displacement, and other family problems. As the turnover/yield of education is obtained after a long process, parents often look for short-term solutions to their economic problems. In view of this, they either pull out their children from school or don't send them to school and engage them in different income generating activities.

It was also established that some parents opt to pull their children out of school or they are reluctant to send them to school when they feel that whatever little education they have is sufficient. Thus, despite the government's efforts to address the concerns of equity, wide disparities in GER are still prevalent especially in the four zobas as shown in the charts below.

Chart 1: Elementary and Middle level GER by Gender and Region (Zoba)

Elementary:Gross Enrolment Ratio (GER) by zoba and sex-2011-12

	Anseba	Debub	Deb-Keih-B	Gash Barka	Maekel	Sem-Keih-B
▇ T	105	124.7	63.4	88.8	95.4	69.1
▇ M	108	133.5	83.2	92	98.1	75.5
▇ F	101.4	115.3	42.3	85.2	92.7	61.8

Middle Level GER by Gender and Region, 2011/12

	Anseba	Debub	Deb-Keih-B	Gash-Barka	Maekel	Sem-Keih-B
▇ T	81.2	95.5	49.1	69.8	74.1	54.5
▇ M	82.3	100.7	63.9	71	75.2	59.3
▇ F	79.7	89.9	33.3	68.3	73.1	49
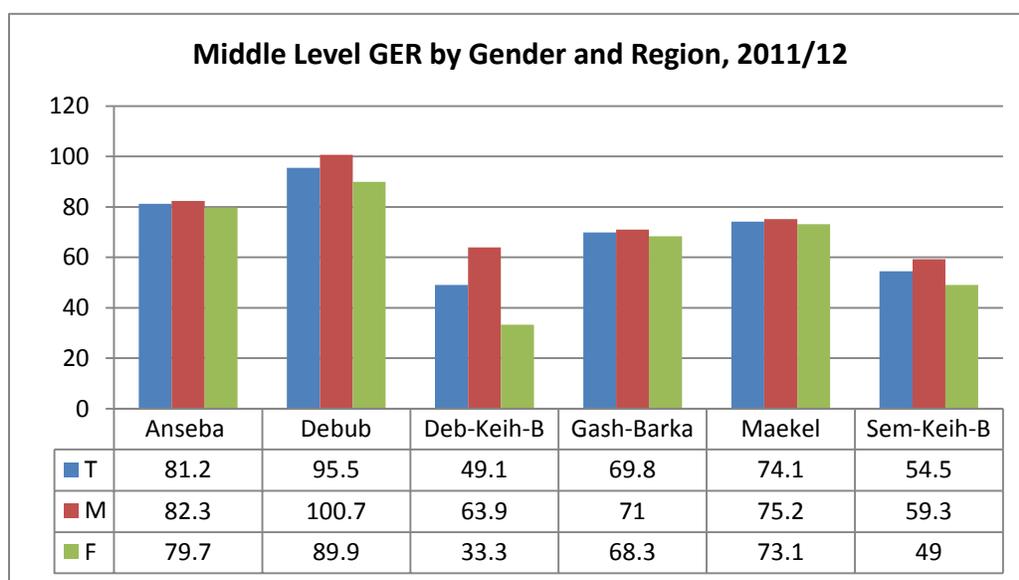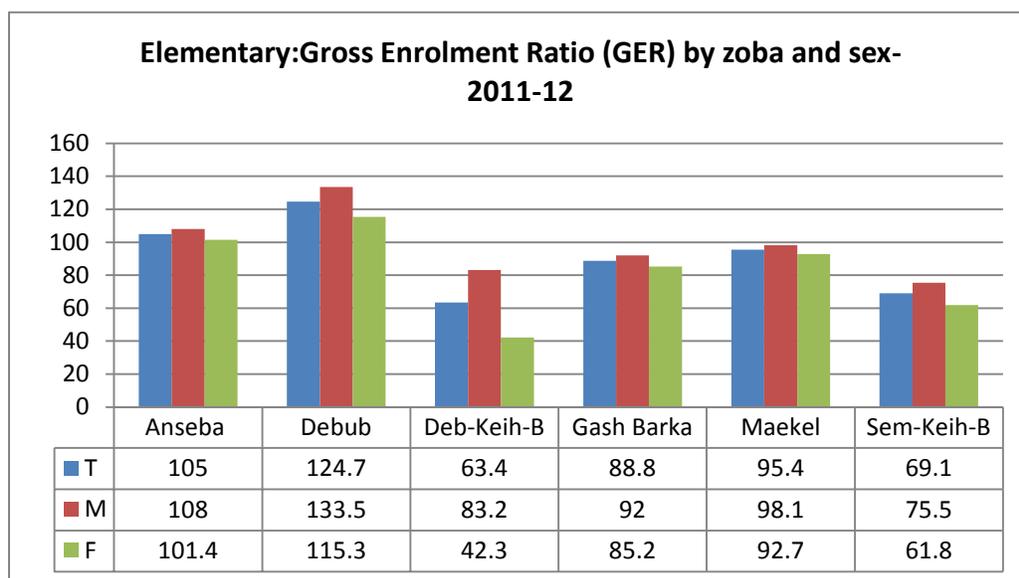
Source: MoE 2011/12

The four zobas of ANGS are the main focus of this situation. Their economic life style, which is traditional pastoralism, means that the great majority move to scattered locations in search of grazing and pasture for their animals and the places are remote and inaccessible mountainous and semi-arid areas that are prone to recurrent droughts.

Apart from explaining the sudden decline in enrolment at elementary level, it is equally important to highlight the general demand-side and supply-side constraints to access.

The major factors contributing to low access and performance of children and in particular girls in the four targeted zobas are highlighted below:[9]

2.1.1.1 Demand side factors/constraints

a) **Poverty**: although education at all levels is free and poor children who cannot afford are exempted from certain costs such as registration fee, and fees for school uniforms, still it is difficult for some families to send children to schools. Some families especially in the remote areas cannot afford to send their children to school since they need them for family support. Boys herd and girls fetch water or carry out other domestic chores such as taking care of siblings, cleaning houses etc. In rural areas, these tasks are even harder and longer.

b) **Gender bias:** A strong gender bias is manifested in many instances in the preference for boys' rather than girls' education. This also hinders girls' enrolment. However, in some areas like Gash-Barka region, boys find it more difficult to stay in school and complete their basic education.

c) **Distance to school:** in some communities, where there is no school in the village children routinely travel at least an hour one way – which is roughly 7 km one way (especially in the Northern and Southern Red Seas where people live far and apart). The situation is worse for girls because many parents are reluctant to send their daughters to schools far away from home.

d) **Parental interest**: some parents place a low premium on education and they tend to prioritize the protection and safety of their children especially if schools are far from their homes. Negative attitudes do persist among communities in the very remote areas. However, it is anticipated that where such parents benefit from adult education, it is easier to change their attitudes towards supporting the education of their children.

e) **Social and cultural barriers**: especially for girls due to early marriage – despite the legal age[10] of marriage being 18 years, families marry off their daughter at their early teens. About 24 per cent of those who have started childbearing are less than 18 years old.

2.1.1.2 Supply side factors/constraints

a) **Inadequate number of schools**: there are still not enough schools for communities to send their children. Many remote communities still have no schools in their vicinity. With the expansion of elementary, there are fewer middle schools and secondary schools. The absence or inadequacy of infrastructural capacity to absorb elementary level completers is a frustrating barrier, which undermines retention efforts.

---

[9] Gender Audit study by Eastern and Southern Africa Regional Office of UNICEF, 2009.

[10]Article 46 of the Civil Law of Eritrean People's Liberation Front (EPLF): and Articles 607-608, of the Transitional Code of Eritrea, Proc. No. 2 of 1/1991, p. 19 and P 102.

b) Teachers: There are not enough trained teachers especially female teachers in the remote areas. The low capacity of the only teacher-training institute that can train only about 600 elementary teachers a year is a constraint. This limits the number of teachers that can be trained in any given year. Further, the single year for pre-service teacher training is inadequate for the acquisition of the requisite knowledge and professional skills.

c) School environment: Schools are considered important sites for health promotion, with schoolchildren in health and sanitation clubs as important active partners. Schools have a low coverage of access to water and sanitation. Water supplies and sanitary facilities are part of the new MoE regulations on school construction. However, only 33.5% of all the schools have separate toilets in good condition and only 42% of schools have access to water (either tap or dug wells). Besides the links to health and wellbeing, lack of water and sanitation facilities particularly affects adolescent children especially girls during their menses.

d) Inadequacy of special schools: The enrolment of children with disabilities is limited. This can be attributed to multiple factors including: negative attitudes towards formal education for children with disabilities in some communities, limited supply of schools as there are only three special schools in the country, two of which, are in Asmara. Access to these schools is very limited. The three special needs schools are for the deaf and the blind.

2.1.2 Gender parity and equality

Generally, the Gender Parity Index is skewed towards male pupils. It also feeds into, and is exacerbated by low participation of girls and women in education. For example whereas there is near parity in enrolment into grade one, females constituted only 36.6% of the total enrolment in intermediate technical and vocational schools in 2010 and 38.4% in post-secondary level technical and vocational schools. In fact, significant gender disparities persist with more boys than girls enrolling at various levels (13% at elementary school, 10.5% at middle school and 6% at secondary).

While it is true to say that girls who survive and enroll into secondary education are likely to complete and go on to post-secondary education, it is also important to recognize the phenomenal barriers to girls' education at the lower levels of education. The low enrolment of girls is due to a number of factors.

In areas where there are few middle and secondary schools, pupils have to travel long distances to reach the nearest school. This can be a disincentive to the children and their families. The other factors include the domestic burdens imposed on girls by their families, cultural practices such as early marriage, and low value placed on education by certain communities.

In such circumstances, there is need for coordinated interventions across sectors including mobilizing the respective communities to accommodate the value of formal education for the girls in their traditional value systems. Providing material incentives, bringing schools closer to the girls, building boarding schools and constant sensitization are some of the effective strategies.

2.1.2.1 Lessons

i. An improvement in girls' education not only requires better access to school, but also greater success in school. From our experience some of the successful interventions to foster girls' education include construction of feeder schools to bring the schools nearer to the communities; the introduction of Child Friendly Schools, construction of hostels; coaching of role model female teachers by the MoE;, provision of make-up classes to support female students with weak performance at school and awarding prizes to best achievers in collaboration with National Union Eritrean Youth and Students (NUEYS).

ii. Female teachers can serve as role models for girls, and their presence in schools can reassure parents of the safety of girls at co-educational schools and hence increase girls' enrolment and retention.

iii. Advocacy and awareness raising campaigns are the key strategy to change negative attitudes towards education especially for girls and other disadvantaged children. In light of this, radio, which is accessible by the very poor or those in remote areas, has been one of the effective channels to promote enabling factors for education.

iv. Incentives to promote girls education were vital in getting the girls and their families to commit to girls' education. Eritrea learnt that the education sector could look outside the sector for partnerships especially if they address pertinent concerns like food insecurity or girls' safety. School uniforms (and for older girls, sanitary protection), waiving from school registration fees and providing stationery materials can make a difference in ensuring that girls attend and complete their education cycles.

v. Whereas programs focus their attention towards addressing the barriers to the education of girls, it is important for gender programs to be genuinely gender sensitive. In some areas of Gash-Barka, where there are opportunities of income generating activities such as mining, boys find it more difficult to stay in school and complete their basic education. Such boys need to be affirmatively supported as well.

2.1.3 Improving girls' participation and performance in Education

The Government has made significant progress in the provision of education and enrolment has grown substantially. However, gender disparity still remains a major challenge as girls' enrolment and retention in the school system lags far behind that of boys, especially in the four targeted zobas.Many of the obstacles to girls' education are often deeply-rooted socio-cultural attitudes and practices.

Following a specific support of furnishing education materials to girls' education in the zobas by NUEYS which, had been aimed at complementing the national efforts, independent evaluators regarding the project forwarded the following conclusions and recommendations[11].

- The project was efficient in providing the students with necessary educational materials such as text books, exercise books and pens. As the result majority of the students wanted to continue participating in similar projects. In this connection, ninety-two percent of the beneficiary students indicated that the project did well and as the result, marked improvements have been witnessed in educational attainment among males and females at all levels of education. For example, the proportion of boys and girls age 10-14 who had never attended school was 32% and 40% in 1995, compared with 15% and 21% in 2002 respectively, (NSEO and ORC Macro International, 2003).

- The middle school promotion rate, for example, has increased from 67.8% in 2000/2001 to 77.3% in 2008/2009 for males and from 61.6% to 82.6% for females (MoE). Indeed females have shown higher rate of change in the promotion rate (34.1%) compared to only 14% promotion rate for males.

- In 2000/2001, for every 100 promoted males there were 90 promoted females and this has been increased to reach to 110 in 2008/2009. There was also a consistent decline in dropout and repetition rates of both female and male students between 2000 and 2009.

- The program indicated achievement of 80% in the participation and performance of middle school girls' education in the project areas and middle school promotion rate for girls has shown an increase from 59.5% to 80.9% during 2000 to 2009 and the rate of increase was slightly higher for females in the project areas compared to the national level.

- Supportive evidence to the improving trends in the participation and performance of middle school girl students was partly due to the positive role models of parents and teachers in shaping students vision. Parents developed positive attitude towards the impact of the project and support the participation of their daughters in the project.

- The project enhanced the academic performance of the participants in both Mathematics and English subjects.

Strategies to Increase Girls' Enrolment: The MoE believes that community sensitization and providing incentives for girls are the major strategies to address the disparity. Community based sensitization and mobilization is a major way of dealing with the obstacles to girls' education by using the *''National Communication Strategy to Increase Girls' Access to Basic Education.*

---

[11]NUEYS (2010), Evaluation Survey on Project of Improving Girls Students Participation and Performance in Education, PP 41-45.

*S*ensitization incorporates slogans, posters, mobile cultural troupes, interactive drama, video shows and similar activities delivered through local languages, popular meetings etc. Local institutions such as education committees, teachers and local administration will be drawn up or created to assist in the process. Effective and sustainable achievements will be guaranteed by addressing the community specific needs and target groups using appropriate campaigns and well defined messages. The introduction of incentive schemes and alleviating some economic problems of the girls also helps in increasing enrollment, sustained class attendances and retention of girls. Although this strategy is included in the five-year education sector plan of the MoE, it is not budgeted under the GPE program due to competing priorities.

In this program, community awareness campaign to help the community understand the benefits of education will be conducted in sixteen disadvantaged sub-regions of the identified four targeted regions. The awareness campaign will be undertaken through organizing meetings and use of communication strategy manual which was prepared earlier for similar type of interventions. The beneficiary audiences of this campaign are different stakeholders comprising community and religious leaders, regional and local administrators, representatives from national associations of women, youth and students, teachers, as well as PTAS, parents and school community.

The focal point and coordinator of this activity is the Department of General Education. The implementation of the activity will be carried out by the respective regions by involving education officers, sub-regional local administrators and other influential community leaders (see Table 9 for the disaggregated data of actual and projected enrolment by gender).

2.1.4 Out of school children[12]

The phenomenon of out-of-school children (OOSC) is a complex issue in addressing educational needs of a country. The causes for the presence of OOSC are not universally known as there has not been any authoritative analytical study of the problem. One such study is being considered by MOE in partnership with UNICEF Eritrea, UNICEF- ESARO and UNESCO-UIS in Nairobi.

OOSC is manifested at all levels of education right from KG to middle schools. For example, according to EMIS data, 80,921 out of 145,775(i.e. 56%) girls and boys of ECD age were not enrolled in KG despite the wide acknowledgement of the benefits of ECD to the immediate and longer time development needs of children.

Table 8 below illustrates the age-specific enrolment data and the actual numbers of children who are out of school. The total number of children aged between 5 years and 14 years is 732,900 (according to the MoE 2011/12 data) and out of this number, 260,601 children (36 percent) are out of school.

---

[12]In the absence of a national census the figures here can only be indicative of the problem, and more studies will therefore be necessary to establish a clearer picture of the out of school children.

Table 8: Age-specific enrolment in 2011/12

Age	School age population		Pre-primary		Elementary		Middle		OOSC		
	Total	Fem	Total	Fem	Total	Fem	Total	Fem	Total	Fem	%
5-6	145,775	69,928	35,392	14,151	35,902	17,169			80,921	38,608	56%
7-11	337,784	161,088	73	50	259,189	118,196	9,974	5,171	68,392	37,640	20%
12-14	249,421	120,542			38,146	14,231	95,439	44,316	111,288	61,996	45%
Total	732,980	351,558	29,025	14,201	333,393	149,627	105,413	49,486	260,601	138,244	36%
%		48%	4%	2%	45%	20%	14%	7%	36%	19%	

Source: Computed from the MOE, Education Essential Indicators, 2011/12

Similarly, Table 9 below reveals the existing actual enrolment and estimates of the future enrolment of the OOSC. The data portray an increased access to girls' education (i.e. from 37% in 2013 to 42% in 2016). It is further projected that during the GPE program, over twenty thousand girls will have access to education by 2015/16.

Table 9: Actual and Projected Enrolment by gender

Zoba	Actual Enrolment of 2012/13				Elementary Projection											
	Elementary				2013/14				2014/15				2015/16			
	M	F	Total	GPI	M	F	Total	GPI	M	F	Total	GPI	M	F	Total	GPI
Anseba	1093	766	1859	0.7	1404	1023	2427	0.73	1773	1367	3140	0.77	2239	1827	4066	0.82
SRS	3552	1665	5217	0.47	4533	2331	6864	0.51	5845	3229	9074	0.55	7463	4627	12090	0.62
G/ Barka	3417	2143	5560	0.63	4613	3077	7690	0.67	5997	4423	10420	0.74	7796	6366	14162	0.82
NRS	3987	2564	6551	0.64	5671	3445	9116	0.61	7883	5160	13042	0.65	10989	7941	18930	0.72
Total	12049	7138	19187	0.59	16221	9876	26097	0.61	21497	14179	35677	0.66	28488	20760	49248	0.73
%	63%	37%	100%		62%	38%	100%		60%	40%	100%		58%	42%	100%	

Source: Ministry of Education

2.1.5 Early Childhood Care and Education

Eritrea recognizes that early childhood care, development and education are vital for the holistic growth and development of children. After independence the government undertook to formulate the policy, procedural guidelines and syllabus to regulate ECD.

In 2003, the WB provided a credit to the GoSE to establish the Eritrea Integrated Early Childhood Development (EIECD) program whose objectives were to provide children with services and support to attain basic needs in health care, nutrition, protection, cognitive stimulation, affection, socialization and early education through healthy growth and holistic development of children under six years of age, children in primary school age, and children in need of special protection.

The EIECD Program was a comprehensive future oriented investment program designed to integrate and enhance efforts of line Ministries towards a holistic human resources and socio-economic development outcome. The main actors in the program were the Ministries of Education, Health, Labor and Human Welfare and Agriculture.

The project focused on five major components having the core aim of improving child growth and development environment. The components were improving early childhood care and education, child and maternal health including school health, child and maternal nutrition, rendering economic and psychosocial support for children in difficult circumstances. The program was implemented between the years 2000 – 2006.Through the EIECD program ECCE services which had been confined to few towns alone expanded significantly to the most disadvantaged areas of the country - semi-urban and rural areas. The number of centers increased drastically. The gross enrolment rate of children increased from8.6% in 2000 to 31.5% in 2012 (MoE EMIS 2012).

Studies conducted in Eritrea have also revealed that children with a preschool experience who have been in lower elementary classes score significantly higher points in language and mathematics achievement tests. The same studies reveal as well that such pupils possess a better

self-image than do their peers in control groups. (MOE, Comparative Study, 2002). In addition, such studies have also proven that children with an early childhood education experience reveal a better attention span than children with no preschool education. Finally, they have also demonstrated the decrease of dropout rates by about 36%, and repetition rates by about 30%. (MOE, Tracer Study, 2004).

2.1.5.1 Lesson

Though strategic communication for behavioral change started late, continuous sensitization and the various ECD interventions at selected sites (ECD villages) enabled the community to understand the concept of ECD and its benefits to growth and development of children. This was evidenced by increase of the community participation in ECD interventions, increase in the number of parents/caregivers taking children to ECD service providers and also parents interest in taking more care for their children.

2.1.6 Special Needs Education in Eritrea

In the past two decades, the GoSE has endeavored to provide educational opportunities for all children, including those in disadvantaged circumstances such as children in remote rural areas, girls, children from nomadic livelihood families, children with disability, street or working children, orphans and other vulnerable children.

Nonetheless, these efforts are far from filling the gap created by decades of systematic neglect of colonizers. Many children with difficulties such as physical disabilities remain excluded. The quality and opportunity of education accorded to Children with Disabilities (CWDs) remain limited.

Formal educational services for children with disabilities started in Eritrea in the 1960s, mainly for the deaf and blind. Currently, there are three segregated special schools – two for the deaf and one for the blind. The special schools are mainly boarding in style and are located in Asmara and Keren, both of which are urban towns. Both schools for the deaf are run by faith organizations. Thus, a few children are served by these schools. EMIS reports (2000 to 2010) indicate, in any academic year the total enrollment in these special elementary level schools amounts to just 200. For instance, in deaf schools, a long 'waiting list' of children-- up to 250- exists.

In 2003 and 2008, the MoE in partnership with international development partners DANIDA and EU respectively, initiated an action program to promote Inclusive Education approaches. The program advocated for the provision of education for children in disadvantaged circumstances, including those with disabilities and other 'special needs' as part of the EFA frameworks. It also developed and popularized the guidelines on SNE and Inclusive Education.

Among its interventions the action program sensitized practicing teachers on approaches to inclusive education and the classroom teaching implications. It supported GoSE to establish special resource rooms in 25 regular school settings in all the zobas to support children who are intellectually impaired (including autism and Down syndrome). Currently, in addition to those children with sensory disabilities, 170 students with disabilities such as 'slow learners' or those

with some kind of intellectual and/or neurological challenges receive life skills and preliminary academic support in these settings.

To underpin the foregoing initiatives, the MoE developed Policy and Strategy on Inclusive Education in 2008. The policy refers to inclusive education as a means of achieving social justice in education.

Moreover, a pilot program of inclusive education was carried out in sample schools and efforts for scaling up the inclusive education have also been going on through conducting training of teachers and raising awareness of communities. In addition 25 SNE resource rooms were built as add-ons in 25 elementary schools aimed to address the special needs of children with disabilities.

However, children with severe sensory disability (deaf and blind), though they are mainstreamed when they reach middle school, in elementary they are served by segregated special schools. Due to lack of adequate institutional capacity and shortages of resources the ministry would not be able to address the educational needs of these children if they would be enrolled in the mainstream of inclusive education and this transition may continue for the coming few years.

The capacity of the three segregated schools indicated earlier is very limited and a large number of deaf and blind children have unfortunately remained out of school. Therefore, interventions need to be taken to provide access to such children. This will be done in two ways. The first one is to consolidate the existing schools through building of additional classrooms and provision of equipment. The second one is implemented by construction of SNE classrooms within semi-urban elementary schools to accommodate children with special needs in identified sites.

In the long-term, the ongoing effort of consolidating inclusive education strategy will lead to phasing out of the segregated and special needs classes.

2.1.6.1 Lessons

i. Partnerships: In recent years, Zoba Education Offices (such as Maekel and Anseba), in collaboration with disabled people organization (such as Eritrean National Association for People with Autism and Down Syndrome; Eritrean Association for Deaf), are supporting education provision by way of preparation of Eritrean sign language dictionary or other teaching learning materials. This partnership needs to be enhanced.

ii. Despite the efforts undertaken to increase access and quality of education, the proportions of children with disabilities who have gained access remain insignificant. Many children with disabilities outside the capital could not gain access to educational opportunities. Ministry of Labour and Human Welfare situational analysis of Persons with Disabilities [MLHW, 2009] indicate that in the age range 10-19, there are about 10,104 people with disabilities. Of this group of children with disabilities, children with sensory disabilities –blind and deaf- make up the largest proportion- more than 30%. These children are distributed mainly outside the capital town. For instance, a study conducted by the Eritrean National Association for the Deaf (ERINAD) indicates that in Zoba Gash-Barka, there are about 640 deaf children and adults below the age of 30. Thus, provision of education and support for such groups remains a high demand in Zobas.

iii.   Curriculum adaptations in terms of pedagogy [learner centered, interactive responding to individual learning profiles] are generally scarce; and there are very few displays of visual or tactile teaching materials or aids in resource classes. Alternative learning support materials [such as Braille] are in short supply. The initiative taken by the curriculum developers engaging the SNE school directors and teacher in adapting the curriculum is encouraging and it needs further expansion and consolidation.

2.1.7 Nomadic Communities and Nomadic Schools

Nomadic communities live in scattered settlement and have a different socio-economic life style than the settled agriculturalist people. They are predominantly living in the targeted four zobas with economic life style that is traditional pastoralist. The great majority move to scattered and remote locations in search of grazing and pasture for their animals. They represent about 5-10% of the population[13]. In most of the cases the men leave their families behind and they drive their cattle to the swampy area during the dry season where there is pasture and return to their families during the rainy season and when rivers rise. Since most of the children remain with their mothers the possibility of bringing them to school is high.

There are 150 nomadic and 90 CEE centers situated in remote areas in similar environment in the four zobas. The distribution of the said nomadic schools is 33in Anseba, 58 in Gash Barka, 51 in Northern Red Sea and 8 in Southern Red Sea respectively. These schools are underutilized accommodating between 19 and 200 students. The size of these schools varies. Many are small that are supposed to serve for about 250 students according to the functional requirements of the MoE and some very small that can enroll about 150 or less students. According to the data obtained from these four zobas it is projected that annually they can enroll about 8000 students in the existing nomadic and CEE centers if an effective mobilization is carried in these communities.

Lessons:
   i.   Consensus building among stakeholders at national level is a prerequisite for successful implementation of the initiatives in addressing equitable access.
   ii.   Construction of learning spaces using local community participation and utilizing available local materials promotes expansion of programs with little resources available.
   iii.   Widespread advocacy and continued sensitization through communication strategies for girls and other disadvantaged children enhance the demand for education.

---

[13]Current estimate of the Ministry of National Development

2.1.8 Complementary Elementary Education (CEE)

The CEE was developed as an intervention to respond to the OOSC challenges. CEE is a joint initiative of GSE and UNICEF that commenced in 2006/07. It is implemented in 4 zobas. Its main objectives are:

▪ To create alternative provisions for elementary education for out of school children aged 9-14 years old and assist those eligible to be mainstreamed to the formal system at the middle level
▪ To support the other CEE beneficiaries(who could not join formal system) continue their learning in adult education programs

The curriculum of CEE is similar to that of the elementary education in the formal system but it is adapted to suit the needs of the learners. Text books with teachers' guides are prepared and printed although there will be need to reprint the texts to cover the expected surge in enrolment by the new CEE learners.

In 2011/2012 academic year 7,233 children (43.1% girls) enrolled in CEE learning centers supported by 353 teachers (24.0 % from the community and the remaining formal school teachers). Between 2007 and 2012, more than 12,000 children enrolled at the first level and more than 800 joined the formal system at middle level.

Most of the learning centers are located in remote areas very far from the nearest elementary school. The classrooms are constructed by using locally available materials.

2.1.8.1 Lessons

i. The most obvious lesson is that providing the supply side requirements like learning spaces, the policy on free education, the necessary curriculum materials and implementers does not translate into universal access. There is need to complementary social mobilization to generate and sustain demand for education. An education that is seen to address the immediate and longer term needs of the individual and community is more likely to attract and retain children.

ii. CEE is closely linked to the motivation and acceptance of by the respective communities and parents in particular. This calls for social mobilization and making sure that what is learned or achieved in the learning center is not lost or forgotten. Provision of different supportive measures such as opening reading corners and distributing relevant reading materials and parents' readiness to send their children to learning centers can be helpful in an illiterate environment where almost all the CEE centers are located.

iii. CEE teachers, especially those recruited from the community need close support and guidance. Secondly, most learning centers need attention and maintenance and this can benefit from community support if the community is well mobilized in advance. It is also important to trace and support those learners who are mainstreamed to the formal system. Successful ones not only enable the program to account for itself, they also provide powerful role models to new learners. It was also noted that CEE centers that got adequate support and follow-ups functioned well and contributed to the creation of more

demand from the communities. There is the need to allocate adequate funds for establishing better learning sites, providing extra reading materials, training of teachers, monitoring and supervisions.

iv. When it comes to mainstreaming CEE graduates into formal school, distance from some CEE centers to the nearest formal school becomes a barrier.

v. Investing in adult education provides the second opportunity for those who miss out on basic education.

2.1.9 Adult literacy and post literacy

Adult literacy in Eritrea is defined as part and parcel of basic education in the education system. It is composed of basic literacy and post literacy for adults of 15 years and above, which is equivalent to five years of the elementary education. At the end of the basic literacy phase, participants are expected to attain a basic level of reading, writing and numeracy.

As a result of the relentless and collaborative efforts, commendable achievements have been registered in Eritrea in adult literacy with the total enrolment of more than 700,000 adult learners (more than 80% women) since 2000 with an average of more than 75% completion rate. Recent reports from the six zobas indicate that enrolment in adult literacy increased by more than ten thousand (i.e. from 41,598 in 2009/10, to 51,704 in 2011/12)

The aforementioned achievements is also a promising trend and effort has been made all along in collaboration with partners to maintain and enhance it in the coming years until illiteracy status is reduced to the level targeted until 2015.

Despite the encouraging progress in adult literacy, there is still a wide literacy gap among the zobas (refer chart 2 below). There is a very low adult literacy rate in the four zobas. Whereas the national literacy rate is 64.6%, the literacy rates for the four zobas of Gash-Barka, Southern Red Sea, Anseba and Northern Red Sea are 39.2%, 41.0%, 56.5% and 59.1% respectively.

Chart 2: Adult Literacy Rate by Zoba
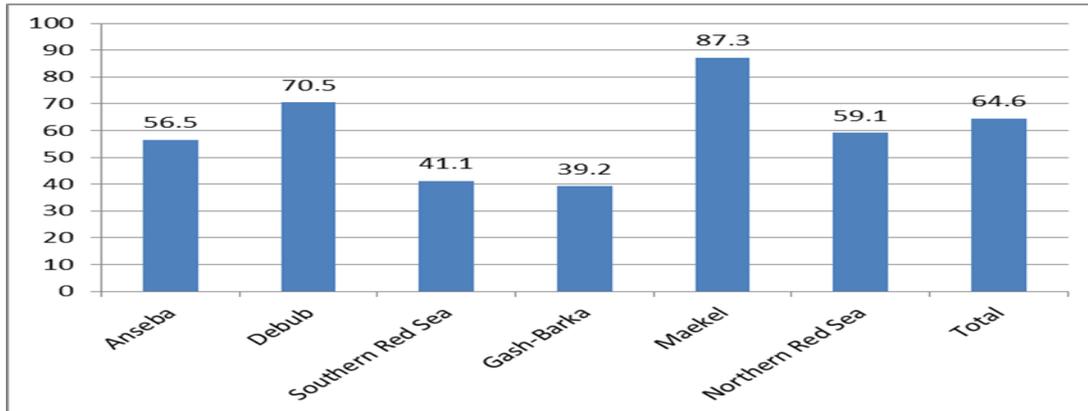
Source: Eritrea National Literacy Survey, 2008

Research findings reveal that absence of overall literate environment and illiterate parents as one of the main causes for slow growth of primary education in a country. One way to create a literate environment is to provide integrated basic education for children, youth and adults through diversified channels. It is also widely acknowledged that when parents are involved in the education of their children, more children come to schools, remain motivated to continue learning and do better in school. The inclusion of new adult literacy learners in this program is in line with the effort to enhance the provision of basic education in the country. Adult literacy positively influences the pattern of school enrolment of children.

Awareness raising meetings have been jointly organized mostly in remote disadvantaged areas aimed to sensitize and motivate the respective communities at large and parents in particular to benefit from the education and training opportunities for their children and themselves. These efforts should be enhanced and practiced widely in the coming years to ensure literacy for all as a foundation of quality basic education. Support in the form of supplementary reading materials for new adult literacy learners will also enhance family literacy through mutual support of parents with their children.

It is believed that many questions such as why many children are not in schools especially girls, promotion, failure and early dropout rates are related to educational levels of parents.

"There is evidence that literate women, even those with relatively low levels of literacy, are more likely to send their daughters to school than those without any literacy at all"[14].

2.1.9.1 Lessons

i. Literacy for all (children, youth, and adults) is a gateway to quality education, fighting poverty, promoting equitable participation of people through formal and non-formal means in an integrated plan and implementation.

---

[14]UNESCO, The Global Literacy Challenge UNLD (United Nations Literacy Decade) mid-point report, 2008,p 37

ii.   The effort of creating literate environment by opening community reading rooms alongside the Adult Literacy Programs and Complementary Education for OOSC has been useful to many beneficiaries in the respective communities. But these are very few in number (about 90 throughout the country) and hence there is a need to enhance and expand them to benefit all citizens (children, youth and adults).

iii.   Preparation of varied texts and supplementary materials in mother tongue through core writers and close consultation of speakers of each local language has been very effective in adult literacy that should be enhanced in future based on the rich experiences learned.

iv.   Literacy is the foundation for lifelong learning that also increases awareness and improves communication skills, hence it has been noticed that relentless effort will be needed to bridge literacy skills acquired in learning centers with the daily life and conditions of the beneficiaries to be responsive parents and active members of their community.

2.1.10 Infrastructure development

Within the component of access, the program has a major element of infrastructure, which is linked to the provision of safe, friendly and context sensitive learning spaces for the boys and girls targeted by the program, plus the adult learners within the communities.

The involvement of communities in the provision of learning infrastructure is an aspect that Eritrea has developed over time. The MoE through its Program Management Unit and the Physical Planning Unit (PPU) has experience in tapping community involvement to deliver infrastructural projects of a large scale within a short time, while mindful of safety, community satisfaction, the need to build sustainable skills among members of the recipient community, and value for money. That mechanism will be adapted and replicated in the GPE program.

Management of the construction process in the past experience of the MoE was decentralized to the Zoba Administration Infrastructure Office, which coordinates the participation of the local community in all construction activities.

Larger scale projects like the construction of the boarding school in Kerkebet area which is above the capacity of the community is to be handled differently through the National Competitive Bidding (NCB) process.

Negotiations are to be carried out with the Zoba Infrastructure Office to determine the exact construction costs. The negotiations will culminate in the signing of a memorandum of understanding (MoU) between the Zoba Administration and MoE.

The major construction materials are to be procured by the Zoba Administration while procurement for the locally available items is by the CAC. Post construction activities such as maintenance of the school building are usually the responsibility of the local community. The Ministry of Public Works (MoPW) oversees all construction works in the country and approves the design and payments to the construction works.

2.2 Equity and Quality

The principle of social justice embodies the provision of equitable quality education. It is therefore imperative that the education system safeguards equity in quality.

The negative synergy of supply and demand challenges gets amplified in disadvantaged areas which suffer distinct unfairness while quality is promoted (and enforced through routine inspections) in more accessible areas. Shortages of teachers, instructional materials, monitoring, and even inadequate community interest in the school activities, combine to weaken the quality of education service provisions.

This section highlights equity and quality from the perspectives of the language of instruction, the curriculum being delivered, and strategies to foster the development of practical science skills.

2.2.1 Mother Tongue as a medium of Instruction in Elementary Schools

The national education policy of the Eritrean government affirms that:

- The government shall work for the development of all Eritrean languages into full-fledged standard literacy languages.

- The mother tongue shall be used as the medium of instruction in elementary school, and is to be taught as a subject up to grade 12. In multi-ethnic/multilingual school environment, the medium of instruction shall be decided by the Ministry of Education and the residents of the particular area where the school is situated. In Non-formal Education, the mother tongue is used to establish literacy and numeracy.

Using mother tongue as a medium of instruction started in the second half of the nineteen seventies during the struggle for independence. However, only two of the nine ethnic groups used their mother tongue as a medium of instruction in elementary school at that time. Currently all the nine ethnic groups in Eritrea use their ethnic language as a medium of instruction in elementary schools and in non-formal Education.

All the necessary preparations were made to implement this policy. Curriculum was prepared and books printed in consultation with local languages experts. Further, with in the ATEI the MoE established a mother tongue teacher training center with the purpose of training mother tongue teachers who will teach in their specific ethnic language. As a result of this effort, individuals who completed grade ten were recruited and trained to teach in their ethnic language. Later on, this practice was replaced by recruiting teachers after the completion of high school. Due to lack of sufficient number of high school graduates who can be trained as teachers in a few of the ethnic groups such as the Bedawit and Nara a blended approach of teacher recruitment both from grade ten as well as high school completers will be used to fill the gap and expand access shortly.

To date there are 818 elementary schools that use mother tongue as a medium of instruction and 285,027 (128,809 females and 129,218 males) students who learn in their specific mother tongue.

The main challenges in delivering quality mother tongue education have been the unavailability of reference materials, literature, dictionaries and grammar books in addition to the lack of qualified mother tongue teachers.

2.2.1.1 Lessons

i. The ongoing effort on the development of languages references, dictionaries, and grammar books in some of the languages needs to be scaled up to all languages in order to enhance the quality of teaching-learning process.

ii. Some of the mother tongue teachers are not educated in pedagogy of the mother tongues and are not familiar with the orthography system of that language. They need to be trained in pedagogy of mother tongue education.

2.2.2 Curriculum and textbooks

The MoE launched a new curriculum for basic education and secondary education in 2003 and after several revisions the final national Curriculum Framework was approved and published in 2009. Side by side, the Moe prepared, printed and disseminated syllabi as well as textbooks and teachers' guides for most of the subjects phase by phase to support the implementation of the new curriculum.

In the formal education, the MoE distributed text books on one-to one ratio at all levels. The subjects taught at basic level are English, Mathematics, Eritrean Language (Mother Tongue), General Science, Social Studies, Citizenship Education, ICT, Life Skills, Physical Education, and Arts Education.

In the case of basic education, the development and printing of new textbooks has already been accomplished for all subjects and grades, except for Citizenship Education for grades 4-8, Physical Education (grades 3-5), Eritrean Languages (grades 6-8) and ICT (grade 8). The draft materials for those subjects have been developed and they are awaiting finalization, printing and dissemination. The target year for their implementation is academic year 2014/15.

Textbooks are provided to students free of charge by the MoE. The life span of a textbook in primary is 3-4 years, and accordingly measures are taken to either print or reprint the textbooks or teacher's guides for the particular subject in that particular grade, on the basis of current level of student's enrolment. Therefore, in that case the sustainability issue will not be a concern.

Evaluations for the already distributed text books have been planned to collect feedback about the appropriateness of the new basic education curriculum. The evaluations will inform revisions to the instructional materials and training of teachers.

i.   Involvement of and consultations with representatives of local communities, pertinent stakeholders and experts in specialized areas have been very effective and needs further consolidation. Moreover, building strong team work among writers and translators is vital for producing quality materials.

ii. As the development of the textbooks was driven mainly by local experts, this experience enhanced the local capacity and ensured the relevance of the curriculum.

2.2.3 Training in Multi- grade and Learner Assessment

Teacher training: There are clear links between the training of teachers and their deployment and utilization. The Asmara Teacher Education Institute (ATEI)[15] is upgraded to offer diploma level training in addition to the ongoing certificate program. The college of Education within the Eritrean Institute of Technology (EIT) produces graduate teachers with diplomas and first degrees to serve the middle schools and secondary schools. The Two colleges will also prepare teachers to meet the special needs of the schools in the disadvantaged areas.

Multi-Grade Teaching: The MoE conducted a survey on multi-grade teaching in the first quarter of 2013.The main findings include that most of the teachers are not trained on multi-grade teaching, do not have a conducive learning space; and they also lack basic facilities for teaching and learning.

Under the GPE program, multi-grade teaching will be strengthened by including courses for the trainees in the summers, the learning spaces will be improved and equipped with necessary furniture, facilities and equipment necessary for teaching and learning. Besides, the multi-grade schools will be periodically monitored.

Learner Assessment and Progression Guidelines (LAPG): Within the context of a learner-centred and interactive pedagogy, LAPG has been developed for students at elementary, middle and secondary levels. The assessment is carried out by class room teachers continuously, as well as at the end of a semester and/or a course. The guide also addresses the conditions in which students' progress from one grade to the next higher grade.

The assessment criteria are derived from the syllabi and expected learning outcomes (ELOs) which, in turn are tuned to measure acquisition of knowledge, development of practical skills and development of desired values and attitudes in a holistic manner. Since theteacher must have a sound theoretical and practical knowledge of the assessment strategy, the summer trainees at ATEI will also be given training how to apply LAPG. Furthermore, a two-staged training program for the training of the trainers (ToT) and subsequent training of all teachers is stipulated.

---

[15] Note that ATEI has changed its name to Asmara Community College of Education (ACCE).

2.2.4 Strengthening Science and Technology in Middle Schools

2.2.4.1 Science Education in Middle Schools

The new National Curriculum Framework (2009) provides for broad and balanced education that relates to the needs and the holistic development of the individual, and the society at large. The stated teaching methodology is learner centered and interactive pedagogy.

The delivery of the new National Curriculum is facilitated through an integration of academic and practical subjects. In addition, the teaching of such subjects using interactive teaching-learning processes requires school support systems, such as demonstration rooms equipped with the necessary chemicals, models, charts, equipment and kits.

By its very nature, science is a practical subject and should be taught in a practical way. Majority of science educators believe that at least 40 percent of the total time spent in learning science should be set aside for activity-based lessons. This is reflected in the Eritrean science syllabuses. Activities and demonstrations represent an essential part of the science syllabus in our middle schools.

However, currently, almost all Eritrean middle schools are not equipped with the necessary chemicals, models, charts, equipment, and kits and are thus hindered from carrying out practical science activities. In addressing this issue, the MoE, with the assistance of the GPE, plans to support particularly the disadvantaged middle schools in the country by equipping them with the essential science equipment, chemicals, models and charts.

The beneficiaries of this project will be 200 middle schools in the disadvantaged areas. This component will have the following major activities: Procurement of equipment, chemicals, models and charts for demonstrating practical science activities for the sample middle schools; consultation and consensus building workshops, and familiarization and training workshops.

2.2.4.2 ICT in Remote Disadvantaged Schools

The project activities of ICT in education proposed in the GPE program document are intended for rural disadvantaged schools at the basic education level. In the Eritrean school system, ICT is offered at basic, secondary and tertiary levels. At the basic education level, while children in urban and semi urban areas are benefitting from the provision of ICT in their schools; those in remote rural areas have been deprived of access to ICT education and services. Yet this is an important variable in enhancing the quality of education. This has resulted in the prevalence of digital divide, which in turn results in educational and social disparities. Hence, addressing this issue in basic education is intended to ensure the provision of equitable access to quality education for all children at the basic education level. The printing and familiarization of ICT textbooks and teacher's guides is for grades 8 in compliance with the project objectives because grade 8 is at basic education level.

The introduction of the ICT in Education program into the Eritrean school system, since 2005, has laid the basic foundation for the provision of ICT enhanced quality education. More

importantly, it has created extensive awareness and common understanding among students, teachers, school community, parents and the society at large on the benefits of ICT in preparing the young generation of learners for today's globalized world of information and knowledge society.

In the Eritrean context, the school is the primary source of opportunity for access to ICT facilities and services for majority of students and especially those in remote disadvantaged areas. Hence, strengthening the expansion of appropriate technology solutions such as solar powered ICT facilities and services for children in remote disadvantaged schools is a vital element of bridging the digital, educational and social divide and ensuring equitable access to quality education for all.

The MoE has established a system and structure of management and implementation of ICT in education at national, zoba and school levels. This is intended to facilitate technical assistance (maintenance and servicing) and human capacity development programs. These are critical factors for effective implementation and sustainability of the program.

The teacher is the central player in the actual implementation of the instructional process. If teachers are not empowered to take the lead as informed and knowledgeable mentors of technology, students may end up wandering in an ocean of unwanted information unable to harness it towards the intended educational purpose. Hence, extensive pre-service and in-service teacher professional development programs in ICT should be organized and implemented both at national and local (school) levels.

2.2.4.3 Lesson

i.   The establishment of an ICT training center and a computer refurbishment center at central MoE and the establishment of ICT units and ICT training centers in all zobas as well as the formation of a technology core team at school level (director with two ICT master trainers) has been critical factors of success and sustainability of the program.

2.2.5 School health program

School health encourages enrolment and attendance and reduces drop out. It also helps children to learn better. Eritrea has made impressive progress in its school health and nutrition program.

The school based health and nutrition service is considered as an important component of the school health program. The services provided in Eritrea fall into two categories: (1) services provided directly by teachers and (2) screening of children for health problems followed by referral to local health facilities.

The services provided by teachers are mass supplementation with vitamin A, iron, and *praziquantel* for *bilharzia*.

Since the introduction of the school based health and nutrition services a large number of children around the country have been screened for common health problems including ear, skin and eye infections, dental caries and refractive error.

In 2004 a strategic plan was developed. The aim of this strategic plan is to recommend how the school based health and nutrition services could be implemented in Eritrea.

Based on the plan, four different types of activities are practiced in schools. These are:
- Direct delivery of interventions by teachers to their schools
- Screening for health problems
- Referral of children to local health facilities
- Encouraging habits of good hygiene

The preparation of the national strategic plan for school based delivery of health service was followed by a workshop attended by school health and nutrition focal points drawn from the regional health and education offices of each of the country's zobas. The workshop was followed by a national training of trainers (ToT) workshop in school based health and nutrition services.

Eritrea has adopted a teacher led approach to school-based health and nutrition services under which teachers, acting under the supervision of local health staff, deliver simple health services to the children in their care. This is due to the fact that Eritrea has many more teachers than health staff and many more schools than health facilities. Such an approach enables the health of many children to be improved quickly, leading to rapid improvements in the quality of their education. Teachers provide a range of services including direct delivery of some interventions to children, screening for health problems and referral to local health facilities.

2.2.5.1 Lesson

To ensure the sustainability of the ongoing programs it is essential to conduct continuing training for teachers, health workers and community members. Such training is necessary for a number of reasons to refresh and update the skills of personnel already associated with the program; to enable new staff to be trained from schools and health centers from which previously trained staff have been transferred and to encourage ongoing sharing of information, collaboration and building of relationships between teachers, health staff and community members.

2.3 Institutional and Human Capacity Building for Equity in Education

The GoSE started to reform its education system in 2002to address the shortcomings of the Eritrean education system. As stated in the Concept Paper, the transformation calls for improvements in the education system by increasing and improving educational infrastructure, constructing more schools and improving access and quality for the educational system. It also calls for serious efforts in abolishing the wastages prevalent in the school system in terms of human power, time and other resources.

The call of the transformation of education system was a call mainly addressed to the proactive role of teachers and educational mangers in the process, outputs and outcomes of the school system. The proactive involvement of teachers and educational managers in continuously improving the school system necessitate the continuous development of teachers and educational managers. A major thrust of the reform has been the recruitment, training, retention, support and upgrading the professional capacity of the teaching force and educational managers.

The increase in the number of schools and students, in turn has called for a marked increase in the number of teachers needed. In order to solve this acute shortage of teachers, at the elementary school level the Ministry of Education was obliged to recruit a large number of high school graduates as direct teachers, and certificate holders, who have graduated from Asmara Teachers Education Institute (ATEI).

The direct teachers were upgraded to certificate level via summer in-service training supported with distance learning. Such intervention of recruiting and training uncertified or under-qualified teachers is still in practice. About 200 under-qualified middle school teachers were upgraded to a college diploma level via distance learning in collaboration with the Eritrea Institute of Technology (EIT). Over 600 teachers, supervisors, zoba officers including senior education managers were upgraded to certificate, diploma, bachelors and masters degrees through distance learning in collaboration with national and international universities.

The initiative is in line with the objectives of the ESP (2013-2017) and the Government's ongoing transformation of the overall education through a comprehensive program of human resource development and revised approaches to the teaching-learning process. It is also in line with the country's international commitments to EFA and Millennium Development Goals.

Capacity building of teachers and educational mangers has been carried out in the form of continuing professional development (CPD) program some of which were at the central level and some at zoba, sub zoba and school levels. This practice will be enhanced so that equitable access to education is realized particularly for the children in the disadvantaged areas.

2.3.1 Lessons

i. A key lesson learned in human and capacity building is the fact that quality initial teacher training and continuing professional development of teachers and educational managers is vital for the provision of equitable access to quality education.

ii.   Recruiting direct teachers and upgrading them with in-service training could be taken as transitional intervention for ensuring equitable access to education.

iii.   The existing collaboration between the MOE and the EIT in particular with the College of Education should be strengthened to address the demand of teachers and educational managers.

III. PROGRAM PLANNING AND PREPARATION

3.1 Basis of the Program

The preparation of this program document involved intensive reviews of the core documents of the MOE and reference of other relevant materials backed up by broad participation, field works and frequent consultative workshops of all national and zoba level stakeholders of the education sector. The documents consulted mainly included the, ESP (2013-2017), Basic Statistics and Indicators of the MoE and various up-dated educational research outputs. The preparatory task of the program has significantly benefited from full support of the MoND, MoF and other government bodies and very active participation of all the departments of the MoE. The program also benefited from the Educational experts of UNICEF and the EWG members.

This program is anchored in the interim ESP (2013-2017), which was recently drafted by the MoE. The ESP, which builds on previous programs (ESDP 2005-2009 and ESIP 2003-2005), has benefited from critical reviews and inputs of a wide selection of stakeholders including UN agencies and multilateral development partners. It acknowledges the risk of missing MDG and EFA targets but also bravely outlines steps towards achieving Universal Primary Education by 2015, achieving 100% NER by 2015/16 and addressing internal inefficiency in the education sector.

Whereas the new ESP provides the overall framework for the implementation of the GPE program, key stakeholders acknowledge that there are important areas that need to be finalised in order for the ESP to be a solid framework for implementing the necessary strategies and actions in education in the next five years. To inform the process of finalizing the ESP, this program will also support studies to:

1. provide a clear linkage between the basic education subsector and other subsectors especially the tertiary education;

2. conduct a thorough vulnerability and risk analysis of the environmental, social, economic and geopolitical factors that may impact on education;

3. conduct a capacity analysis in the sector with regard to its ability to implement the plan successfully. The analysis will identify mechanisms to strengthen the professional and technical capacities of the education system as well as school management and community participation;

4. strengthen the components on 'quality' and 'capacity building' in order to bring them to the comprehensive level of 'equitable access';

5. strengthen the monitoring and evaluation capacity with specific targets and indicators; and

6. strengthen the overall consultative process and devise modalities for stakeholders' continuous engagement with the ESP.

3.2 Major Considerations for Planning

In planning this program, it is appropriate to refer to previous programs implemented by the MoE so as to draw basic lessons that would help subsequent programs including this program to be supported by GPE. This subsection provides a summary of the overarching lessons that have informed the development of the GPE program and will indeed provide live reference to its implementation. The GPE supported program will therefore endeavour:

1   To focus on the beneficiary as the fulcrum of all interventions by all sectors. This plan will benefit from inter-sectoral collaborations with health, child protection and WASH. The program will promote school spaces as points of intervention for school water and sanitation, health (e.g. immunisation, vitamin supplementation, nutrition and provision of adolescent friendly health services) and child protection (e.g. mine awareness, addressing violence against children and developing key life skills).

2   To support locally tried and successful options for equitable access to quality education. Eritrea has succeeded with innovations in education for children who are out of school. Initiatives such as nomadic education and complementary elementary education succeeded when government identified people from the local communities, equipped them with teaching skills and then deployed them to teach in their respective communities. Eritrea is in the process of rolling out multi-grade teaching to overcome supply-side constraints related to minimum teacher loads. All these initiatives have been in pursuit of equity and social justice[16].

3   To mobilise community participation and ownership. The Government also leveraged partnerships with the disadvantaged communities to provide low cost classrooms. Full participation of the community and all beneficiaries in the construction of schools proved to be effective and cost saving in externally supported programs in the past[17].

4   To nurture and sustain the morale of all mediators of learning and other implementers. Teacher commitment and morale was evidently high where the teachers in difficult contexts were given a clear path for professional development e.g. through the distance learning approach. This resulted in teachers being more settled and focused to their tasks. An evaluation study on Distance learning found that the open distance learning program helped the teachers to improve their knowledge and teaching skills, enhanced competency and

---

[16]This has been reflected in the two studies on; 1) The impact of incentive schemes on Girls Education and 2) Girls Education and Disadvantaged Children, as well an impact assessment on the complementary education (see references).

[17] See Annex 4 for a sample Aide Memoire on construction through community participation in zobas.

confidence, opened opportunities for degree programs, brought economic changes, attracted and retained the teachers.[18]

5   To be transparent. There will be a transparent and systematic flow of information about the program through regular meetings, joint monitoring missions, regular quarterly and annual reports, updates via email and briefs, to ensure that all stakeholders are fully conversant with the progress of the program. In the annual education sector reviews the MoE will report on the GPE funded program as part of the overall assessment of progress of the ESP.

6   To tap the local knowledge of the target communities. The program will mobilise and work closely with target communities to implement the program. By working closely with the local communities, the program will be able to benefit from their local indigenous knowledge of the context and how they resolve some of the challenges they face. The program will also benefit from the physical inputs to education, community goodwill through positive attitudes and identification with the program, and their moral support to the formal education of their children. The communities will monitor the program on a regular basis.

3.3 Expected Program Output

The proposed program is expected to contribute to the following results:

1. Increased access to quality, relevant and gender sensitive education for disadvantaged children who are currently out of school.
2. Improved quality of basic education and literacy.
3. Increased institutional capacities to manage the delivery of quality basic education.

3.4 Program Description

The ESP (2013-2017) provides a framework for the implementation of the GPE funded program. The five strategic priorities of the ESP are to: i) increase equitable enrolment in basic and secondary education; ii)enhance and expand the provision of literacy and continuing education; iii) improve the quality of basic, secondary and technical and vocational education; iv) develop technical skills and technology training and v) strengthen sector capacity to deliver better quality education.

The GPE program will contribute to most of the five priorities, and specifically focus on raising equitable access to basic education, improving the quality of education, and strengthening the capacity of the education system to better deliver education services.

Specifically, the GPE funded program will contribute to the strategic sector priorities by focusing on the basic education of children from disadvantaged communities in Anseba, Gash Barka, Northern Red Sea and Southern Red Sea. Disadvantage refers to a combination of factors including: (i) poverty levels (ii) the unmet demand for access to education services (iii)

---

[18]MoE (2011), Evaluation Report of the Open distance Learning Program of Middle School Teachers of Eritrea, P.55.

inequitable access to essential services due to traditional lifestyles (nomadic and semi-nomadic) or difficult physical terrain.

Access to basic education in the four zobas significantly deviate compared to the two zobas (Maekel and Debub) owing to the aforementioned factors. The GPE funding will therefore benefit vulnerable children, youths and adults from communities in four zobas, as well as the entire basic education sub sector through building the human resource and infrastructural capacity of education authorities. The proposed program will be implemented over a period of three years to contribute to the equitable access of quality basic education including in response to the following specific issues.

- Expand to include more schools and girls with lower educational performance at basic education level and beyond by constructing 300 new class rooms.
- Conduct an integrated awareness raising campaigns to communities by the concerned bodies on the negative impact of early marriage and parenthood on girls' education and leading successful and healthy life through effective communication strategy to persuade nomadic communities to send their children to school.
- Involve qualified, disciplined and performing teachers for the project in the Zobas by recruiting and training competent and committed teachers for the nomadic areas.
- Close follow-up and supervision of the program implementation using the designed proper monitoring and evaluation system to ensure effective and efficient program implementation.

The Government of the State of Eritrea, the Eritrea-UNICEF Country Program (2013-2016), the African Development Bank, Islamic Bank and future development partners will support components of the ESP, especially for achieving EFA, enhancing TVET, improving quality of education at all levels, and building institutional capacity.

3.4.1 Externalities and anticipated effect

The major assumptions are that the availability of adequate funding and competent human resources capacity will enable the implementation of all the three components of the proposed program in three years. The intervention will narrow the gap of educational disparity due to location, gender or disability.

3.4.2 Potential risks and their mitigation

Border war: Eritrea had a border conflict between 1998-2000. Despite the war scenario and the consequences of massive internal displacement of people, the government continued its effective educational delivery to the citizens without any interruption. The government has maintained its commitment to its vision by managing its resources to achieve global and national development targets despite the challenging no peace no war stalemate.

Community participation: community participation in various education development programs especially, in the construction of learning spaces has been successful and has also proved to helpful in mitigating the scarcity of skilled labour in the market. The construction of learning spaces will greatly benefit from the participation of the communities. The capacity of

the community members will be enhanced through short term training programs to ensure the quality of construction. The MoE Community Participation Manual will also provide guidance on how to mobilize the communities and define their roles and responsibilities.

Retention of teachers: There is a likelihood of attrition of trained community teachers to urban and semi urban locations that offer friendlier living conditions. A qualification in teaching offers a visa out of deprivation. While the Government will not try to bar such teachers from exercising their freedom of movement, the MoE will cooperate with the respective communities to provide incentives that might encourage the teachers to remain and serve within their communities. There are precedents of communities working closely with schools to retain teachers. These will be explored and applied as necessary.

Data collection and reporting: The EMIS has been providing good quality and up to date statistical data annually for the last 20 years. The system has well established flow of data and information at school, sub-zoba, zoba and national levels and has been providing critical information for decision making in policies and planning. The risk of possible delay of reports from the school level and accuracy of the reported data will be addressed through continued capacity building of EMIS staff and school directors, monitoring the data collection processes at all levels and ensuring the effective utilization of the statistical data.

Climatic factors: The harsh climate and recurrent drought affect the movement of the nomadic communities and delay their settlement in areas where their children can get educated. This risk will be mitigated by assigning teachers from the nomadic communities who prefer to settle in their original areas where they can also serve the communities. Eventually shortages of teachers will be alleviated by the flow of college graduates. These strategies will increase attraction and retention of teachers in those areas and will make the program sustainable.

Impact of natural disasters: Identification of likelihood of occurrences of natural disasters, early warning and preparation will be in place. The consequences of earthquake disaster that occurred in June 2011 in a locality called *Sireru* in Southern Red Sea was effectively mitigated through involvement and effective coordination of the government and local communities.

Monitoring and reporting: Monitoring and reporting capacity, especially at lower levels of MoE is inadequate. Monitoring and reporting mechanisms will be integrated into existing government systems. Capacity of relevant government staff to carry out M&E will be strengthened through training and mentoring.

3.4.3 Problems, objectives and alternatives

3.4.3.1 Equity in Access

Problem: Currently the number of children of basic education age who are out of school is over 179,680 (55% females). Of these 68,392are children aged 7-11 and 111,288are children aged 12-14. The out of school children are mainly concentrated in the four disadvantaged zobas of Anseba, Gash Barka, Northern Red Sea and Southern Red Sea. Moreover, there are relatively high adult illiteracy rates and gender disparities, which pose longer-term challenges to the delivery of quality education and national development.

Objective: To increase equitable access through ensuring equity of access for about 44,576 (at least 18,722 girls) children and 30,000 adults from the most disadvantaged regions of Anseba, Gash-Barka, Northern Red Sea and Southern Red Sea and improve the GER/NER indicators as the country strives to attain EFA and MDGs 2 and 3. The general aim is to reduce the gap by increasing the equitable access and improving the quality of education to the male and female children, adults and the youths.

Alternatives: The government has different strategies for achieving education MDGs and EFA goals. Addressing the high adult illiteracy rate, especially in the disadvantaged zobas, is supplementary to the provision of quality basic education. Concerted effort is needed to reduce the gender and regional disparities through scaling up of the literacy program and by focusing on the four disadvantaged zobas of ANGS. Thus, inclusion of adult literacy as part and parcel of the intervention is very much linked to the success rate of the OOSC since parents will be in better educational and motivational levels to follow-up and help their children to be sustainably engaged in education.

Successful strategies like the Complementary Elementary Education (CEE) and Nomadic Education are to be expanded to the very remote areas of the country to enroll girls and boys for the first time. Community-wide campaigns will seek to drive up the demand for education in the existing underutilized and newly constructed classrooms. Other interventions will entail setting up of additional learning spaces from locally available materials in targeted areas where there are no schools, recruiting teachers and facilitators from the local communities, providing education incentives in the form of schooling materials and uniforms, and introducing flexible curricula to allow children of the nomadic and semi-nomadic communities to join classes according to their movement patterns. The provision of basic schooling materials as incentives to communities with limited access to monetary resources is essential for driving enrolment – holding true for communities beyond just the nomadic and semi-nomadic communities. Moreover, the importance of recruiting service providers from the remote and disadvantaged communities themselves will contribute in enhancing the sustainability of the program.

3.4.3.2 Equity in Quality

Problem: The major problem about the quality of education in Eritrea is the low learning achievement of students compounded with low internal efficiency characterized with high level of repetition and dropout rates across the grades.

Objective: To improve the quality of basic education throughout the country in general, and to enhance the learning achievements of students the four zobas in particular.

Alternatives: The program will enhance the learner centered and interactive pedagogy through curriculum planning and development which includes preparation and distribution of pertinent instructional materials, textbooks and readers; Teachers' professional development to foster effectiveness in schools; strengthening and consolidating the school support system with multimedia materials, equipment, science kits, libraries, laboratories and e-learning etc.

3.4.3.3 Institution and Human Capacity Building

Problem: The capacity constraints are mainly in the education management at the zoba and sub-zoba levels. Capacity gaps are evidenced in the form of limited evidence or research based planning and programming of interventions, interpretation of EMIS for planning and documentation.

Objective: To strengthen the human, institutional, and EMIS capacity of the MoE in monitoring and evaluation of education interventions.

Alternatives: In order to strengthen the institution and human capacity of the MoE at all levels in general and the zobas and sub-zobas in particular, the program will support the improvement of management and monitoring capacity of the ministry and middle and lower levels of education through the provision of training on education planning, implementation and monitoring; conducting research and studies and dissemination of polices, strategies and guidelines.

3.4.4 Target beneficiaries

The targeted beneficiaries in this program include children from nomadic communities, children who are out of school due to barriers of culture or distance, children with special educational needs and children in the age group of 5-6.

This program will cater for a total of 44,576 (comprising at least 18722 girls). That is to say, there will be 40,000 OOSC children aged between 7-14 from the most disadvantaged communities in the targeted four zobas of ANGS, a further 4,000 children aged between 5-6 years will benefit from ECD interventions, 400 children will benefit from middle school education at Kerkebet Boarding School, and 176 will be supported to benefit from Special Needs Education interventions.

Given the very low adult literacy rates in the four zobas, a complementary strategy will be to support 30,000 adults to complete the three levels of literacy and post literacy programs. As noted earlier, adult literacy is key in mobilizing communities to support the education of their children. Government will lead the adult education component and GPE funding will complement government funding specifically for training facilitators and providing instructional materials.

The Education system will benefit in terms of capacity strengthening of its personnel right from the schools, sub zobas, zobas up to the Ministry headquarters.

3.5 Program Development Objectives

The overall objective of the program is to contribute to the realisation of EFA goals as well as MDG 2 and MDG 3 by 2015. The program will support the Government in delivering quality education for all within the context of poverty alleviation and economic growth. The contribution to the national goal will be realized by focusing on children age 7-14 who have missed access to education. The proposed program is expected to contribute to the i) equitable access, ii) quality of education and iii) capacity development of the Ministry of Education.

The specific objectives of the program are to increase equitable access to basic education, to improve the quality of basic education throughout the country in general and the four zobas in particular, and to strengthen the human, institutional, and EMIS capacity of the MoE in monitoring and evaluation of education interventions.

Basic education (elementary and middle level education including literacy and adult education) is aimed at enabling all children complete elementary education, and middle level education with targeted learning outcomes. Equitable access, efficient student flows and quality were the principal requirements of this program. The activities set up to achieve access and quality improvement includes: i) construction of elementary and middle schools, classrooms for ECE and SNE ii) expansion of teacher outputs and improvement of the competence of teachers including school leaders through in-service staff development, distance education development to upgrade teachers qualifications, curriculum development and text book printing and distribution.

The **literacy and post literacy** program aims at increasing literacy and reinforcing the quality and supply of teaching materials and trained teachers for adult literacy program. The principal activities to achieve the targets include: expand literacy and post literacy education, reprinting of literacy materials; facilitation training; and systematic monitoring and quality assurance.

The key purpose of **capacity building** for service delivery is to build the human and institutional capacity of the MoE, at the headquarters, Zoba and sub-zoba levels in order to make the delivery of the services more effective and efficient. This program is therefore aimed at strengthening the capacities in terms of knowledge, skill and competence at the managerial level and scaling up implementation capacity of the MoE.

The Program will be monitored closely through a set of key performance indicators.The program has three specific sub-objectives and targets.

  i.   To enrol into pre-primary, elementary and middle school at least 44,576 (at least 18,722 girls) out of school children in disadvantaged rural communities in four zobas.

  ii. To improve the quality of teaching and learning through equipping teachers with additional skills and provision of textbooks, ICT, science and health kits. Furthermore, to develop and distribute curricular resources for elementary, middle school and adult literacy.

 iii. To develop and strengthen the capacity of MOE staff to plan, implement, monitor and evaluate education programs at national, zoba, sub-zoba and school levels.

The result of the above three objectives will be increased enrolment and an accompanying lowering of OOSC rates by 20%, improved retention and completion rates, equitable deployment of qualified female and male teachers improved quality in teaching and learning with the teacher Pupil ratio improved from 1:55 to 1:50, improved quality of teaching and learning, higher learning outcomes and mastery of core subjects among children in disadvantaged communities, as well as increased adult literacy in the communities of ANGS.

3.6 Program Components

The proposed program consists of three core components each having several sub- components as outlined below.

3.6.1 Component 1: Increased equitable access to basic education

This component is aimed at narrowing the gap of regional disparities due to inequitable access to education by paying attention to the specific characteristics of the populations.

3.6.1.1Enrol out of school boys and girls in disadvantaged communities in ANGS regions: 40,000

At least 44,576 (at least 18,722 girls) out of school children in disadvantaged rural communities in four zobas will be enrolled into pre-primary (ECD), elementary and middle school.

Rural populations living in the disadvantaged areas such as nomadic communities in Northern Red Sea, or in sparsely populated areas such as Southern Red Sea, and remote, hostile and very marginal regions like Kerkebet sub-zoba which hosts the Bidawiyet community are especially vulnerable to inequities in education. The seemingly high initial investment required by this school in light of the number of students of 400 to be admitted at the outset is justifiable.

Firstly, the area is one of the disadvantages places where the government wants to uplift the communities by providing educational services to eventually seal the gap of development disparities as.

Secondly, the building is a permanent structure to give services for an extended period of many years hosting many more students.

Thirdly, teachers' quarter must be in place since nothing can be done without competent and committed professional teachers willing to withstand the hardship in the remote areas.

Interventions to overcome the challenges of difficult terrain, sparse populations and nomadic lifestyles include the provision of boarding schools, expanding nomadic schools and strengthening the quality of complementary elementary education. The program will recruit facilitators from the respective communities, train and deploy them to their respective communities as teachers who will serve in the schools and CEE centres.

This component will essentially focus on increased equitable access to basic education by enrolling out-of-school children in disadvantaged communities into elementary and middle level education. The breakdown of enrolment and corresponding main activities and outputs are presented here below.

3.6.1.2 Construction and Expansion of Learning Spaces: provide and/or improve learning spaces

In consultation with all beneficiaries and concerned bodies, appropriate sites for schools construction will be selected. Specifically, the program will provide and/or improve learning spaces by implementing the following activities:

i) Construct 300 low-cost classrooms for elementary schools in the four zobas which will serve at least 15,000 pupils
ii) Construct a boarding school for middle level and above for the Bidawiyet communities in Kerkebet sub-zoba to accommodate at least 400 girls and boys.
iii) Construct 8 additional Special Needs Education classrooms in 4 existing elementary schools in four regions for the blind and deaf children to cater for about 96 children to be affiliated to the three segregated SNE schools with the intention to keep the children within their communities as part of the transition to inclusive education.
iv) Construct 40 additional classrooms for ECE in existing elementary schools. The target beneficiary will be 4000 students out of which 2000 will be enrolled in the new classrooms and the remaining 2000 will be accommodated in existing ECD centres through social mobilization and sensitization.
v) Construct 6 new classrooms and dormitory block facilities in Keren School for the Deaf to cater for 80 children with special needs annually.
vi) Address the literacy needs of 30,000 illiterate adults in 4 zobas in ANGS. The 60 CEE centres (i.e. 180 classrooms) will be shared between formal or nomadic schools and adult learners in the spirit of community ownership already existing in the respective communities.
vii) The construction of the new classrooms will involve not only multi-activities but the process will take relatively longer time for completion. The construction related activities of the program are as follows:

▪ **Construction through community participation (CP):** During the previous implementation of CP projects, profound experience has been developed in school construction through community participation at zoba and at community levels which will also applied in the GPE program. Phase I (i.e. 25% of the construction program) will be done from June to October; while phases II & III (i.e. 75% of the construction program) are planned to be done from November to June. Other preparatory activities such as negotiation of prices and signing of Memorandum of Understanding (MoU) with the Zobas, transfer of money, site surveying, procurement of local and imported construction materials, etc. will be done in the remaining months of the year.

▪ **Semi-permanent classroom (6mx6m)** design resembles to the standard classroom (6mx8m) designs of the Ministry of Education (MoE). However, it lacks: properly reinforced concrete flooring as well as cement/terrazzo tiles; 4mm thick hard board ceiling; electrical appliances such as lighting, sockets, funs (ceiling hanged ventilators), etc.; and 2m wide covered verandah, properly made steel cased windows (the semi-permanent classroom possesses 2mm thick wire mesh as a ventilation opening), and 2mm thick cement mix plastering for the internal part of the classroom. The average cost per classroom of the previously constructed Standard MoE schools is US$ 30,000 and the semi-permanent classroom is roughly estimated at US$ 15,000.

- **Construction of Boarding School through national competitive bidding (NCB):** The Boarding School to be constructed under the GPE program is a low cost standard design of the MoE. This design was used in the phased out WB funded project for the construction of students' dormitories of ATEI. Other facilities for this program are based on the estimation applied in similar schools already constructed all over the country. The cost breakdown of the structure is presented below.

Description	Qty	Unit cost	Total Amount
Construction of 400 capacity boarding school			
• 4 classrooms blocks	2	120,000	240,000
• Administration, library & science laboratory	1	140,000	140,000
• 20-rooms dormitory block	5	150,000	750,000
• Dining hall, kitchen & store	1	140,000	140,000
• 6-rooms teachers residence block	1	60,000	60,000
• Toilet blocks (5 WCs and 5 showers)	3	40,000	120,000
• $60m^3$ underground water reservoir	1	20,000	20,000
• $300m^3$ septic tank reservoir	1	15,000	15,000
• $2m^3$ elevated water tank	1	10,000	10,000
• 800m fence wall	800	220	176,000
Total			**1,671,000**

- **Role of Ministry of Public Works (MoPW):** The PMU of MoE has its own engineering unit staffed with four engineers[19]who will supervise the construction activities of the program as well as approve for requests of payment certificates. The MoPW will participate in periodic monitoring and temporary as well as the final acceptance of the school construction by validating the architectural and structural fitness of the structures.

- Finally, the Gantt chart for the construction of ECD and SNE classrooms in existing schools and expansion of Keren School for Deaf is presented in Annex 2; and the Implementation manual for Community based construction has been prepared and is separately provided for reference.

3.6.1.3 Provide teaching and learning Resources to the new schools and CEE centres

The program will provide teaching and learning resources to the new schools and CEE centres consisting of the following:

i) Supply of learning and scholastic materials for 40,000 pupils;

---

[19]Please note the number can be increased depending on the specific demand of the program implementation.

ii) Procure and distribute school furniture (such as chalkboards and 7560 desks to the low cost classrooms and CEE centres; and 2,000 small chairs to the ECD learners);

iii) Procure SNE facilities for the 3 existing special needs schools as well as the 8new classrooms in elementary schools for the deaf and the blind and the 25 disability friendly resource rooms to support children with other disabilities;

iv) Procure 1,200 essential school health kits for first aid, eye charts, height measurement poles and scales for weight measurement; and

v) Revise, print and distribute adult literacy materials to 30,000 adult learners and consolidate community reading rooms and reading corners to supplement literacy.

3.6.2 Component 2: Improved quality of education (teaching and learning)

This component will focus on improving the quality of teaching and learning through equipping teachers with additional skills and targeting the distribution of supplementary reading materials, consolidating school support systems for elementary middle school and adult literacy centres. This component has been developed with sensitivity to children with special needs. It will contribute to the national policy objectives of promoting inclusive education in Eritrea. The following activities are planned to complement the provisions within the PAD and they are reflected in the relevant sections in the program budget and results frameworks.

i.   Designing and developing new approaches to widen the range of educational opportunities for children with disabilities:

ii.   Expanding the school for the Deaf in Keren

iii.   Enhancing the role and scope of special schools

iv.   Procuring teaching-learning materials that are supportive to inclusive education and SNE

v.   Training of special schools teachers, supervisors, directors, and community representatives to service 'satellite' classes or centers in zobas

vi.   Empowering school communities to address and respond to diverse learning needs through continuous professional development programs

vii.   Training schools teachers, supervisors, directors, from regular schools on special needs education and SNE-sensitive pedagogy

viii. Widening the human resource base for addressing the learning needs of children with disabilities and special educational needs;

ix.   Training about 50 Inclusive/SNE teachers

x.   Developing policy guidelines and manuals

3.6.2.1Curriculum planning, development, implementation and evaluation

The sub-components relate to curriculum planning, development, implementation and evaluation including the preparation and distribution of instructional materials, text books, and readers and will comprise the following:

i. Preparing and printing books and teachers' guides, and familiarizing teachers of Mother tongue language teaching for grades 7 and 8.
ii. Compiling notes on changes that need to be made to text books of grades 1-8 as a result of evaluation studies
iii. Prepare, print and familiarize text books and teacher guides on ICT education for grades 8
iv. Prepare, print and familiarize text books and teachers guides on citizenship education grades 4-8, life skills grades 6-8 and physical education for grades 3-5
v. Reprinting of text books for grades 1,2, 6
vi. Printing additional textbooks for new elementary schools for grade 1, 2, 3
vii. Reprinting teachers guides for grades 1, 2, 6
viii. Printing additional teachers guides for new elementary schools grades 1,2
ix. Prepare & disseminate assessment and progressions guidelines.

3.6.2.2 Early Childhood Care and Education (ECCE)

The planned intervention is to attach some ECD classes to existing elementary schools. The approach is cost effective and will help to bridge the gap between preschool and elementary. It will encourage siblings and neighbors to travel from home to school together. This will also encourage the elder boys and girls take responsibility and protect the younger ones. The program will build on existing practices and systems through: continuous sensitization of communities; operational guides and procedures; recruitment and training of teachers; orientation for primary school directors and teachers; and establishment of child-friendly centers.The holistic and integrated approach to ECD that Eritrea adopted long ago will ensure that other sectors like health can reach the infants in their ECD spaces with their respective services. The specific program support will consist of the following:

i) Translating and disseminating the revised Early Learning Development Standards (ELDS) document
ii) Reviewing and disseminating the Early Childhood Education (ECE) teachers guides
iii) Conducting familiarization workshops on ECE at national level and
iv) Printing and/or procuring ECE materials and books for 40additional ECE classes.

3.6.2.3 Mother Tongue Education

In the process of ensuring the effective application of mother tongue as a medium of instruction, a peoples' language committee for respective languages will be established. The main duties and responsibilities of the committee will include: conducting public campaigns among various communities on the importance and advantages of learning in mother-tongue languages; studying differences in dialects in the languages; gathering technical terminology, sayings, grammar and new words. Others are: linking the public, the school and curriculum developers and experts to explore and address any underlying concerns among communities with regard to mother tongue education; campaigning to raise the participation of females and disadvantaged groups in education; and participating in the preparation of materials in respective mother-tongues. To this effect, the program activities will consist of:

i) strengthening activities of Regional Language Committees through increasing awareness of mother tongue education and familiarization on orthography in mother tongues and

ii) Producing and disseminating listening cassettes in the nine languages.

3.6.2.4 Training of Teachers and Facilitators

The rapid assessment[20]on Teacher Education carried out in February 2013, noted the tremendous effort of the MoE to recruit, train and deploy teachers at all levels; but also acknowledged the challenges of inadequacy of teachers to meet the demands of the disadvantaged areas in particular. There are a number of areas with no access to formal education and the demand for teachers is therefore very high. The program will select candidates from such areas and give them accelerated pre-service training before deploying them to teach in their respective areas.

The selection criteria for teachers will vary depending on their target audience. Preschool teachers will need to have completed secondary education while trainees for SNE will require an ATEI certificate.

For Nomadic education and CEE programs the minimum requirement is completion of grade 10. For adult literacy trainers the minimum requirement will be completion of grade 8.

The training for nomadic and CEE training programs is to be conducted in three consecutive summers of two months followed by continuous professional development programs.

For adult literacy trainers the training shall be short term training of one month at Zoba and sub-Zoba level in three batches.

For the category of teachers who need academic upgrading, the nearby secondary schools shall be utilized during the school vacation.

The recent survey also confirmed that, the main potential candidates for the proposed teacher training in the identified disadvantaged areas are available. The program will provide communication to inform and attract potential candidates to join the teaching profession. The program will select the right candidates and provide them with appropriate and adequate initial teacher education and training (pre-service) in the subjects of teaching as well on the application of interactive pedagogy, Learner Assessment and Progression Guidelines (LAPG), Multi-grade teaching and SNE. The program will conduct initial pre-service training of teachers, CEE facilitators and adult trainers as follows:

i) 700 teachers for elementary,
ii) 80 teachers for ECE
iii) 50 teachers for Special Needs Education (SNE);
iv) 120 facilitators for complementary Elementary Education (CEE)
v) 750 trainers for adult literacy.

---

[20]Survey on Teachers Education, MoE Feb, 2013

3.6.2.5 Strengthen and Consolidate the School Support System

The program support for the targeted basic schools and CEE centres, as appropriate, will consist of the following:
i)   equip 200middle schools with science kits;
ii)   provide library materials to 100 middle schools, and
iii)   Enhance the usage middle level science demonstration (Training of middle level Science teachers)
iv)   equip CEE reading corners

3.6.3 Component 3: Institutional capacity building and systems strengthening

The third program component aims to strengthen the human and institutional capacity for effective and efficient monitoring and delivery of educational services in general, and for the requirements of this program in particular. This program will contribute to strengthening the capacities of the Ministry of Education, zobas, sub-zobas and schools as spelt out hereunder.

The program activities to foster effectiveness in schools in the four zobas will consist of the following:
i)   Refresher courses to strengthen the skills of teachers in targeted disadvantaged communities to implement Multi-grade teaching; SNE and inclusive education and Gender sensitive pedagogy
ii)   School based mentoring and coaching of teachers in appropriate pedagogy for difficult contexts
iii) Training 650 school health focal personnel in first aid, child friendly services, monitoring growth and referral
iv)   In-service training to upgrade existing teachers in three summer sessions of two months each namely, (a) train 300 uncertified mother tongue teachers); (b) train 600 uncertified elementary teachers and (c) school-based training for 300 existing nomadic school teachers
v)   Upgrade 200 female teachers to diploma level in three summer sessions of two months each
vi)   Train science teachers in schools that receive science kits
vii) Training in ICT for school directors, teachers, ICT master trainers and schools that receive IT equipment.

3.6.3.1 Improve the management and monitoring capacity of the MOE at all levels

The program will contribute towards improving the management and monitoring capacity of the ministry and middle and lower level education authorities by training and enhancing the EMIS. The specific interventions will include the following.
i)   Monitor and follow up EMIS data collection process at zoba and sub-zoba levels and provide technical support.
ii)   Train national, zoba and sub-zoba staff in monitoring, follow-up and EMIS
iii) Conduct regular training for school directors in school management, finance and EMIS
iv)   Train zoba and sub-zoba staff in educational planning, financing and management
v)   Train national and Zoba staff in educational research methodology

3.6.3.2 Conduct targeted research & studies

Research and studies will be conducted to enhance institutional knowledge and support evidence-based decisions.

i)   Conduct targeted research and studies to update institutional knowledge base:
a)   Provide a clear linkage between the basic education subsector and other subsectors especially the tertiary education;
b)   conduct a thorough vulnerability and risk analysis of the environmental, social, economic and geopolitical factors that may impact on education;
c)   conduct a capacity analysis in the sector with regard to its ability to implement the plan successfully. The analysis will identify mechanisms to strengthen the professional and technical capacities of the education system as well as school management and community participation;
d)   strengthen the components on 'quality' and 'capacity building' in order to bring them to the comprehensive level of 'equitable access';
e)   strengthen the monitoring and evaluation capacity with specific targets and indicators;
f)   strengthen the overall consultative process and devise modalities for stakeholders' continuous engagement with the ESP.

ii)   Conduct Monitoring Learning Achievement (MLA III)
iii) Strengthen and expand the reach of LAPG
iv)   Conduct a Tracer study of CEE graduates who joined formal education

3.6.3.3. Disseminate Policies:

a)   Finalize, print and disseminate the National Education Policy
b)   Finalize, print and disseminate the guidelines, standards, rules and regulations of the Ministry of Education
c)   Finalize, print and disseminate the School Health Policy
d)   Print and disseminate the SNE Policy

3.6.3.4. Monitoring, support supervision and quality assurance of the additional schools, activities and programs supported by the Program

(i) Support supervision, monitoring and evaluation of the overall program
(ii) Joint monitoring of the program and sector review.

3.7 Program Design using Logical Framework Approach

3.7.1 Results Framework Indicators

In this section the outcome and output level result indicators and targets are presented.

Table 10: Results framework indicators

		Outcome level	Base line 2011/12	Target Values			
				2012/13	2013/14	2014/15	2015/16
OUTCOME1: Indisadvantaged rural communities in four zobas enrolment is remarkably improved in elementary school (44,576 students additional), middle school (500 out of school children additional), ECE centers , CEE centers and Special Need Education classrooms along with the enabling environment provided and strengthened for effective teaching and learning to ensure successful completion of the enrolled students by the year 2016.	1	Gross Enrolment Ratio in Primary education	99.0	107.5	121.5	132.2	133.9
	2	Primary Gross Intake Rate(GIR)	138.1	123.7	124.3	124.9	125.4
	3	Rate of Out School Children	23.2	17.4	11.6	5.8	0.0
	4	No. of total students in primary education	334,245	362,871	403,187	454,568	506,802
	5	No. of new students in primary education	22,508	28,626	40,316	51,381	52,233
	6	No. of total teachers in primary education	8,166	8,532	9,241	10,148	11,013
	7	No. of new teachers in primary education	733	938	962	1213	1133
	8	No. of total classrooms of primary education	5893	6133	6784	7574	8538
	9	No. of new classrooms of primary education	140	615	790	964	992
	10	Public Spending on education as % of total public spending	10%	12%	15%	17%	20%
OUTCOME 2 The quality of teaching and learning improved in elementary, middle, ECE and adult literacy centers through strengthening the enabling environment targeting for both student and teachers e.g. Curriculum adjustment, promotion of mother tongue education, modification of teachers 'guide and student textbook, teachers' refresher trainings, and other professional development activities for teachers	11	Primary Completion Rate(PCR)	58.9	59.3	63.2	70.4	75.6
	12	Transition rate from primary to lower secondary education	89.3	88.2	88.7	89.1	89.6
	13	Lower secondary completion rate	56.5	56.9	59.0	61.6	66.9
	14	Textbook per pupil ratio in primary education(Mathematics)	1:1	1:1	1:1	1:1	1:1
	15	textbook per pupil ratio in primary education(Language)	1:1	1:1	1:1	1:1	1:1

Table 11: Output Level GPE Result Framework

Overall Objective 1: Increased equitable access to basic education	Output Indicator	Baseline 2012/13	Target values			Responsibility
			2013/14	2014/15	2015/16	
Output 1.1 *Construction of school infrastructure undertaken to accommodate more students in 300 elementary schools, 40 ECE centers, 60 CEE centers (180 classrooms) and 8 SNE classrooms.*	Number of classrooms constructed	0	80	248	80	DAF and Zobas
Output 1.2 *Teaching and learning materials and resources provided to students and teachers in newly established classrooms in elementary, middle school, ECE centers, CEE centers and SNE classrooms*	Number of teaching and learning materials distributed	0	17025	303	306	DGE and DAEM
Output 1.3 *Teachers selected from minority groups trained for elementary school , middle school , ECE, SNE and CEE are deployed in the targeted areas*	Number of teachers trained	0	800	750	950	DRHRD
Overall objective 2: Improve quality of education (teaching and learning)						DGE
Output 2.1 *Measures undertaken to provide quality teaching and learning in elementary and middle school particularly adjustment of the curriculum, development and provision of teachers' guides and student text books*	Number of teachers guides and text books provided	0	1119853	161268	350	DGE
Output 2.2 *Interventions carried out to improve quality teaching in ECE centers*	Number of interventions made to improve quality teaching	0	3213	40	-	DGE
Output 2.3 *Learning of the students enriched and fulfilled with promotion of the mother tongue education*	Number of MT training cassettes disseminated and training conducted for MT teachers	0	11125	125	-	DGE & DRHRD

Output 2.4 *Professional development activities for teachers implemented to foster effectiveness of teaching in schools in the four zobas*	Number of professional development activities conducted	0	2544	2190	1530	DRHRD
Output 2.5 *School support system in targeted basic schools and in CEE centers strengthened and consolidated, as appropriate, with multimedia materials and equipment, science kits, libraries, and E-learning in education courses*	*Number of multimedia materials and teaching equipment supplied and refresher courses offered*	0	412			DAEM & DGE
Overall Objective 3: Institutional Capacity Building and Systems Strengthening						
Output 3.1 *Capacity building events organized for different level of education staff in order to strengthen in the areas of EMIS, monitoring, planning& management, financial management*	Number of people trained	0	566	576	576	DRHRD
Output 3.2 *National and zoba staff competent to understand and conduct educational research methodology and the institutional knowledge base updated through findings of targeted research and five studies*	Number of researches conducted	0	2	2	2	DRHRD

3.7.2 The Logical Framework

A summary of the applicable logical framework comprising development objective, specific objective, and main outputs of the three components is presented in the next page.

OVERALL GOAL

To contribute to the realization of EFA goals as well as MDG 2 and MDG 3 by 2015 by focusing on school aged children age 7-11 and out of school children aged 12-14 who have missed access to education

PROGRAM PURPOSE

The program is expected to contribute to equitable access, quality of education and capacity development of the Ministry of Education. It will result in improved retention and completion rates, higher learning outcomes and mastery of core subjects among children in disadvantaged communities, as well as increased adult literacy in ANGS

OUTCOME 1: Increased equitable access to basic education
In disadvantaged rural communities in four zobas enrolment is remarkably improved in elementary school for (44,576 additional students (i.e. 40000+4000+400+176), middle school (400 out of school children additional), ECE centers, CEE centers and Special Need Education classrooms along with the enabling environment provided and strengthened for effective teaching and learning to ensure successful completion of the enrolled students by the year 2016.

OUTCOME 2: Improved quality of education (teaching and learning)
The quality of teaching and learning improved in elementary, middle, ECE and adult literacy centers through strengthening the enabling environment targeting for both student and teachers e.g. Curriculum adjustment, promotion of mother tongue education, modification of teachers 'guide and student textbook, teachers' refresher trainings, and other professional development activities for teachers

OUTCOME 3: Institutional Capacity Building and Systems Strengthening
The capacity of the MoE strengthened in management and monitoring and the capacity of education departments reinforced to deliver quality basic education in effective and efficient ways

Output 1.1
Construction of school infrastructure undertaken to accommodate more students in 300 elementary classrooms, 40 ECE centers 60 CEE centers and 8 SNE classrooms.

Output 1.2
Teaching and learning materials and resources provided to students and teachers in newly established classrooms in elementary, middle school, ECE centers, CEE centers and SNE classrooms

Output 1.3
Teachers selected from minority groups trained for elementary school , middle school , ECE, SNE and CEE are deployed in the targeted areas

Output 2.1
Measures undertaken to provide quality teaching and learning in elementary and middle school particularly adjustment of the curriculum, development and provision of teachers' guides and student text books

Output 2.2
Interventions carried out to improve quality teaching in ECE centers

Output 2.3
Learning of the students enriched and fulfilled with promotion of the mother tongue education

Output 2.4
Professional development activities for teachers implemented to foster effectiveness of teaching in schools in the four zobas

Output 2.5
School support system in targeted basic schools and in CEE centers strengthened and consolidated, as appropriate, with multimedia materials and equipment, science kits, libraries, and E-learning in education courses

Output 3.1
Capacity building events organized for different level of education staff in order to strengthen in the areas of EMIS, monitoring, planning& management, financial management

Output 3.2
National &zoba staff competent to understand and conduct educational research methodology and the institutional knowledge base updated through findings of targeted research and five studies

The schedule of activities and time frame[21] by the three components presented below.

Activities	Time Frame											
	2014				2015				2016			
	1st Q	2nd Q	3th Q	4th Q	1st Q	2nd Q	3th Q	4th Q	1st Q	2nd Q	3th Q	4th Q
COMPONENT 1: INCREASED EQUITABLE ACCESS TO BASIC EDUCATION												
1.1. Enroll out-of-school boys and girls in disadvantaged communities in the nomadic areas in ANGS Regions: over 40,000.												
Training of teachers and facilitators												
1.1.1 Training of **700** elementary teachers from communities in ATEI in 3 summer sessions of 2 months each		■	■			■	■			■	■	
1.1.2 Training of **80** ECE teachers from communities - program to be designed & location identified, in 3 summer sessions of 2 months each		■	■			■	■			■	■	
1.1.3 **120** CEE facilitators: in 3 summer sessions of 2 months each		■	■			■	■			■	■	
1.1.4 **50** SNE teachers (ATEI graduates to be given additional courses on SNE)		■	■	■								
1.1.5 **750** Training for Adult literacy facilitators		■				■				■		
1.2. Construction and expansion of learning spaces: Provide and/or improve learning spaces												

---

[21]A more detailed schedule is in Annex 2

Activity														
1.2.1 Construct 300 low cost semi-permanent classrooms (inclusive of latrine) which will serve at least 15,000 pupils for nomadic schools and the remaining 25,000 of the targeted beneficiaries will be enrolled in the underutilized schools.	▓	▓	▓	▓	▓	▓	▓	▓	▓					
1.2.2 Construct low cost teacher's residence	▓	▓	▓	▓	▓	▓	▓	▓	▓					
1.2.3 Construct low cost administration and teachers' staff room.	▓	▓	▓	▓	▓	▓	▓	▓	▓					
1.2.4 Construct 180 low cost semi-permanent classrooms which will serve at least 7,500 pupils for CEE centers.						▓	▓							
1.2.5 Construct a boarding school for the Bidawiyet communities in Kerkebet subzoba to accommodate at least 400 students, with 8 classrooms & all facilities.	▓	▓	▓	▓	▓	▓	▓	▓	▓					
1.2.6 Construct 8 Special Needs classrooms in 4 existing elementary schools in four regions.	▓	▓	▓	▓	▓	▓	▓							
1.2.7 Expand Keren School for the Deaf - classrooms	▓	▓	▓	▓	▓	▓	▓							
1.2.8 Construct 40 classrooms for ECE in existing elementary schools which will serve 2000 children and the rest 2000 will be enrolled in existing ECE centers to prepare children for timely enrolment	▓	▓	▓	▓	▓	▓	▓							
1.2.9 Design, supervision and monitoring of all the construction work.	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
1.2.10 Sensitization and mobilization of Communities in the under-utilized as well as targeted new schools to encourage enrolment, retention and completion.	▓	▓	▓	▓	▓									
1.3. Provide teaching and learning resources to the new schools and CEE centers														
1.3.1 Procure and distribute learning and scholastic materials-- for 40,000 pupils for nomadic and CEE centers	▓	▓	▓			▓								
1.3.2 Procure and distribute ECD Materials for new Pre-primary	▓	▓	▓											

classrooms	▓	▓	▓									
1.3.3 Procure and distribute school furniture for new classrooms	▓	▓	▓									
1.3.4 Procure and distribute three-seater desks for new classrooms and the unfurnished underutilized classrooms.	▓	▓	▓									
1.3.5 Procure and distribute three-seater benches for new CEE classrooms and the unfurnished underutilized classrooms.	▓	▓	▓									
1.3.6 Procure and distribute young children's chair for the ECE students												
1.3.7 Procure distribute SNE facilities for three special schools.												
1.3.8 Procure and distribute SNE facilities for the 8 new SNE classrooms												
1.3.9 procure furniture for Kerkebet Boarding School												
1.3.10 Procure essential school health kits for first aid, eye charts, height measurement poles and scales for weight measurement for basic education schools in the country.												
1.3.11 Provide adult literacy materials					▓	▓						
1.3.12 Materials for community reading rooms						▓						
COMPONENT 2 IMPROVED QUALITY OF EDUCATION (TEACHING AND LEARNING)												
2..1 Curriculum planning, development, implementation and evaluation - Prepare and distribute instructional materials, textbooks, readers												
2.1.1 Mother Tongue language teaching for grade 7 & 8	▓	▓	▓		▓	▓			▓	▓		
2.1.2 Printing notes on changes that need to be made to textbooks of grades 1-8 as result of evaluation studies	▓	▓			▓	▓						
2.1.3 Textbooks& teachers guides ICT education for grades 8		▓	▓		▓	▓						

Activity	1	2	3	4	5	6	7	8	9	10	11	12
2.1.4 Textbooks and teachers guides of Citizenship education Grade 4-8.	▓	▓			▓	▓						
2.1.5 Textbooks and teachers guides of Life skills education Grade 6-8.			▓	▓			▓	▓	▓			
2.1.6 Textbooks and teachers guides of physical education Grade 3-5.		▓			▓	▓						
2.1.7 Reprinting of Textbooks for grades 1, 2, 6	▓	▓										
2.1.8 Printing additional textbooks for new elementary schools Gr 1, 2, 3	▓	▓	▓									
2.1.9 Reprinting Teachers Guides for Gr.1, 2, 6	▓	▓										
2.1.10 Printing additional Teachers Guides for new elementary schools Gr 1, 2, 3	▓	▓	▓									
2.1.11 Prepare (translate), print & Disseminate Assessment & Progression Guidelines	▓	▓	▓									
2.2 ECE Interventions												
2.2.1 Translate & disseminate ELDS document	▓	▓	▓	▓								
2.2.2 Review & disseminate ECE teachers guides	▓	▓	▓	▓								
2.2.3 Familiarization workshop ECE national level					▓	▓						
2.2.4 Print &/or procure ECE material and books for 80 additional ECE classes					▓	▓	▓					
2.3. Mother tongue education												
2.3.1 Production & dissemination of listening cassettes /songs		▓	▓									
2.3.2 Strengthen activities Regional language committees (Familiarization on orthography in mother tongues, conduct research to upgrade mother tongue vocabulary, etc.)	▓	▓	▓		▓	▓	▓					

Activity														
2.3.3 familiarization of Orthography in Kunama& Nara	▓	▓			▓	▓								
2.3.4 Enhance teachers competence on MT education			▓											
2.4. Implement professional development activities to foster effectiveness in schools in the four zobas														
2.4.1 Refresher courses to strengthen the skills of teachers in targeted disadvantaged communities (effectiveness survey & course preparation and training on multi-grade teaching, SNE & inclusive education, and improve pupils reading skills)	▓	▓	▓	▓										
2.4.2 School-based mentoring and coaching of teachers in appropriate pedagogies for difficult contexts					▓	▓	▓	▓						
2.4.3 Train 650 school health focal personnel in first aid, child friendly services, monitoring growth and referral			▓	▓										
2.4.4 In-service training to upgrade existing teachers in 3 summer sessions of 2 months each:		▓	▓			▓	▓						▓	▓
2.4.5 Upgrade 200 female teachers to Diploma level in 3 summer sessions of 2 months each:		▓	▓			▓	▓						▓	▓
2.4.6 Train science teachers in schools that receive science kits						▓								
2.4.7 Training in ICT for school directors, teachers and ICT master trainers in schools that receive IT equipment.		░	░			░	░						░	░
2.5. Strengthen and consolidate the school support system in targeted basic education schools and CEE centers, as appropriate, with multimedia materials and equipment, science kits, libraries, laboratories and e-learning and refresher courses														
2.5.1 Equip 200 middle schools with science kits	▓	▓	▓											
2.5.2 Enhance the usage middle level science demonstration (Training of middle level Science teachers)		▓	▓											
2.5.3 Provide Library materials to 100 middle schools	▓	▓												

Activity																
2.5.4 Equip CEE reading corners		X	X	X												
COMPONENT 3: INSTITUTIONAL CAPACITY BUILDING AND SYSTEMS STRENGTHENING																
3.1. Improve the management and monitoring capacity of the Ministry & middle and lower level education authorities also by enhancing the EMIS.																
3.1.1 Monitor and follow up EMIS data collection process at zoba and sub-zoba levels and provide technical support.		X	X			X	X						X	X		
3.1.2 Training national, zoba& sub-zoba staff in monitoring & follow-up, & EMIS (Training locally)			X	X		X	X							X	X	
3.1.3 Conduct regular training for school directors in school management, finance and EMIS	X				X						X					
3.1.4 Training existing zoba& sub-zoba staff in educational planning, financing and management. (This activity will be outsourced to private training institutions)			X				X				X					
3.1.5 Training national &zoba staff in educational research methodology (This activity will be outsourced to private training institutions)			X				X				X					
3.2. Conduct targeted research & studies																
3.2.1 Conduct targeted research and studies to update institutional knowledge base (6 studies)[22]	X				X	X					X	X				
3.2.2 Disseminate the findings and recommendations of curriculum impact study		X	X													
3.2.3 Disseminate the findings and recommendations of the study of the effectiveness of Mother Tongue Education	X	X														

---

[22] Refer to3.6.3.2 for the list of studies to be conducted.

Activity														
3.2.4 Conduct Monitoring Learning Achievement (MLA III) to a sample of 80 elementary schools (conducting survey, dissemination of findings, etc.)	▓	▓	▓	▓										
3.2.5 Strengthening and expanding the reach of LAPG (National, zoba and school based training)	▓	▓			▓	▓								
3.2.6 Tracer study of CEE graduates who joined formal education	▓	▓	▓	▓										
3.3 Disseminate Policies:														
3.3.1 Finalize, print and disseminate the National Education Policy	▓	▓												
3.3.2 Finalize, print and disseminate the guidelines, standards, rules and regulations of the Ministry of Education	▓	▓	▓	▓										
3.3.3 Finalize, print and disseminate the School Health Policy	▓	▓												
3.3.4 Print and disseminate the SNE Policy	▓	▓												
3.4. Monitoring, support supervision and quality assurance of the additional schools, activities and programs supported by the Program														
3.4.1 Support supervision, monitoring and evaluation of the overall program			▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	
3.4.2 Joint monitoring of the program and sector review.			▓			▓			▓			▓		▓

3.8 Program Budget

The total budget[23] for which GPE funding is sought for the three components is 25,302,561.87 as indicated in the following table.

Components	Cost			Total Budget
	2014	2015	2016	(US$)
Component 1: Increased equitable access to basic education				
1.1. Enroll out-of-school boys and girls in disadvantaged communities in the nomadic areas in ANGS Regions: over 40,000.	357,500	247,500	332,500	937,500
1.2. Construction and expansion of learning spaces: Provide and/or improve learning spaces	5,556,000	6,225,000	-	11,781,000
1.3. Provide teaching and learning resources to the new schools and CEE centers	3,191,240	13,500	13,500	3,218,240
Component 1 Total Cost w/o inflation adjustment	9,104,740	6,486,000	346,000	15,936,740
Adjusting for inflation in US$ at 2% pa	182,095	129,720	6,920	318,735
Component 1 Total Cost with inflation adjustment	9,286,835	6,615,720	352,920	16,255,475
Component 2 Improved Quality of education (teaching and learning)				
2.1. Curriculum planning, development, implementation and evaluation – prepare and distribute instructional materials, textbooks, readers.	3,525,536	511,747	30,100	4,067,383
2.2. ECD Interventions (ECCE)	116,846	20,000	0	136,846
2.3. Mother tongue education	126,530	34,530	0	161,060

---

[23]The excel version of the Program Budget is provided in Annex 2

2.4. Training teachers and facilitators	599,330	515,900	451,000	1,566,230
2.5. Strengthen and consolidate the school support system in targeted basic and secondary schools and CEE centers, as appropriate, with multimedia materials and equipment, science kits, libraries, laboratories and e-learning and refresher courses	497,800	0	0	497,800
Component 2 Total Cost w/o inflation adjustment	4,866,042	1,082,177	481,100	6,429,319
Adjusting for inflation in US$ at 2% pa	97,321	21,643	9,622	128,586
Component 2 Total Cost with inflation adjustment	4,963,363	1,103,820	490,722	6,557,905
Component 3: Institutional Capacity Building and systems strengthening				
3.1. Improve the management and monitoring capacity of the Ministry of Education at all levels	158,000	161,500	161,500	481,000
3.2. Conduct targeted research & studies	392,841	203,500	41,000	637,341
3.3. Disseminate Policies:	129,000	-	-	129,000.00
3.4. Monitoring, support supervision and quality assurance of the additional schools, activities and programs supported by the Program	130,000	140,000	130,000	400,000
Component 3 Total Cost w/o inflation adjustment	788,841	484,020	328,650	1,601,511
Adjusting for inflation in US$ at 2% pa	15,777	9,680	6,573	32,033
Component 3 Total Cost with inflation adjustment	804,618	493,700	335,223	1,633,541
Total Program Cost (Components 1- 3) w/o inflation adjustment	14,759,622	8,052,197	1,155,750	23,967,569
Adjusting for inflation in US$ at 2% pa	295,192	161,044	23,115	479,351
Total Program Cost (Components 1-3) with inflation adjustment	15,054,814	8,213,241	1,178,865	24,446,920
Program Management Cost (MOE)				
1. Management cost of DAF at 3.5% of the program cost w/o inflation	285,215	285,214	285,214	855,643

Staff salary and supervision	108,390.67	108,390.67	108,390.67	325,172.01
Vehicle rent, Electricity, telephone, internet and postal and courier services	95,226.40	95,226.40	95,226.40	285,679.20
Clearing, forwarding, advertisement and broadcasting services	4,326.00	4,326.00	4,326.00	12,978.00
Stationery, printing and photocopying services, ICT accessories	45,250.75	45,250.75	45,250.75	135,752.25
Office rent, maintenance and sanitary supplies	30,508.25	30,508.25	30,508.25	91,524.75
Bank commissions and service charge	1,512.00	1,512.00	1,512.00	4,536.00
2. Total budget of program management for 3 years without inflation	285,215	285,214	285,214	855,643
Total of 3 components and program management cost				
Total Program Cost w/o inflation adjustment	**14,759,622**	**8,052,197**	**1,155,750**	**23,967,569**
Total Program Cost Adjusting for inflation in US$ at 2% pa	**295,192**	**161,044**	**23,115**	**479,351**
Total Program Cost with inflation adjustment	**15,054,814**	**8,213,241**	**1,178,865**	**24,446,920**
Management cost of DAF at 3.5% of the program cost	285,215	285,214	285,214	855,642
Total Program Cost	15,340,028.51	8,498,455.01	1,464,079.07	25,302,562.59

Notes: 1] Costs estimated using the official exchange rate of Nakfa 15 = US$1.002]. The estimates exclude contributions by communities. 2] The estimates exclude costs borne by the Government e.g. teachers' salaries and operation and maintenance costs

IV. PROGRAM IMPLEMENTAION

The GoSE has the sole ownership and responsibility for managing all national projects and programs within the framework of its cooperation with international and bilateral organizations. Any project proposal for cooperation including specific areas related to education shall originate from and be aligned with the strategic development plan (medium-term) of the GoSE.

The MoND is responsible for preparing the national development plan and monitoring and evaluation of its implementation.

The MoND is the organ of the Government that ultimately takes responsibility for this program representing the GoSE. The GPE program budget of USD 25.3 million is earmarked only for the intended purpose indicated on pages 61-70 of this program document.

The MoE in collaboration with administrative regions, relevant stakeholders (zobas, sub zobas and administrative areas) and local communities will implement the program. For existing organizational Structure of the MoE (Refer to Annex 1)

This program is a partnership between GoSE, GPE, and UNICEF and will be implemented through the Department of Admin and Finance of the Ministry of Education, as this is the department mandated with the implementation of projects and programs financed by bilateral/multilateral development partners.

4.1 Institution and Implementation Arrangements

The MoND will exercise overall coordination responsibility on behalf of GoSE. MoND will be the main link with UNICEF and will initiate all requests for financial disbursements and procurement. MoND will in turn delegate operational responsibilities to the Ministry of Education and ensure timely reporting (financial and narrative) by MOE.

The MoND, the MoE and UNICEF will work in partnership on the implementation of the grant within the framework of the existing GoSE – UNICEF Country Programme of Cooperation modality specifically the Country Program Action Plan (2013-2016), the Basic Cooperation Agreement (BCA) concluded between the GoSE and UNICEF on 30 September 1993, and related procurement and financial management processes and procedures Program implementation will be in accordance with the Program Implementation Manual which the MOE will develop prior to the commencement of the program, in any case not later than 30 November 2013. The PIM will be approved by MOND and UNICEF before it can be applied.

The MoE will implement the program through the Project Management Unit of the Department of Administration and Finance (DAF). The MoE will develop the capacity required by DAF to implement the program to international standards as it did with past projects funded by the World Bank, the African Development Bank (AfDB), UNICEF and the European Union (EU).The MoE will prepare PIM in collaboration with UNICEF prior to starting implementation of the program. However, PIM for construction has already been developed. The manual will

provide the details of relationships with other stakeholders and government structures including the Zobas and sub Zobas as well as the communities.

The DAF will prepare reports to be submitted by the MoE to UNICEF through MoND. UNICEF will process the reports for submission to the GPE Secretariat as stipulated in the terms of the grant.

4.2 Financing and Procurement Arrangements

4.2.1 Financing

UNICEF will (within the framework of the CPAP modality as currently applied) receive grant funds from GPE and transfer the funds to the GoSE through the existing Harmonized Approach to Cash Transfers (HACT) mechanism, to implement planned activities. UNICEF supervises implementation of the Program to ensure quality and timely performance. UNICEF will regularly contact the MoND to assess capacity and implementation progress.

UNICEF will apply standard processes and procedures with regard to the procurement of goods, services and works as per existing agreements, prioritizing GoSE structures and systems as feasible and support system strengthening and capacity development as required.

All cash transfers to MoE will be based on the work plans agreed between the MoND, MoE and UNICEF. Direct cash transfers to the MoE for activities detailed in the work plans will be made by UNICEF using the following modalities:

1. Cash is transferred directly to the MOE: a) prior to the start of activities (direct cash transfer), or b) after activities have been completed (reimbursement).
2. Direct payment to vendors or third parties for obligations incurred by the MoE on the basis of requests signed by the designated official of the Ministry of Education and endorsed by UNICEF.

Direct cash transfers will be requested and released for program implementation for periods not exceeding three months. Reimbursements of previously authorized expenditures will be requested and released quarterly or after the completion of activities. UNICEF will not be obliged to reimburse expenditure that was not authorized by UNICEF in writing prior to the transaction, or expenditure made by the MoE over and above the authorized amounts.

As is standard practice, if there are any delays in implementation or reporting, they will affect subsequent disbursements to the partner.

Once funds have been transferred to GoSE, the program will be implemented within the overall framework of the January 1994 government financial management directives, government directives for procurement and management of government property and its subsequent documents issued in June 2007 by the government of the State of Eritrea for the implementation of projects funded by multilateral/bilateral development partners.

The 1994 Government proclamation for the procurement and management of government goods, and 1994 financial regulations of the government in principle call for transparent and accountable procurement and financial management practices. However, as these two documents were published in 1994, there are several subsequent government directives published to amend, clarify or substantiate the said regulations.

Following the completion of any activity, any balance of funds will be reprogrammed or refunded by mutual agreement between the Ministry of National Development, Ministry of Education and UNICEF.

Periodic on-site reviews of the Ministry of Education's financial records will be conducted to ascertain the correct use of cash transferred by UNICEF, in accordance with the stipulation of the Program document and activities described in the annual work plans. These may be conducted by UNICEF in consultation with MoND, and may take the form of spot checks and special audits by independent audit firms.

4.2.2 Procurement

UNICEF will (within the framework of the CPAP modality as currently applied) support the GoSE to ensure that all supplies, goods and works required to implement the program are delivered in a timely and efficient manner.

As part of the overall program exit strategy, and given the objective to ensure that subsequent grants can be channeled to the GoSE through a more aligned modality (as articulated in the GPE Country Level Process Guide) UNICEF will work closely with GoSE to support strengthening of national procurement capacity.

Clear supply plans will be developed by MoE and will be approved by the MoND to enable the program to expedite the procurement and to allow for pre-positioning of supplies that are critical to the timely enrolment of program beneficiaries.

4.3 Capacity for Project Implementation

Project implementation will be mainstreamed in the MoE, using existing institutions under the coordination of the DAF. Relevant departments and divisions as well as specialized national institutions like the ATEI, will be responsible for specific project components consistent with the statutory provisions that prescribe their mandates. However, experience from ongoing projects indicates that timely planning and implementation of project interventions calls for additional personnel and logistical support. These requirements will be identified and provided through relevant consultations among MoND, MoF, MoE, UNICEF and other key stakeholders.

Generally, there is adequate capacity at the Ministry level to provide overall project oversight and implementation technical support to the zobas and sub-zobas. However, Zoba and sub-zoba level capacity to manage the various technical and logistical elements of the program will need to be strengthened in the logistical and staffing aspects to be better able to implement the various aspects of the program coherently.

The phased approach, which will frontload infrastructure development and community mobilization, will ensure that the program can deliver quality education to the beneficiaries starting with the second quarter when systems will have been established. The phasing is a pragmatic effort to address capacity gaps in a systematic and sustainable manner.

4.4 Fiduciary and Financial Management Capacity

4.4.1 Role of the GoSE

The Ministry of Education in Eritrea has a good track record in the implementation of development projects in collaboration with multilateral development partners. The most recent ones include, ESIP financed by a loan from the IDA, and contribution of the GoSE, ADF support to ESDP financed by loan and grant from the AfDB and contribution of the GoSE, EC Support to Education in Eritrea financed by a grant from the European Development Fund (EDF), and UNICEF support to basic education.

As stipulated in the Project Appraisal Document for ESIP, the MoE established a separate Project Management Unit under the Office of the Minister to implement ESIP. The PMU has developed considerable capacity in the implementation of projects. As was the intent, and as per government regulations issued (21/06/2007) the PMU is now subsumed as an integral part of DAF of the MoE enhancing the capacity it maintained in its main stream departments and divisions. Hence the DAF is well versed with international and national financial management procedures, financial reporting and audit as per international standards.

4.4.2 Role of UNICEF

UNICEF will (within the framework of the CPAP modality as currently applied) exercise fiduciary oversight over the program in accordance with the Transfer Agreement, GPE Fund Governance document the Country Programme Action Plan 2013-2016, the Basic Cooperation Agreement (BCA) concluded between the GoSE and UNICEF on 30 September 1993, and related procurement and financial management processes and procedures. UNICEF will maintain separate financial books, records, documents and other evidence in accordance with its usual accounting procedures to sufficiently substantiate the use of the funds transferred to GoSE.

At all times, UNICEF Eritrea will exercise the same degree of fiduciary care and diligence in the discharge of its functions with regard to the GPE program as it exercises with respect to the administration and management of its own resources for the Country Program.

4.5 Fiduciary and Procurement Capacity

Procurement of supplies, equipment and services through the GoSE will adhere to the Directives for the Procurement and Management of Government Property, based on the specifications and quality standards set and/or agreed by the respective departments and divisions of the MoE. Procurement of supplies, equipment and services will follow established cooperation practices between the GoSE and UNICEF (within the framework of the CPAP modality as currently applied), prioritizing GoSE structures and systems as feasible and supporting further system strengthening and capacity development as required.

A significant proportion of the grant will go towards construction of classrooms. The MoE is aware of the challenges posed by the scale of this component. However, the MoE has a very solid record in the implementation of such projects by way of community participation. The construction of schools through community participation has several advantages such as equipping members of the local communities with lifelong vocational skills and enhancing the use of locally available resources and human capacity which in turn fosters sense of ownership and sustainability of such infrastructures.

4.6 Overall Risk Rating

The overall project implementation risk is assessed as moderate. The high degree of stakeholder engagement in the preparation of the program is expected to obviate some of the potential risks. The EWG has led the process and been keenly involved in all national and community level consultations. The level of awareness so far raised is expected to protect the program from any misconceptions that would arise in future, because target communities and national level stakeholders know exactly what the program promises. There is general consensus around key issues affecting education in disadvantaged areas and the potential interventions to address them. The objectives of the program have been strategically identified to guarantee success and sustainability.

The areas of potential risk, which are already being addressed, relate to inadequate capacity at lower levels of government, especially with regard to managing a multi-sectoral program with a mixture of abilities among stakeholders, in an integrated manner. Where community contributions to classroom construction have been proposed, for example, not all communities may have the same level of artisan or engineering expertise. In such cases the MoE and respective zoba administrations will work to develop community capacity in specific skills as locally determined. There is the potential for an exchange of skilled labour across communities. This will contribute to cross-fertilisation and foster a greater sense of program ownership, camaraderie and impact.

To mitigate the foregoing risks, the MOE in collaboration with its education stakeholders will conduct intensive project monitoring to ensure results and adherence to established standards and procedures. GoSE's policy of zero-tolerance to corruption is seen as a major mitigation factor.

V. PROGRAM MANAGEMENT, MONITORING AND EVALUATION

5.1 Program Management

Ultimate responsibility for the management of the program will rest with the Ministry of National Development, which is the Government Ministry responsible for the coordination of all multilateral projects. However, MoND will delegate the day to day management of the program to the Ministry of Education, which will exercise that mandate through the DAF. The DAF will coordinate the implementation of the program by the relevant departments, divisions and national institutions, together with other relevant stakeholders including the Zobas, sub-Zobas and communities. The DAF will be responsible for all the reporting functions and will provide timely, comprehensive and high quality reports to the MOE in the first instance, before submitting the revised reports containing the inputs of the MoE to the MoND and UNICEF. UNICEF will compile and submit the reports to GPE.

5.1.1 Country Programme Action Plan Modality

UNICEF Eritrea is expected to support the GoSE in all aspects of the implementation of the grant within the framework of the existing Country Programme of Cooperation. In this capacity UNICEF will ensure that the Education Working Group is informed of and is in agreement with any proposed activity to be undertaken and is fully informed as to progress on key activities. UNICEF will use its own process and procedures, as per the Country Programme of Cooperation and BCA, in supporting the Program Implementation Grant, including procurement of goods, services, and works.

In the event of misuse of funds, UNICEF's applicable processes for dealing with such issues will apply, including procedures to reclaim any misused funds. UNICEF will inform the GPE Secretariat of any misuse of funds and the actions UNICEF takes as the Supervising Entity.

As part of its supervision function, UNICEF is responsible for monitoring the implementation of the grant and will use its own monitoring system to ensure high quality work is carried out timely.

UNICEF will submit annual progress reports to the EWG and the GPE Secretariat (and ad-hoc reports as agreed). The reports will be synthesized from reports by DAF/MOE and will provide information on any major delays or issues that may adversely affect the quality and timing of the program. UNICEF will also give the EWG and the GPE Secretariat an explanation of measures taken to mitigate the impact of delays and measures taken to ensure the grant will be completed on time. Eventually, UNICEF will submit a Program Completion Report to the EWG and the GPE Secretariat at the completion of the grant describing all deliverables related to the financial and technical execution of the grant, detailing any misuse of funds, and/or incomplete deliverables. Details of financial reports are outlined in the Financial Procedures Agreement.

5.1.2 Coordinating agency

UNICEF Eritrea will also hold the responsibility of a Coordinating Agency. In that capacity UNICEF will serve as the communications link between the GoSE and the GPE Secretariat. UNICEF has led and/or facilitated various aspects of the partnership between GoSE and GPE, including the finalization and endorsement of the Education Sector Development Plan. Given the dual role to be played by UNICEF, UNICEF Eritrea will dedicate additional resources to develop and strengthen the capacity of the EWG to enable it play a more robust role in the monitoring the implementation of the program.

5.2 Monitoring and Evaluation

Monitoring and evaluation will occur within the context of the national monitoring and evaluation system that focuses on progress toward the agreed national development priorities and the MDG targets, especially as prioritized within the scope of this programme document. The MoND will facilitate and coordinate the annual programme reviews and a mid-term review in consultation with UNICEF.

The program will be monitored at several levels and it is envisaged that the multiple levels will provide the triangulated evidence that is vital to assuring that the program is not only delivering on the planned outcomes and outputs, but that the outcomes can be sustained. Monitoring and evaluation will serve three principal functions. The first will be the accountability function to various stakeholders including the funders, the target beneficiaries, and the government. The second will be to assess performance, whether the planned results are being realized and in tandem with the set objectives and goals. The third will be monitoring for learning. This being the first major undertaking of the EWG, the body will be particularly keen to document and share all lessons right from the formative phases of the program to the end, with the view to teasing out major issues regarding sustainability and good practice.

Apart from the standard Program M&E, there will also be:

a) Internal monitoring by the MoE as part of the sector M&E of the implementation of ESP. The DAF of the MoE will coordinate monitoring processes that are to be implemented by the respective departments of the Ministry who are responsible for each component of the program. As is the general practice of the MoE, each department monitors and evaluates its own activities.

b) Monitoring in the context of UNICEF's commitment to results-based management in development programming, and the associated need for accountability and transparency, requires a strong monitoring and evaluation framework. UNICEF will therefore strive to 'add value' to such performance monitoring and associated evaluation commitments through its technical supports for gender and child-sensitive methodologies and analyses and the application of evidence-based programming ensuring equity.

In addition to support in regular monitoring and evaluation systems, UNICEF in consultation with the MoND will maximize its contribution to national processes for the identification, prioritization and removal of key barriers and bottlenecks to achieve improved outcomes for

the most disadvantaged children. Key enabling factors will also be identified and efforts will be made to support and take these to scale as relevant. In order to achieve these objectives, in collaboration with MoND, UNICEF will endeavor to mainstream the monitoring of results for equity systems (MORES).

c) The EWG, facilitated by MOE as the implementer, and by UNICEF as CA and SE, will participate in routine field monitoring activities. The EWG will also participate actively in annual Joint Sector Reviews.

d) The MoND in exercise of its coordinating and oversight mandates has pledged to cooperate with UNICEF for monitoring all activities supported by cash transfers and will facilitate access to relevant financial records and personnel responsible for the administration of cash transferred by UNICEF. To that effect MoND agrees to the planned:

> *Periodic on-site reviews and spot checks of financial records of Ministry of Education, programmatic monitoring of activities in keeping with the GoSE's and UNICEF financial rules and regulations. Special or scheduled audits will be supported as required.*

The MoND will also facilitate and ensure approval of travel permits for UNICEF staff or affiliated institutions and consultants for site visits or monitoring purposes.

e) The Office of the Auditor General, may undertake audits of MoE. The annual financial report of the GPE program shall be submitted to the office of the Auditor General of the GoSE for audit as per the requirement of the government's revised directives for the management of development programs financed by external loans and grants (dated 21 June 2007)[24]. If the Office of the Auditor General chooses not to undertake the audits of GPE program activities of MoE to the frequency and scope required by UNICEF, UNICEF will commission the audits to be undertaken by private sector audit services in consultation with MoND.

f) The Ministry of Finance will receive and review copies of the audit report and shall submit to the treasury department of the MoF.

All the foregoing M&E actions will feed into the M&E and results framework of the program.

The UNICEF programme will be audited by the UNICEF Office of Internal Audit and Investigations as per that office's audit plan and as per UNICEF processes and procedures related to audit.

5.3 Mid Term review and Final Evaluation

There will be a mid-term review and a final evaluation of the program according to mutually agreed guidelines.

---

[24]Ministry of Finance: Revised directives for the management of development programs financed by external loans and grants (June 2007) (Tigrigna Version).

The program will be evaluated in line with UNICEF evaluation practices and guidance from the UNICEF Evaluation Office. Independent consultants will be contracted to support the evaluation. The evaluation will consider the original assumptions, planning, and implementation of the program, its impact, relevance, efficiency, effectiveness and suitability. The evaluation is expected to draw specific issues, general conclusions, lessons learned and recommendations which will be vital in the development of the next phase of funding applications to GPE.

Government of the State of Eritrea

Ministry of National Developement

Decision for Cooperation With Development Partners

Ministry of Education

Application to GPE

Department of Admin And Finance

Line Departments/Divisonsi
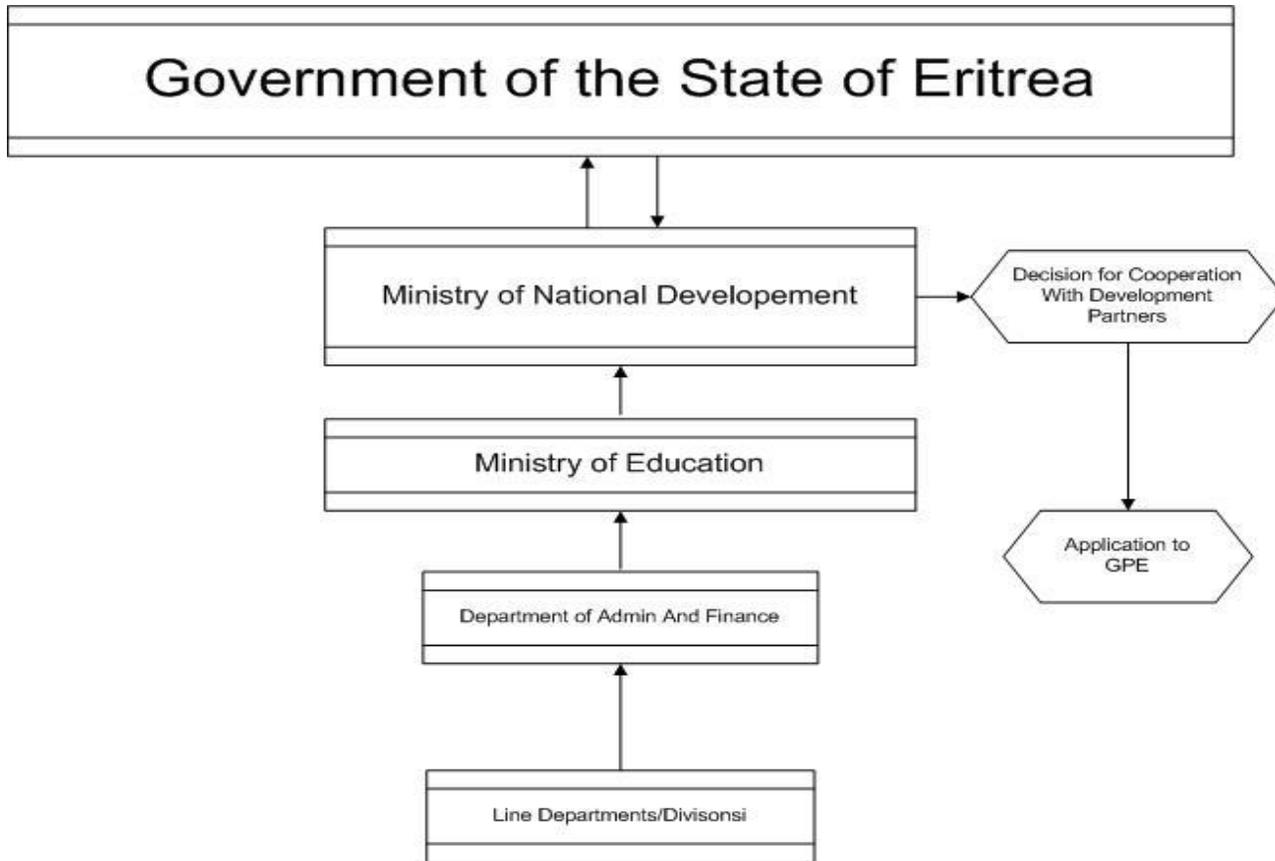
MoE Planning Process

GPE Program Development and Approval Process

Development Partner Functions	Submit Program Doc to GPE Secretariat → QAR/Approval Prog. Doc. → Approval Prog.Doc Transfer of Fund to Supervising Entity
Government Review and Control MoND, MoF,	Submission to MoND for Review and Approval → Comments/ Approval · MoF Orders Opening of Program Account At Bank of Eritrea
Program Implementation MoE	Program Document → Collaboration MoE Departments, EWG · QAR From GPE
Supervising Entity Functions UNICEF	Receive fund From GPE → Transfer Funds To GoSE

GPE Program Implementation overview

MoND MoF Auditor General

Audit and Monitoring of Program Implementation

EWG SE

Collaborative M&E of Program Progress

Input to Mid Term Review Of Program

DAF

Approved Program Document → Consultation of MoE Departments and EWG → Detailed Implementation Plan

Monitoring overall Program Implementation

Revised Program Document

Implementation of Program

EMIS

MoE Departments

Prepare Detailed Costing Specifications

Continous M&E of Program Activities → Implementation Progress Reports

REFERENCES

African Development Bank/UNESCO (2005): The education of nomadic peoples in East Africa: Djibouti, Eritrea, Ethiopia, Kenya, Tanzania and Uganda: Synthesis Report, Carr-Hill

Amy B.M. Tsui (2004): *Medium of Instruction Policy*. London. Lawrence Erlbaum Associates, Inc.

Laurie Bauer, Janet Holmes & Paul Warren (2006): Language matters. China. PALGRAVE Macmillan.

Matthews P.H. (2007): Oxford Concise Dictionary of Linguistics. Great Britain. Clays Ltd. St Ives plc.

MoE& UNICEF Eritrea (2008): Final Report: Knowledge, Attitudes, Practices and Behaviours Study on Life Skills and HIV and AIDS among In-School Adolescents and Children in Eritrea. Asmara.

MoE (2008): Eritrea: National EFA Framework of Action. Asmara.

MoE (2001) Final Report on the Impact Study of the Curriculum in Eritrean Schools. Asmara.

MoE (2005): Incentive Scheme for Girls and Other Disadvantage Children Guideline. Asmara

MoE (2005): School Based delivery of Health and Nutrition Services Operational Manual, 2005, Asmara

MoE (2006): Guideline for School Level Incentive Scheme Committee for Girls and other Disadvantage Groups. Asmara.

MoE (2007): A Guideline for School Health Clubs. Asmara:

MoE (2007): National Communication Strategy to increase girls' and other disadvantaged groups' access to primary education in Eritrea. Asmara.

MoE (2007): The Implementation Guideline: Child-Friendly Schools (CFS) in Eritrea. Asmara:

MoE (2008): CEE - Complementary Elementary Education for Out-Of-School Children in Eritrea: A Concept Paper. Asmara:

MoE (2008): Policy and Strategy on Inclusive Education in Eritrea, December, 2008, Asmara

MoE (2008): School Library Policy: Committee's draft. Asmara.

MoE (2009): Early Childhood Care and Education Policy, Asmara.

MoE (2009): Guidance and Counselling Training Manual for Secondary School Teachers. Asmara.

MoE (2009): Manual for Multi-grade Teaching in Small Schools in Eritrea. Asmara.

MoE (2009): Summary Report: National Workshop on Nomadic Education in Eritrea. Asmara.

MoE (2011). Nomadic Education Policy Guideline. Asmara.

MoE (2011): Eritrea: Basic Education Statistics 2010/11.Asmara.

MoE (2011): Eritrea: Essential Education Indicator 2010/11.Asmara.

MoE (2004): Financing Education in Eritrea: The way forward. Asmara.

MoF (2007): Revised Directives For The Management Of Development Programs Financed By External Loans And Grants (Tigrigna Version).

Morell V. (2005) Africa's Danakil Desert, The National Geographic Magazinehttp://ngm.nationalgeographic.com/ngm/0510/feature2/text2.html

Naib M. H. (2010): Social Justice: The Challenge of Equitable Access to Quality Education in the Eritrean Reality. Master Thesis.

NUEYS (2010): Evaluation Survey on project of Improving Girls students participation and performance in Education, Asmara, September 2010.

Ouane A. (2003): Towards Multilingual Culture of Education. Germany: UNESCO Institute for Education.

Provisional Government of Eritrea (1991) Transitional Code of the Eritrean People's Liberation Front (EPLF), Proclamation No.2 of 1/1991.

Skutnabb-Kangas (2000): *Linguistic genocide in education or world wide diversity and human rights*. London. Lawrence Erlbaum Associates, Inc.

The State of Eritrea, Ministry of Education (2009): National Educational policy-revised; (draft document).

UNESCO Education position paper (2003): *Education in a multilingual world*. Paris: United Nations Educational, Scientific and Cultural organization.

UNICEF (2009): Rapid Assessment of Perceptions: to inform the elementary schools environmental education initiative in Eritrea. Asmara: UNICEF.

UNICEF Annual Reports (2000-2012)

UNICEF BEGE reports (2000-2012)

UNICEF Eastern and Southern Africa Region (ESAR) (2009): Sara Communication Initiative 1994 – 2008: End of cycle evaluation. Nairobi: UNICEF.

UNICEF Eastern and Southern Africa Region (ESAR). (Draft, 2009): Gender Audit of Education Sector in Eritrea. Nairobi: ESARO.

ANNEX 1: LOGICAL FRAMEWORK

OVERALL GOAL: To contribute to the realisation of EFA goals as well as MDG 2 and MDG 3 by 2015 by focusing on school aged children age 7-11 and out of school over aged children aged 12-14 who have missed access to education

PROGRAMME PURPOSE: The programme is expected to contribute to equitable access, quality of education and capacity development of the Ministry of Education. It will result in improved retention and completion rates, higher learning outcomes and mastery of core subjects among children in disadvantaged communities, as well as increased adult literacy in the communities of Northern Red Sea, Southern Red Sea, Gash Barka and Anseba.

OVERALL OBJECTIVE: I. ICREASED ACCESS TO EQUITAB;E BASIC EDUCATION

Description	Objectively verifiable indicators	Means of verification	Assumptions
Specific Objective (Outcome level result 1) In disadvantaged rural communities in four zobas enrolment is remarkably improved. access to ECD centers increased, and CEE centers and SNE classrooms, along with the enabling environment provided and strengthened for effective teaching and learning to ensure successful completion of the enrolled students by the year 2016.	- Enrolment rate, completion rates and retention rate in elementary level and middle school level in the disadvantaged rural communities in four zobas Enrolment rate and completion rate in ECE centers, CEE centers and SNE classrooms in targeted areas increased by 2016. - Students in the targeted communities have satisfactory access teaching and learning materials	- EMIS report - Trend analysis of key education indicators like enrolment rate, completion rate, retention rate in the targeted area and non-targeted area - The study on the 'use' of teaching & learning aids provided in elementary, middle, CEE, ECD & SNE classrooms	
Output 1.1 construction of school infrastructure	- 40 ECE classrooms constructed and in use by 2016. - 60 CEE Centers constructed and in use by 2016.	- Engineers' reports - Supervision and school records - School	Government's commitment to expand

undertaken to accommodate more students in elementary school, middle school , ECD centers CEE centers and SNE classrooms	- 40 SNE classrooms constructed and in use by year 2016. - 44,576 additional students from disadvantaged communities enrolled. - 8 additional Special Needs Education classrooms constructed in 4 existing elementary schools in four regions for the 96 blind and deaf children (affiliated to the three segregated SNE schools). - Keren School for the Deaf expanded with two new classrooms and dormitory facilities for additional 80new children with special needs. New classrooms in use by 2016. - 40 additional classrooms created for ECE in existing elementary schools enabling enrolment of 4,000 preschool children (2000 in new classrooms and rest in existing centres) - 60 new CEE centres established, enrolling 10,000 over-aged (9-14) OOSC and addressing the literacy needs of 30,000 illiterate adults -	Development Committee records and supervision reports - Procurement officer reports on equipment and materials - Zoba and School reports - EMIS report	education and to provide financing for construction; Active involvement of beneficiary communities in the program; Additional financial inputs available from Development Partners, including Global Program for Education; Availability of construction inputs, contractors and community participation.
Output 1.2 Teaching and learning materials and resources provided to students and teachers in newly established classrooms in elementary school, middle school, ECD centers, CEE centres and SNE classrooms	- 408 chalkboards, 7560 desks and 2,000 young children's chairs procured and distributed to low cost classrooms, CEE centres and ECD classrooms. - SNE facilities procured for 3 existing special needs schools, 8 new classrooms in elementary schools for the deaf and the blind, and 25 disability-friendly resource rooms catering for 320 children with other disabilities - 1,200 essential school health kits procured and distributed to all elementary and middle schools.	- Procurement records - Records of construction supervision - Zoba, sub-zobas and school records - Spot checks in schools	Adequate experts and time for review and preparation; Availability of required of Chalks, desks, health kits etc. in market;

Activity Description	Objectively verifiable indicators	Means of verification	Assumptions
	- Revised adult literacy materials distributed to 30,000 adult learners; community reading rooms and reading corners consolidated to supplement literacy		
Output 1.3 Teachers selected from minority groups trained for elementary school , middle school , ECD, SNE and CEE are deployed in the targeted areas	- 700 trained elementary and 80 ECE teachers, having been selected from minority groups after Grade 10 by identifying their suitability deployed by 2016. - 50 trained Special Needs Education teachers deployed by2016. - 120 trained CEE facilitators deployed by 2016. - 750 adult literacy facilitators trained and deployed by 2016.	- Training reports - Certificates and Diplomas - ATEI records - Teaching practice reports - Recruitment and employment records - Zoba and sub-zoba records	- Sufficient potential Grade 10 graduates from the disadvantaged (minority) groups willing to undergo training and deployment as teachers.

OVERALL OBJECTIVE: II. IMPROVE QUALITY OF EDUCATION (TEACHING AND LEARNING)

Activity Description	Objectively verifiable indicators	Means of verification	Assumptions
Specific Objective (Outcome) 2 The quality of teaching and learning improved in elementary, middle, ECD and adult literacy centers through strengthening the enabling environment targeting for both student and teachers e.g. Curriculum adjustment, promotion of mother tongue education, modification of teachers 'guide and student textbook, teachers' refresher trainings, and other professional development activities for teachers	- Performance of students in elementary, middle in targeted communities improved. - Grade 8 - General examination promotion rates of targeted communities improved. - Adult literacy rate in targeted communities improved. - Text books reviewed and formative changes introduced by 2016.	- MLA III Report. - EMIS report - Evaluation of the effectiveness and relevance of the modified curriculum in primary, middle, adult literacy - A study, quantitative & qualitative assessment including classroom observation in	

		targeted areas.	
Output 2. 1 **Measures undertaken to provide quality teaching and learning in elementary and middle school particularly adjustment of the curriculum, development and provision of teachers' guides and student text books**	- New and reprinted text books for grades 1-8 available in schools by 2016. • 75104 Textbooks& teachers guides ICT education for grades 8, • 200000 Citizenship education Grade 4-8 • 33,000 Life skills education Grade 4-8 • 3500 physical education Grade 3-5 (resource books). • 800,000 Gr 1&2, 4 core subjects 3 of them in 9 languages; Gr 6 4 core subjects. • 24750 Assessment & Progression Guidelines • 41,350 various text books at basic level for various subjects in basic education for the targeted communities.	Finalized policies and strategy documents - Evaluation reports - Records of production and dissemination of student books and teacher's guides - Physical inspection and evaluation of products - Procurement records - -Zoba, sub-zoba and school returns	Availability of authors and designers competent to produce materials in the various areas and levels required. Experts edit instructional materials and publishers deliver texts and readers on time.
Output 2.2 Interventions carried out to improve quality teaching in ECD centers	- Number and percentage of ECD centers that receive ELDS document, ECE teachers guides, ECD materials and books broken down by geographical region - Translated and disseminated 1100 ELDS document - Reviewed and disseminated 1000 ECE teacher's guides by end of 2016. - ECE materials and books available for 40 additional ECE classes by end of 2016.	- Physical inspection of products and their evaluation - Procurement records - Zoba, sub-Zoba and school reports - Workshop report	Availability of authors and designers to produce and materials Commitment of regional officers

Output 2.3 Learning of the students enriched and fulfilled with promotion of the mother tongue education	- Produce and disseminate cassettes of 10,000 Gr 1-5 in 9 Eritrean languages 2016. - Activities of regional language committees strengthened (Increasing awareness mother tongue education; - Familiarization on orthography in mother tongues	- Physical and qualitative inspection of products - Procurement records - Zoba, sub-zoba and school records on receipt and usage - Reports of meetings	Availability of competent creators of listening cassettes and other materials; Active participation of language committees
Output 2.4 Professional development activities for teachers implemented to foster effectiveness of teaching in schools in the four zobas	- 650 school health focal personnel trained and competent in first aid, child friendly services, monitoring growth and referral - Existing teachers upgraded in three summer in-service training sessions of two months each: 300 uncertified mother tongue teachers; 600 uncertified elementary teachers. 300 existing nomadic school teachers - 200 female teachers upgraded to diploma level through attendance and participation in three summer sessions of two months each between 2013-2016. - 40 School directors, 80 teachers and 210 ICT master trainers trained in schools that receive IT equipment by the end of 2016.	- Trainee records - Certificates - Training reports - College records - Induction reports - Evaluation reports - Supervision reports - College reports - Trainees' reports	Teachers willing to undergo training during summer vacation. Competent trainers and supervisors available and willing to train and support teachers. In particular, sufficient female teachers willing to undergo upgrading program.
Output 2.5 School support system in targeted basic and secondary schools and in CEE centres strengthened and consolidated, as appropriate, with multimedia materials and equipment, science kits, libraries, laboratories and E-learning in education courses	- 200 middle schools equipped with science kits by end of 2015. - Library materials provided to 100 middle schools and in use by 2016.	- Procurement reports - Supervision reports - Training reports - Meeting reports	Proper management of science kits by the middle schools; Competent trainers

			available to train secondary school teachers in laboratory teaching; Effective use of laboratory and library resources

OVERALL OBJECTIVE: III. INSTITUTIONAL CAPACITY BUILDING AND SYSTEMS STRENGTHENING

Activity Description	Objectively verifiable indicators	Means of verification	Assumptions
Specific Objective (Outcome) 3 The capacity of the central ministry strengthened in management and monitoring and the capacity of education departments reinforced to deliver quality basic education in effective and efficient ways	1) performance of central ministry and departments in terms of management, & monitoring Performance of departments and sub-national education units in delivering basic education Role, functional status and use of EMIS	- Evaluation and review of the GBE project –mid-term review and end project cycle review - Feedback on the capacity building activities and follow up measures - Evaluation of EMIS use conducted	
Output 3.1 Capacity building events organised for different level of education staff in order to strengthen in the areas of EMIS, monitoring, planning & management, financial management	- EMIS data collection process at zoba and sub-zoba levels monitored and followed up, and technical support provided - National, zoba& sub-zoba staff trained and competent in monitoring and follow-up, including of EMIS - School directors updated in school management, finance and EMIS through regular training - Existing zoba& sub-zoba staff have competence increased through training in educational planning, financing and management	- Training and workshop reports - Supervision reports	Appropriate staff at all levels willing to be trained and to use appropriate approaches to EMIS =

| **Output 3.2** National &zoba staff competent to understand and conduct educational research methodology and the institutional knowledge base updated through findings of targeted research and five studies | - The curriculum impact study
- The study of the effectiveness of MT Education disseminated
- MLA III
- Reach of Learning Assessment and Progression Guide (LAPG)
- Tracer study of CEE graduates who joined formal education | - Training reports
- Research reports
- Reports if five studies
- Updated knowledge base
- Published study on effectiveness of mother tongue education
- Results of MLA III
- Records demonstrating expanded MLA
- Results of reading achievement and English language survey published
- Report of tracer study | Sustained commitment of Ministry of Education and its senior official to the value of research and studies |

ANNEX 2: CONSTRUCTION THROUGH COMMUNITY PARTICIPATION

	Activities	Cost (US$)	Duration																																						
			Year I												Year II												Year III															
			J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D			
I. Construction of Classrooms & Teachers' Residence Through Community Participation (CP)																																									
1	Negotiation with Zoba Engineers & Signing of MoU	*(yellow)*	■																																							
2	Money Transfer to Zobas	*(yellow)*		■																																					
3	Procurement of construction materials	2,812,500			■	■	■																																		
4	Site selection and surveying	*(yellow)*				■																																			
5	Procurement of local construction materials	1,125,000					■	■																																	
6	Construction execution (Phase I Implementation - 60 classrooms)	421,875						■	■	■	■																														
7	Provisional Acceptance											■																													
8	Construction execution (Phase II Implementation - 180 classrooms)	1,265,625											■	■	■	■	■	■	■	■																				
9	Procurement of construction materials	937,500																								■	■	■													

93

No.	Task	Cost	Timeline
10	Site selection and surveying		(yellow start; blue bar later)
11	Procurement of local construction materials	375,000	(blue bar)
12	Construction execution (Phase III Implementation - 60 classrooms)	562,500	(blue bar)
		7,500,000	

II. Construction Boarding School Through NCB

No.	Task	Cost	Timeline
1	Site selection and surveying		
2	Selection & Recruitment of Design Consultant	6,750	
3	Engineering Design & Actual Cost Estimation (BoQ)		
4	Bidding & Evaluation Process		
5	Award & Mobilization		
6	Construction execution	1,664,250	
		1,671,000	

III. Construction ECD & Special needs Classrooms In Existing Schools Through CP

No.	Task		Timeline
1	Site identification and surveying		
2	Engineering Design & Actual Cost Estimation		

	(BoQ)																																																	
3	Negotiation with Zoba Engineers																																																	
4	Procurement of construction materials																																																	
5	Procurement of local construction materials																																																	
6	Construction execution	1,440,000																																																
		1,440,000																																																

IV. Expansion of Keren School for Deaf Through CP

1	Site identification and surveying																																																	
2	Engineering Design & Actual Cost Estimation (BoQ)																																																	
3	Negotiation with Zoba Engineers																																																	
4	Procurement of construction materials																																																	
5	Procurement of local construction materials																																																	
6	Construction execution	340,000																																																
		340,000																																																

	V. Construction of CEE classrooms, design and supervision and sensitization		
1.	Construct 150 low cost semi-permanent classrooms which will serve at least 7,500 pupils for CEE centers.	450,000	
2.	Design, supervision and monitoring of all the construction work.	200,000	
3.	Sensitization and mobilization of Communities in the under-utilized as well as targeted new schools to encourage enrolment, retention and completion.	180,000	
		830,000	

ANNEX 3: ACTIVITIES, BUDGET AND TIMEFRAME

ACTIVITIES		QUANTITIES AND COSTS							TIME FRAME											
		Quantity			Cost			Total Budget (US$)	2014				2015				2016			
Activities	Sub-Activities	2014	2015	2016	2014	2015	2016		1st Q	2nd Q	3th Q	4th Q	1st Q	2nd Q	3th Q	4th Q	1st Q	2nd Q	3th Q	4th Q
Component 1: increased equitable access to basic education																				
1. Enrollment-of-school boys and girls in disadvantaged communities in the nomadic areas in ANGS Regions: over 40,000.																				
1.1 Training of teachers and facilitators																				
1.1.1 Training of 700 elementary teachers from		300	500	700	127,500	212,500	297,500	637,500												

97

communities in ATEI in 3 summer sessions of 2 months each																			
1.1.2 Training of 80 ECD teachers from communities - program to be designed & location identified, in 3 summer sessions of 2 months each		80			72,000			72,000											
1.1.3 CEE facilitators: in 3 summer sessions of 2 months each (training for CEE facilitators)	1.1.3.1 Organize training in 3 summer session of 2 months each	120			108,000			108,000											
1.1.4 SNE teachers (ATEI graduates to be given additional courses on SNE)		50			15,000			15,000											
1.1.5 Training for Adult literacy facilitators	1.1.5.1 Orientation training on adult pedagogy for two weeks	250	250	250	35,000	35,000	35,000	105,000											
Sub-total					**357,500**	**247,500**	**332,500**	**937,500**											

2. Construction and expansion of learning spaces: Provide and/or improve learning spaces as follows:																						
2.1 Construct 300 low cost semi-permanent classrooms (inclusive of latrine) which will serve at least 15,000 pupils for nomadic schools and the remaining 25,000 of the targeted beneficiaries will be enrolled in the underutilized schools.		60	240		900,000	3,600,000	-	4,500,000														
2.2 Construct low cost teacher's residence		20	80		300,000	1,200,000	-	1,500,000														
2.3 Construct low cost administration and teachers' staff room.		20	80		300,000	1,200,000	-	1,500,000														

Activity	Sub-activity																				
2.4 Construct 150 low cost semi-permanent classrooms which will serve at least 7,500 pupils for CEE centers .		75	75		225,000	225,000	-	450,000						▓	▓						
2.5 Construct a boarding school for the Bidawiyet communities in Kerkebet subzoba to accommodate at least 400 students, with 10 classrooms & all facilities.	2.5.1 Construction of 4 classrooms blocks	2			240,000			240,000	▓	▓	▓	▓	▓	▓	▓	▓					
	2.5.2 Administration, library & science laboratory	1			140,000			140,000	▓	▓	▓	▓	▓	▓	▓	▓					
	2.5.3 20 rooms dormitory block	5			750,000			750,000	▓	▓	▓	▓	▓	▓	▓	▓					
	2.5.4 Dining hall, kitchen & store	1			140,000			140,000	▓	▓	▓	▓	▓	▓	▓	▓					
	2.5.5 6 rooms teachers residence block	1			60,000			60,000	▓	▓	▓	▓	▓	▓	▓	▓					

100

	2.5.6 Toilet blocks (5 WC and 5 showers)	3			120,000			120,000																
	60m^3 underground reservoir	1			20,000			20,000																
	300m^3 septic tank reservoir	1			15,000			15,000																
	2m^3 elevated water tank	1			10,000			10,000																
	800m fence wall	800			176,000			176,000																
2.6 Construct 8 Special Needs classrooms in 4 existing elementary schools in four regions.		8			240,000			240,000																
2.7 Expand Keren School for the Deaf - classrooms	2.7.1 Construction of 6 classrooms	6			150,000			150,000																
	2.7.2 8 rooms Dormitory block for 80 children	1			150,000			150,000																
	2.7.3 Toilet blocks (5 WC & 5 showers)	1			40,000			40,000																

101

2.8 Construct 40 classrooms for ECD in existing elementary schools which will serve 2000 children and the rest 2000 will be enrolled in existing ECD centers to prepare children for timely enrolment	40		1,200,000		1,200,000		
2.9 Design, supervision and monitoring of all the construction work.	1		200,000		200,000		
2.10 Sensitization and mobilization of Communities in the under-utilized as well as targeted new schools to encourage enrolment, retention and completion.	180		180,000		180,000		
Sub-total		475	5,556,000	6,225,000	-	**11,781,000**	
3. Provide teaching and learning							

resources to the new schools and CEE centres																								
3.1 Supply learning and scholastic materials-- for 40,000 pupils for nomadic and CEE centers		500			100,000			100,000																
3.2 Supply ECD Materials for new Pre-primary classrooms		40			10,000			10,000																
3.3 Procure and distribute chalkboards, teachers' desks, cupboards for new classrooms		408			81,600			81,600																
3.4 Procure and distribute three-seater desks for new classrooms and the unfurnished underutilized classrooms.		6300			1,890,000			1,890,000																
3.5 Procure and distribute three-seater benches for new CEE classrooms and the unfurnished		1260			157,500			157,500																

Activity	Qty		Cost			Total																
underutilized classrooms.																						
3.6 Procure young children's chair for the ECD students	2000		80,000			80,000																
3.7 Procure SNE facilities for three special schools.	3		99,000			99,000																
3.8 SNE facilities for the 8 new SNE classrooms	8		16,000			16,000																
3.9 procure furniture for Kerkebet Boarding School			443,640			443,640																
3.10 Procure essential school health kits for first aid, eye charts, height measurement poles and scales for weight measurement for basic education schools in the country.	1200		240,000			240,000																

3.11 Provide adult literacy materials	3.10.1 print literacy texts in mother tongue (Bidawyet)	30000			60,000			60,000
3.12 Materials for community reading rooms	3.11.1 Furniture	6	6	6	12,000	12,000	12,000	36,000
	3.11.2 Supplementary reading materials in local language and English	300	300	300	1,500	1,500	1,500	4,500
Sub-total					**3,191,240**	**13,500**	**13,500**	**3,218,240**
Component 1 Total Cost w/o inflation adjustment					**9,104,740**	**6,486,000**	**346,000**	**15,936,740**
Adjusting for inflation in US$ at 2% pa					**182,095**	**129,720**	**6,920**	**318,735**
Component 1 Total Cost with inflation adjustment					**9,286,835**	**6,615,720**	**352,920**	**16,255,475**
Component 2:								
Component 2 Improved Quality of								

education (teaching and learning)																							

1. Curriculum planning, development, implementation and evaluation

1.1 Mother Tongue language teaching for grade 7 & 8	1.1.1 Prepare TBs and TGs of grade 7	18			25,020			25,020	▓	▓	▓												
	1.1.2 Prepare TBs and TGs of grade 8		18			25,020		25,020						▓	▓								
	1.1.3 Familiarization of gr 7MT Teachers		350			30,100		30,100						▓	▓								
	1.1.4 Familiarization of gr 8MT Teachers			350			30100	30,100												▓	▓		
1.2 Printing notes on changes that need to be made to textbooks of grades 1-8 as result of evaluation studies	1.2.1 Conduct Survey	53			75,260			75,260	▓	▓													

	1.2.2 Print & disseminate formative changes		65,000			56,875		56,875										▓	▓				
1.3 Textbooks & teachers guides ICT education for grades 8	1.3.1 Prepare TBs & TGs	2		11,000			11,000			▓	▓											
	1.3.2 Print TBs &TGs	75104		250,096			250,096			▓	▓											
	1.3.3 Familiarization of Gr 8 ICT TBs &TGs		350		25,025		25,025										▓	▓				
1.4 Textbooks and teachers guides of Citizenship education Grade 4-8.	1.4.1 Prepare TB &TG	8		20,000			20,000		▓	▓												
	1.4.2 Print TBs &TGs	200000		390,000			390,000		▓	▓												
	1.4.3 Familiarization of Gr. 4-8 TBs &TGs	1000	500	26,660	13,330		39,990										▓	▓				
1.5 Textbooks and teachers guides of Life skills education Grade 6-8.	1.5.1 Prepare TB &TG	6		15,000	0		15,000		▓	▓												
	1.5.2 Print TBs &TGs		33,000	0	99,000		99,000												▓	▓		

1.6 Textbooks and teachers guides of physical education Grade 3-5.	1.5.3 Familiarization of Gr. 4-8 TBs &TGs		450	0	29,997		29,997
1.6 Textbooks and teachers guides of physical education Grade 3-5.	1.6.1 Prepare Resource book	3	2000	6,000			6,000
	1.6.2 Print resource book	2300	1200	11,500	6,000		17,500
	1.6.3 Familiarization of Resource book Gr. 3-5		1000		50,000		50,000
1.7 Reprinting of Textbooks for grades 1, 2, 6	1.7.1 Reprinting of TBs Gr 1&2, 4 core subjects 3 of them in 9 languages ;Gr 6 4 core subjects	800,000		2,400,000	0		2,400,000
1.8 Printing additional textbooks for new elementary schools Gr 1, 2, 3	1.8.1 Printing TBs for New schools Gr 1,2,3		56,000	0	168,000		168,000

1.9 Reprinting Teachers Guides for grades 1, 2, 6	1.9.1 Reprint TGs of Gr 1&2, 4 core subjects 3 of them in 9 lang; gr 6 4 core subj.	15,000			90,000	0		90,000														
1.10 Printing additional Teachers Guides for new elementary schools Gr 1, 2, 3	1.10.1 Printing TGs for New schools Gr 1,2,3		1400		0	8,400		8,400														
1.11 Prepare (translate), print & Disseminate Assessment & Progression Guidelines	1.11.1 Preparation	9			15,999			15,999														
	1.11.2 Printing	24750			99,000.0			99,000														
	1.11.3 Dissemination	1600			90,000.0			90,000														
Sub-total					**3,525,536**	**511,747**	**30,100**	**4,067,383**														
2. ECD Interventions																						
2.1 Translate & disseminate ELDS document	2.1.1 Translate doc into 5 Eritrean lang.	5			2,860			2,860														

	2.1.2 Print ELDS documents	1100			11,836			11,836		
	2.1.3 Disseminate the ELDS doc	1100			59,400			59,400		
2.2 Review & disseminate ECE teachers guides	2.2.1 Rev & translate into 8 Erit. Lang	8			5,500			5,500		
	2.2.2 Disseminate the TG	1000			37,250			37,250		
2.3 Print &/or procure ECD material and books for 80 additional ECD classes	2.3.1 Print/procure		40		0	20,000		20,000		
Sub-total					**116,846**	**20,000**	**0**	**136,846**		
3. Mother tongue education										
3.1 Production & dissemination of listening cassettes /songs	Produce and disseminate cassettes of Gr 1-5 in 9 Eritrean lang.	10,000			25,000			25,000		
3.2 Strengthen activities Regional language committees	3.2.1 Strengthening of lang com.	7	7		24,500	24,500		49,000		

(Familiarizatio n on orthography in mother tongues, conduct research to upgrade mother tongue vocabulary, etc.)																					
3.3 familiarization of Orthography in Kunama& Nara	3.3.1 Disseminate	118	118		10,030	10,030		20,060													
3.4 Enhance teachers competence on MT education	3.4.1 Training	1000			67,000			67,000													
Subtotal					**126,530**	**34,530**	**0**	**161,060**													
4. Implement professional development activities to foster effectiveness in schools in the four zobas																					
4.1 Refresher courses to strengthen the skills of teachers in targeted disadvantaged communities (effectiveness	4.1.1 Conduct training for teachers on multi-grade teaching, inclusive education, gender	364			80,080			80,080													

Activity	Sub-activity	Q1	Q2	Q3	Cost 1	Cost 2	Cost 3	Total
survey & course preparation and training on multi-grade teaching, SNE & inclusive education, and improve pupils reading skills)	sensitive pedagogy and improving pupils reading							
4.2 School-based mentoring and coaching of teachers in appropriate pedagogies for difficult contexts	4.2.1 Mentoring and coaching teachers	300			39,900		39,900	
4.3 Train 650 school health focal personnel in first aid, child friendly services, monitoring growth and referral	4.3.2 Training	650			68,250		68,250	
4.4 In-service training to upgrade existing teachers in 3 summer sessions of 2 months each:	4.4.1 Train uncertified Mother Tongue teachers (per student per three summer sessions)	300	300	300	90,000	90,000	90,000	270,000
	4.4.2 Train uncertified elementary teachers	600	600	600	180,000	180,000	180,000	540,000

									Total														
	(900 for 6 months)												▓	▓			▓	▓			▓	▓	
	4.4.3 School-based training of existing nomadic school teachers	100	100	100	40,000	40,000	40,000	120,000			▓		▓	▓			▓	▓			▓	▓	
4.4 Upgrade 200 female teachers to Diploma level in 3 summer sessions of 2 months each:		200	200	200	60,000	60,000	60,000	180,000			▓		▓	▓			▓	▓			▓	▓	
4.5 Train science teachers in schools that receive science kits	training		360			25,000		25,000					▓										
4.6 Training in ICT for school directors, teachers in schools that receive IT equipment, ICT master trainers	4.6.1 Training of Directors	40	40	40	14,400	14,400	14,400	43,200			▓	▓			▓	▓			▓	▓			
	4.6.2 Training of ICT Master trainers	80	80	80	28,800	28,800	28,800	86,400			▓	▓			▓	▓			▓	▓			
	4.6.3 Training of Teachers	210	210	210	37,800	37,800	37,800	113,400			▓	▓			▓	▓			▓	▓			

							451,00 0																
Sub-total					599,330	515,900		1,566,230															
5. Strengthen and consolidate the school support system in targeted basic and secondary schools and CEE centres, as appropriate, with multimedia materials and equipment, science kits, libraries, laboratories and e-learning and refresher courses																							
5.1 Equip 200 middle schools with science kits	5.1.1 Procure science kits	200			200,000			200,000															
5.2 Enhance the usage middle level science demonstration (Training of middle level Science teachers)	5.2.1 Printing and dissemination	100			108,800			108,800															

114

5.3 Provide Library materials to 100 middle schools		100		135,000			135,000			
5.4 Equip CEE reading corners	5.5.1 Procure furniture	6		30,000			30,000			
	5.5.2 Teaching/learning materials	6		24,000			24,000			
Sub-total				**497,800**	**0**	**0**	**497,800**			
Component 2 Total Cost w/o inflation adjustment				**4,866,042**	**1,082,177**	**481,100**	**6,429,319**			
Adjusting for inflation in US$ at 2% pa				**97,321**	**21,643**	**9,622**	**128,586**			
Component 2 Total Cost with inflation adjustment				**4,963,362.84**	**1,103,820**	**490,722**	**6,557,905**			
Component 3:										
Component 3: Institutional Capacity Building and systems strengthening										

1. Improve the management and monitoring capacity of the Ministry of education at all levels																						
1.1 Monitor and follow up EMIS data collection process at zoba and sub-zoba levels and provide technical support.	6	6	6	60,000	60,000	60,000	180,000															
1.2 Training national, zoba& sub-zoba staff in monitoring & follow-up, & EMIS (Training locally)	200	200	200	21,000	21,000	21,000	63,000															
1.3 Conduct regular training for school directors in school management, finance and EMIS	200	200	200	21,000	21,000	21,000	63,000															

Activity		1	2	3	Yr1	Yr2	Yr3	Total													
1.4 Training existing zoba & sub-zoba staff in educational planning, financing and management. (This activity will be outsourced to private training institutions)		100	100	100	35,000	35,000	35,000	105,000													
1.5 Training national & zoba staff in educational research methodology (This activity will be outsourced to private training institutions)		60	70	70	21,000	24,500	24,500	70,000													
Sub-total					**158,000**	**161,500**	**161,500**	**481,000**													
2. Conduct targeted research & studies																					
3.1 Con duct targeted research and studies to update institutional knowledge		2	2	2	40,000	40,000	40,000	120,000													

Activity	Sub-activity						
base (6 studies)							
3.2 Conduct Monitoring Learning Achievement (MLA III) to a sample of 80 elementary schools (conducting survey, dissemination of findings, etc.)	3.2.1 Pre-field preparation	30		2,001	-		2,001
	3.2.2 Field survey	240		189,840	-		189,840
	3.2.3 Disseminate		300		22,500		22,500
3.3 Strengthening and expanding the reach of LAPG (National, zoba and school based training)	3.5.1 training	1000	1000	140,000	140,000		280,000
3.6 Tracer study of CEE graduates who joined formal education	3.6.1 Identify study areas			1,000			1,000
	3.6.2 Field work			19,000			19,000
Sub-total				**392,841**	**203,500**	**41,000**	**634,341**

4.. Disseminate Policies:																									
4.2 Finalize, print and disseminate the guidelines, standards, rules and regulations of the Ministry of Education	4.2.1 Print			50,000			50,000																		
	4.2.2 Disseminate			29,000			29,000																		
4.3 Finalize, print and disseminate the School Health Policy	print & disseminate	400		25,000			25,000																		
4.4 Print and disseminate the SNE Policy	print& disseminate	500		25,000			25,000																		
Sub-total				**129,000**	-	-	**129,000**																		
5. Monitoring, support supervision and quality assurance of the additional schools, activities and programs supported by the Program																									

5.1 Support supervision, monitoring and evaluation of the overall program					50,000	60,020	67,150	177,170
b. Joint monitoring of the program and sector review.					60,000	60,000	60,000	180,000
Sub-total					**110,000**	**120,020**	**127,150**	**357,170**
Component 3 Total Cost w/o inflation adjustment					**788,441**	**484,020**	**328,650**	**1,601,511**
Adjusting for inflation in US$ at 2% pa					**15,777**	**9,080**	**6,573**	**32,030**
Component 3 Total Cost with inflation adjustment					**804,618**	**493,700**	**335,223**	**1,633,541**
Total Program Cost w/o inflation adjustment					**14,759,622**	**8,052,197**	**1,155,750**	**23967569**
Total Program Cost Adjusting for					**295,192**	**161,044**	**23,115**	**479,351**

120

inflation in US$ at 2% pa																				
Total Program Cost with inflation adjustment				**15,054,8 15**	**8,213,24 1**	**1,178,8 65**	**24,446,920**													
Program Management Costs (MOE)																				
1. Management cost of DAF at 3.5% of the program cost				285,215	285,214	285,21 4	855,643													
Total Program Cost				15,340,028 .01	8,498,455 .01	1,464,07 9.07	25,302,562.5 9													

25,302,562.5
9
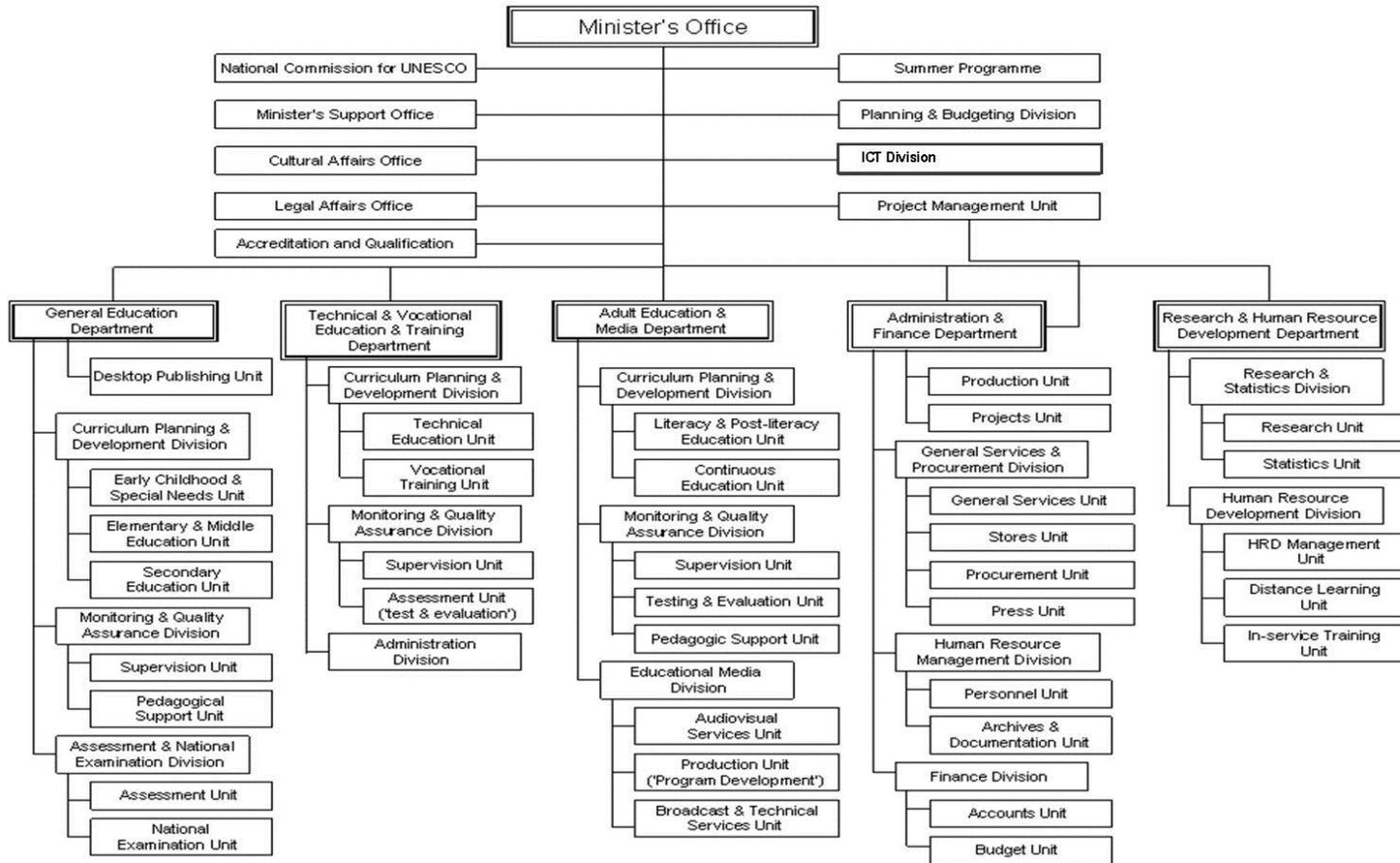
ANNEX 5: AID-MEMOIRE

The World Bank
INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
INTERNATIONAL DEVELOPMENT ASSOCIATION

Hill Park, Upper Hill Road
P.O. Box 30577
Nairobi, Kenya

Tel: (254-2) 3226300 / 400
Fax: (254-2) 3226382 / 381

November 4, 2011

H.E. Semere Russom
Minister of Education
Ministry of Education
Asmara, The State of Eritrea

Dear Honorable Minister:

Re: Eritrea Education Sector Investment Project (Cr. 3794-ER)
European Commission Trust Fund for Eritrea Education Construction (TF091092)
Implementation Completion Mission
August 22 – September 2, 2011-First Phase
September 12– September 17, 2011-Second Phase

Thank you for the support you and your officials in the Ministry of Education (MOE) and Project Management Unit (PMU) provided to the Implementation Completion Report (ICR) mission which visited Asmara in August and September 2011. The open and frank discussions on overall project implementation was extremely useful in helping the mission members understand the challenges and successes the Government and Bank experienced during the implementation of this project. Attached please find the Aide-Memoire, the content of which Bank management endorses.

The project, both IDA and ECTF-funded components, closed on August 31, 2011. It is clear that the MOE accelerated implementation and was able to complete most of the project activities successfully. These efforts will certainly have a lasting impact on the education system and ultimately the children of Eritrea.

The final Bank Implementation Completion Report (ICR) for the project will be submitted to the World Bank Board of Directors by February 28, 2012. The Bank team expects to provide a draft of the ICR to the MOE and PMU late-December 2011 for their review and comment prior to submission to the Bank Board. We also look forward to receiving the government ICR report for inclusion into the overall ICR.

On a final note, although the project is closed, we are currently in the four month "Grace Period" which allows you to finalize all payments and other project completion work. It is critical that the MOE and PMU continue to submit all required documentation including (i) FMRs; (ii) the Project Report for January – June 2011 (or include through August 2011); and the final Audit of Accounts. Kindly ensure the documentation is submitted so that should the Bank engage with the MOE in the future, all records will be up to date.

Again, thank you for the time and consideration you provided the mission.

Sincerely,

Johannes Zutt
Country Director for Eritrea
Africa Region

124

Cc:
Mr. Gebre Hanes Hagos
Director General for Administration and Finance

Mr. Petros Haile Mariam
Director General for Research and HRD

Mr. Musa Naib, Director General
General Education

Mr. Mebrahtu Gilagabir
General Manager
CPD Division
Ministry of Education

Ms. Paola Amadei
Head of Delegation
Delegation of the European Union
Asmara

Marc De Bruycker
Delegation of the European Union
Asmara

Mauro Di Viroli
Delegation of the European Union
Asmara

Jaime Royo-Olid, Delegation of the European Union
Delegation of the European Union
Asmara

\Attachment

Eritrea
Education Sector Investment Project (ESIP) – IDA Credit No. 3794-ER
Education Construction Trust Fund – TF 091092
Implementation Completion Mission – First Phase-August 22 – September 2, 2011
Implementation Completion Mission – Second Phase-September 12 – September 16, 2011

AIDE-MEMOIRE

I.   Introduction

1.   An International Development Association (IDA) mission visited Eritrea from August 22 through September 2, 2011. It was co-led by Susan Hirshberg (Task Team Leader and Sr. Education Specialist) and Sandra Beemer (Sr. Operations Officer), and included Franco Russo (Operations Analyst); Abdelmonem Kardash (Environmental Specialist), and John Juma (Consultant, Community Participation – Rapid Results Approach CP-RRA).[1] The second stage of the mission took place during September 12-16, 2011 and included Harry Wiebe (Architect, Consultant), Efrem Fitwi (Procurement Analyst), Kirsten Majgaard (Education Economist, Consultant) and Henry Amuguni (Sr. Financial Management Specialist).

2.   The objectives of the mission were to oversee the closing of the Eritrea Education Sector Investment Project (ESIP) and EC Trust Fund for Education Construction (ECTF) and begin the process of data collection and analysis for the Implementation Completion Report.

3.   The mission met with the Honorable Minister of Education, Directors General Administration and Finance, Research and Human Resource Development, General Education, and Adult Education), Directors, Zoba Education Officials, and the Project Management Unit (PMU). Extensive field visits where undertaken and discussions were held by the CP-RRA consultant to Gash Barka, Debub and Anseba Zobas where he met with Zoba engineers, communities and teachers. The mission also met with members of the EU delegation; Marc de Bruycker (Acting Head of Agency), Jaime Royo-Olid (*Attaché*, Program Manager Infrastructure and Rehabilitation) and Simone Seper, (EC Program Manager for Economics, Governance and Social Sectors). The mission wishes to express sincere thanks to everyone for the time and hospitality extended.

II.   Project Closing

4.   The project, both IDA and ECTF-funded components, closed on August 31, 2011. The TTL of the project, environment specialist and CP-RRA consultant looked at progress vis-à-vis the April-May Implementation Support Mission Aide-Memoire. Generally, progress was significant in completing CP1 and CP2 – with some issues arising from the lack of materials in the country for fabricating doors and windows. These are in progress and will be installed by the communities. The water tanks and solar pumps were also received and delivered. Materials for cheaper fencing options were not available in-country, so the PMU chose to use hollow blocks to

---

[1] A second phase of the mission will take place from September 12 – 16 comprised of an economist, architect, financial management and procurement specialists.

ª Although compared in this table, the results of the two MLA assessments are not directly comparable.

ᵇ This indicator was not introduced until the project restructuring in 2007.

8.   At the time of preparation, the original project indicator was for elementary school enrollments to increase by 39,000 students for a target of 337,691 (SY2008/09). By SY2004/05, elementary enrollments had already increased to 377,512, which was a six percent annual increase from the baseline. During the 2007 restructuring process, the government and the Bank increased the enrollment target to 464,000 (SY2010/11) assuming a continued rapid growth in enrollments of five percent per year. However, actual enrollments in SY2010/11 are only 311,000, so increasing the target at restructuring turned out to be a flawed decision. The 2002 DHS indicated a school gross enrolment rate (GRE) of 100 percent. However, the preparation team assumed a lower educational coverage of 56 percent based on government's enrollment data. Since coverage may have been higher than the MOE and Bank team assumed, the scope for increasing enrollments was much lower. Furthermore, the restructuring team would have benefited from using the DHS data which showed both greater education coverage as a percent of the population along with a population decline. With higher initial coverage, the scope for increasing enrollments was much lower, particularly as birth rates seem to have dropped, especially in rural areas, as measured by the government in the 1995 and the 2002 DHS. A more efficient pattern of student flow with fewer repeaters also contributes to lower overall enrollments. The ESDP of 2005 had more reasonable targets, and would have been closer to the final outcome had the restructuring team used those instead.

9.   Despite the modest increase in aggregate enrollments, new schools and classrooms constructed are in use, and have thus helped relieve the severe overcrowding that was present at the outset of the project. The pupil-classroom ratio has improved from 63 to 53 since the baseline. Likewise, the share of schools that use double-shifting has declined from 56 to 48 percent. It is also interesting to note that during the last year of the project, there has actually been an increase in enrollments by nearly 25,000 leading the mission to speculate that a larger number of rural children are being served because of the construction of the new community schools by the ECTF. This speculative finding should be investigated by the government as it would provide good evidence of increased enrollments due to the availability of nearby rural education facilities. *Government has assured the mission that they will provide additional analysis of enrollment issues. The ICR team looks forward to receiving the study for anecdotal information on overall enrollment decrease and the new 2010-2011 increase in enrollment.*

10.   **Student enrollment at middle school level increases.** Middle school enrollments saw a 43 percent increase from 76,564 to 154,598 in 2010/11 which is an increase of 102 percent. This substantial and welcome increase notwithstanding, the project did not achieve the target of 189,000. However, the student-classroom ratio improved from 83 to the more acceptable 49 over the project period due to a large expansion in the number of middle schools over the period. *The ICR team needs more information on how and why the increases occurred and looks forward to receiving additional information on middle school enrollments.*

11.   **Female share of total enrollment in elementary, middle and secondary schools improves.** The target for girls' share of enrollments was not met for the elementary school level

3

construct fences with community participation at fewer schools (see section on environment below for more details).

5.   One outstanding issue regards a contract for the procurement of furniture for the remaining schools which were under construction. The request for No Objection to award the contract to a Chinese firm was received by the Bank on April 19, the NOL provided on April 26, 2011 and the contract signed on May 5, 2011. A conformed copy was submitted to IDA for information. The winning bidder, a Chinese firm, provided a performance guarantee in mid-June 2011. Based on the performance guarantee, the GOE requested the Bank to provide a Letter of Credit (LC) on June 29, 2011. Unfortunately, the GOE went into arrears to the World Bank two days later on July 1, 2011 which caused disbursements of the IDA and ECTF projects to be suspended until the arrears were cleared on July 22. It also affected the ability of the IDA to provide the LC. The Chinese company had purchased materials, but not yet begun production because it was awaiting the LC. By the time the suspension of disbursements was lifted, it was too late for any remedial actions since there was no way for the Chinese firm to deliver the goods before the Credit closed on August 31, 2011. **Regrettably, the project is unable to finance this contract.**

III.   ICR Mission Analysis

6.   **Project Development Objective (PDO) Indicators.** The PDO for the project was: *increased and more equitable enrollment in basic education and enhanced quality in basic and secondary education.* In 2007, the project was restructured and the PDO indicators were revised. Those selected to measure achievement of the project PDO were:

7. Table 1: PDO indicators of 2003 and 2007 restructured project

	2003 PAD		2007 Restructuring Paper		Status at closing
	Baseline 2000/01	Original target for 2008/09	Revised baseline 2005/06	Revised target for 2010/11	Actual 2010/11 or latest available year as indicated
Student enrollment at elementary school level increases.	298,691	338,000	364,000	464,000	311,598
Student enrollment at middle school level increases.	76,564 (2-year cycle)	126,000 (3-year cycle)	148,000	189,000	154,598
Female share of total enrollment in elementary, middle and secondary schools improves.	45% 46% 37%	Increase in all three	44% 39% 34%	50% 45% 40%	45% 44% 43%
Percentage of Grade 3 and Grade 5 learners attaining the minimum mastery level increases in the Monitoring and Learning Achievement Test (MLA)[a]	58% (Gr. 3) 32% (Gr. 5) (2001)	Increase in both	n/a	62% (Gr. 3) 37% (Gr. 5)	40% (Gr. 3) 57% (Gr. 5) (2008)
Percentage of grade 8 national examination pass rate increases[b]	Not applicable	Not applicable	71%	76%	74.8% (2009/10) (76.2% 2008/09)

but was achieved for both middle and secondary school.[2] At elementary school level, girls' share of enrollments has plateaued at around 45 percent over the past ten years (corresponding to a GPI of 0.81 in 2010/11 assuming that girls make up 50 percent of the population). The reasons for this are not well understood. Even if the girls' incentive component was designed as a pilot intervention, the project may have benefited from an in-depth analysis of barriers to girl's enrollment in education prior to the restructuring (such a study was done later funded by ESIP). This would have provided the restructuring team with a better idea of the appropriate interventions. The availability of timely data related to female enrollment and an assessment of the impact of the incentives should have been built into the intervention.[3] The grants provided by IDA, UNICEF and the EU Delegation appear to have been too few and for too short a duration to have had a significant impact on improving girl's enrollment in elementary school. Without further analysis it is difficult to understand the stagnation of this indicator. One possible explanation is weaknesses in the data, since the 2002 DHS suggest a higher GPI of 0.89 (based on a primary school gross attendance rate of 94.6 percent for girls and 106.1 for boys). The 2009 DHS, which has not yet been released, would be the best means to assess whether girls elementary school attendance has in fact improved between 2002 and 2009.

12.   **Percentage of Grade 3 and Grade 5 learners attaining the minimum mastery level increases in the Monitoring and Learning Achievement Test (MLA).** Analysis of the MLA II took place in late June 2011 in a week-long workshop attended by key MOE staff. The workshop covered areas of item and test creation, analyzing for accuracy and bias, data management and analysis, item response theory, and scaling/standard setting and equating. The participants used the MLA II instrument to reassess – to the extent possible – the original analysis provided to IDA in February 2010 and develop "True Percentage Scores" by eliminating items which were deemed inaccurate or irrelevant.

13.   The preliminary findings as outlined in the final workshop report were: (i) the instruments are psychometrically sound; (ii) the comparability between MLA I and MLA II is not ensured; and (iii) much more analysis could have been done with respect to depth and scope of the competencies that the children are expected to acquire in vis-a-vis the curriculum. Therefore, although it cannot be stated that numeric targets of improvement have been met, there has been success in building capacity for measuring achievement for the longer run. More work remains to be done to complete the analysis which has been provided in the final report of the workshop.

14.   Recommendations for further work and the next MLA include:

- The stratification of the samples at the sub-zoba level was technically appropriate. However, the MLA team will need to work with the GOE's statistical office to adequately weight the population sample;
- The team creating the instruments needs more support to shift from a pedagogical approach (i.e.: questions which intend to encourage exploration and curiosity for which there may be more than one answer) to an objective approach; and

---

[2] The female share in middle school reached 44.3 percent; just 0.7 percent shy of the 45 percent target which the team believes is negligible.

[3] It should be noted that the 2008/09 and 2009/10 school data was only shared with the Bank in April 2011.

remarkable success considering that all of the implementation of this activity was conducted during the last two years of the project.

20.   CP-RRA proved very effective and produced remarkable results in terms of speed, cost savings and quality of construction. These positive results of the CP-RRA have attracted the interest of other ministries.

21.   **National Competitive Bidding (NCB) and International Competitive Bidding (ICB).** There were several construction projects that were that were to be constructed using NCB and ICB. These included: 16 secondary schools, a National Accreditation and Evaluation Center (NAEC), a Curriculum Development Center (CDC) and three skills development centers (SDCs). However, in 2005, licenses of private sector engineering and design firms were revoked by the Government of Eritrea. This action led to a long delay in the construction and in the end, the licenses were not reinstated. The Bank then agreed to allow the Ministry of Public Works (MoPW) to design and supervise the construction of educational centers. There were four para-statals that were award all of the publically bid contracts. It was difficult to attract foreign bidders and therefore, the Bank agreed to approve contracts that were awarded to one of the four para-statals. Some of the possible reasons for lack of foreign bidders were: (i) the ICB packages did not interest foreign companies enough for them to bid (ii) they did not hear about them; or (iii) they did not see them advertised. Although design, supervision, and construction were all by quasi-government entities, these entities performed reasonably well and completed all of the contracts close to budget and nearly on time. This is a considerable achievement because of the initial difficulties in getting designs approved and firms hired.

22.   **Project Efficiency.** The project did achieve a reduction in the unit cost of school construction compared with construction unit costs before the project (provided in the PAD). However, the reduction was not as large as expected and unit school construction costs in Eritrea—when measured in US$ or Euros—remain high compared with neighboring countries. Still, it is doubtful if such a comparison is even relevant or meaningful, given that the Eritrean currency is not free-floating, given the centralized management and price-setting of the import of materials, and given that competition for school construction contracts was essentially among parastatals. Similarly, the unit costs of school furniture procured under ESIP come in very high, but these costs may also be subject to price and exchange rate distortions, as the materials for the furniture were imported, although the production itself was local. The ICR team has speculated that the development, production and procurement of textbooks has become very efficient as a result of the project, but the 2003 PAD reported that textbook production costs were already very low before the project, so any efficiency gain here is not large. Given the continuation of the PMU after the project, it is likely that the efficiency gains in school construction and, potentially, in textbook development and production are sustainable. There have been efficiency improvements in the education system itself over the life of the project, as repetition rates have declined at all levels of education and dropout rates have either stabilized or declined, which make for a more efficient student flow pattern.

23.   **Safeguards.** The project was classified as a Category B based on the Bank's Operational Policy due to the potential environmental and social impacts of its construction program. The Environmental and Social Management Framework (ESMF) was prepared and approved by the

6

- Sustainability will depend on expanding the capacity in the MOE for Student Assessment to more people. Capacity for developing, implementing and analyzing the data will need to be reinforced especially training more people who are adequately versed in many areas.

15.   The Baseline for this PDO was 58 percent (Gr. 3); 32 percent (Gr. 5); (2001). The targets were 62 percent (Gr. 3); 37 percent (Gr. 5). The results of the MLA II analysis were an average of 40.2 percent (Gr. 3) and 57.2 percent (Gr.5). It is not clear how the end-of-project targets were established or calculated[4] at the 2007 restructuring. However, since the MLA I and MLA II instruments are not comparable, *it is not possible to rate this component or PDO.*

16.   **Grade 8 national examination pass rate increases.** The PDO indicator of increasing the of Grade 8 National Examination pass rates was not documented until just after the restructuring of the project in mid 2007. The target was to reach a pass rate of 76 percent by the end of the project over the 2005/06 SY result of 71 percent. Subsequent results were:

School Year	Score
2006/07	82.4
2007/08	72
2008/09	76.2
2009/10	74.8

17.   The target was reached for the 2008/09 SY, but declined by 1.4 percent in 2009/10. The team does not consider the final year decline to be significant and further questions whether using examination pass rates as a PDO indicator instead of an intermediate indicator has true value added.

18.   **Curriculum and Textbook Development.** The GOE launched a new curriculum for grades 1-12 in 2003 and developed syllabi to support it. With the support of DANIDA, IDA AfDB and EC, the GOE trained teachers in new curriculum, developed textbooks, printed new textbooks and distributed them for all the grades over the eight year life of the project. This is an extraordinary accomplishment of the GOE. The result of all of this effort is that the GOE has institutionalized the process of curriculum and textbook development and they own the copyrights to all of the materials.

19.   **Community Participation – Rapid Results Approach (CP-RRA).** Following the restructuring of the project in 2007, the concept of community-built schools was introduced and widely accepted. In 2008 the CP-RRA was launched. By project close, 67 CP1 schools were completed and transferred to the communities and CP2 schools, Pedagogical Resource Centers (PRC) and teacher's quarters were 95 percent completed. The remaining five percent of CP2 includes the distribution and instalation of doors and windows, fixing of the roof ceilings for the teachers' quarters and the PRCs, and painting of the insides of these buildings. This is a

---

[4] The MLA tests three subjects: Math, English and Mother Tongue. Therefore an average score is not reflective of achievement.

5

time of project appraisal in 2003. The ESMF proposed specific institutional arrangements to enable sustainable execution of all measures identified in the ESMF. In 2006, the Bank and the GOE decided to eliminate fences from all schools and ceilings and verandas in the highland from schools'. Furthermore, the Bank approved the designs for teacher's quarters in 2009 without latrines, water or bathing facilities as a cost saving measure and to build as many classrooms as possible to achieve the PDO. This seems to have been done without taking safeguard compliance into consideration. In addition, Bank supervision missions did not request a safeguards specialist to support the team until the last year and a half of implementation. By that time it was too late to ensure adequate compliance with all the safeguards.

24.   At the closing of the project, with Bank support, some modest improvements in compliance with environment safeguard were noted, particularly regarding water and sanitation; however, it fell short of overall compliance. Attention still needs to be given to ensuring that: (i) teachers' quarters have latrines and bathing facilities, (ii) schools are properly fenced, and (iii) hygiene awareness training is provided at the village and school level. The GOE will also want to conduct an inspection of the solar pumps to ensure their proper functioning.

25.   **Disbursements**. The disbursements for the project as of August 31, 2011 were as indicated in the table below. However, the project implementation unit will submit additional requests for reimbursements for expenditures incurred prior to the closing of the project. The ICR will reflect the full project disbursement.

Loan No.	Currency	Original	Revised	Disbursed	Undisbursed
TF	US$	45,484,006.54	42,045,800.26	30,899,238.60	11,541,258.23
IDA	US$	45,000,000.00	51,064,974.00	45,792,105.06	4,496,016.49
Total	US$	90,484,006.54	93,110,774.26	76,691,343.66	16,037,274.72

26.   **Project Preparation and Design.** The Education Sector Investment Project (ESIP) was planned as the first step of an Education Sector Development Program (ESDP) to be financed by the Bank and other donors, and was judged to be appropriate at the time given the sector context in 2003. The original quality project sub-components of teacher training, curriculum and textbook development, provision of textbooks and learning materials, educational testing and evaluation and information communication and technology (ICT) in secondary school seem appropriate and by the end of the project can be judged to be mostly successful. This is particularly true in the case of curriculum and textbook development.

27.   The design of the access component (which was largely classroom construction) relied heavily on National Competitive Bidding (NCB) and International Competitive Bidding (ICB) construction. The over reliance on NCB and ICB for construction of rural and village schools was found not to be the appropriate design for implementing this component. The restructuring of the project attempted to rectify this problem and focused more on community participation construction of schools with greater success.

28.   Some of the delays in project implementation were related to construction. Some of these delays could have been avoided had the project preparation team worked with the GOE to develop cost effective school designs along with the preparation of the initial bidding documents.

29. **Restructuring Design.** The 2007 restructuring of the project included: (i) additional parallel co-financing from the European Commission (ECTF) in the amount of €32 million (approximately US$43 million) for school construction; (ii) expansion of the community participation (CP) in the construction of schools; (iii) modification of project indicators; (iv) gap financing of salaries for caregivers in early childhood development centers; and (v) incentives to girls to increase their participation in school.

30. The Bank's willingness to accept approximately US$43 million from the EC for school construction at the time of project restructuring seems to be an unusual decision. At that time, only two percent of the Credit allocation for school construction had been disbursed, resulting in an overall disbursement lag of over 50 percent and all the ISRs indicated moderately unsatisfactory or unsatisfactory progress in the construction component. The inclusion of the EC trust fund did allow for a reallocation of the IDA credit for some of the quality investments such as support to the curriculum reform and capacity building as well as construction of secondary school places to alleviate overcrowding. However, construction progress remained a problem despite the dramatic improvements under the community participation (CP) construction program and in the end; the ECTF was not fully disbursed.[5]

31. The expansion of CP-RRA was instrumental in ensuring that the project completed the construction of elementary and middle schools classrooms. Moreover, the CP-RRA was responsible for the substantial increase in project disbursements in the last two years of project implementation, along with the NCB and ICB works. In addition, the payments of salaries for early childhood caregivers filled a financing gap that was created between the closing the Early Childhood Development (ECD) project and the MOF's required time to absorb the salary payments. These were successful aspects of the project restructuring.

32. The inclusion of incentives for girls was viewed as important for increasing the participation rate of girls in school. The ICR mission found that all the grants were given for the intended purpose. The incentive scheme program would have benefitted from having built in monitoring and evaluation that could have more clearly identified the bottlenecks to increasing girls enrollment as well as determine the most effective intervention.

33. The project development indicators (PDO) were discussed in detail above. The mission feels that the modified PDO indicators were not the appropriate indicators or targets to measure PDO success. Firstly, the increase in the targets for primary and middle school enrollments were overly ambitious particularly since fertility rates had declined sharply since 1995[6]. Although the reported elementary school enrollments had increased from 298,891 to 364,000 by 2005/06 it seems unlikely that a five percent annual increase was sustainable. As it turns out, the enrollment numbers began to decline as early as 2007/08. Secondly, as stated above, it does not appear that the Bank did the necessary analysis to understand what types of interventions were appropriate to address the bottlenecks to increasing girl's participation in school. The ICR mission finds it difficult to understand how participation rate targets could be established without the proper

---

[5] Four large centers to be designed and implemented through ICB were not able to be constructed in a reasonable time frame and the June 2010 mission informed the GOE and EU Delegation that the Bank would not be able to oversee their completion. The designs were finalized under the project.

[6] The total fertility rate had dropped from 6.1 children per woman to 4.8 children, a decline of 21 percent.

teacher education and development; (ii) an ICT strategy for education; (iii) a technical and vocational education and training (TVET); and (iv) a girl's education strategy.

38.   The overall coordination between the PMU and MOE units was effective. However, the ICR mission believes that there could be better sharing of data and documentation, that the PMU should have more authority and should have been the main repository for all project documentation and data. School level data was collected, but the EMIS is not fully operational. Annual school data could have been more timely and reliable. PMU capacity for analysis of data should have been upgraded during project implementation. It would have been useful for the Bank to have worked with the PMU to ensure appropriate technical assistance in this area.

39.   **Bank Performance.** The Bank conducted regular supervision missions during project implementation. The Bank also recognized the need to restructure the project and to include an increased level of community participation (CP) in school construction using the Rapid Results Approach. This led to an increase in the number of classroom constructed as well as a substantial increase in disbursements. One year after the restructuring, in 2008, the Bank also added an RRA consultant to its team who provided implementation support and advice during the remaining three years of the project. The consultant's continuing involvement was essential for the successful implementation this component.

40.   The project had five Bank Task Team Leaders (TTLs) during its lifetime. This provided little continuity for implementation and the rapid turnover often led to long delays in approving PMU requests and providing no objections. The Bank did not provide timely notification to the PMU of TTL changes which led to confusion. Bank supervision teams did not regularly include safeguards colleagues until the last year of implementation which meant that safeguards were not regularly supervised and little attention was paid to the inclusion of safeguards in construction contracts. At the mid-term review, the Bank approved the designs for teacher's quarters without latrines, water or bathing facilities as a cost saving measure and to build as many classrooms as possible to achieve the PDO. The ICR mission team views the elimination of these facilities as major shortcoming in Bank supervision and implementation. During the last two years of implementation, the Bank made an effort to rectify this situation but there were still teachers' quarters that did not receive water and latrines and few school fences.

IV.   Implementation Stakeholders' Consultation

41.   Following individual meetings within departments and with Zoba officers, the IDA team conducted a workshop to bring together the various stakeholders responsible for project implementation. The purpose was to discuss more broadly the implementation experience with a specific focus on the Key Project Development Objective (PDO) Indicators[7] of (i) increases in enrollments at the elementary, junior and senior secondary levels; (ii) increases in the second Measuring Learning Achievement (MLA II) over a baseline from 2001; and (iii) improvements in gender parity at each level in education. The workshop also discussed issues of sustainability of project interventions and "lessons learned."

---

[7] These are the indicators and their targets determined in 2007 during the restructuring of the project.

understanding of the barriers to girl's enrollment rates. Thirdly, the mission questions whether using the grade 8 examination scores as a PDO indicator has true value added. Finally, the ICR mission does not see a strong link between the project interventions and the selected indicators.

34. **Project Implementation.** Implementation progress was extremely slow over the life of the project until the last 18 months and can be attributed to both endogenous and exogenous factors.

35. The exogenous factors affecting project implementation were:
- the 2006 suspension of the private construction firms licenses due to Government review of and subsequent changes in regulations which led to long delays in construction;
- importation of all construction materials through the paristatal Red Sea Corporation which also led to significant stress on the Bank procurement rules and occasional unavailability of imported materials thus school construction delays;
- development of difficult relations between the senior levels of the GOE and World Bank in the last two years of implementation;
- lack of continuity in Bank Task Team Leaders (TTLs). There were five over the life of the project which led to a slow response from the Bank particularly on no objection letters and technical support;
- the GOE going into arrears to the Bank twice created issues which led to problems in the last 6-7 months of implementation. Specifically, the arrears prevented the Bank from being able to process payments and Letters of Credit (LCs) for contracts as well as the call for funds from the EU Delegation;
- lack of harmony between the various donor procedures. Compliance with all the various procedures presented challenges for the implementation unit; and
- GOE's decision to restructure the University of Asmara and teacher training institutions which prevented the project in objecting the objective of reducing the expatriate teachers.

36. The endogenous factors affecting project implementation were:
- limited capacity initially in the PMU to cope with the various donor procedures. Over time capacity was increased but all the different procedures were time consuming; and
- no school construction between 2003-06. This was due to the fact that it took the PMU 24 months to hire a consultant and develop school designs. The PMU finally had seven construction packages that were evaluated but the process was stopped because of conflict of interest related to the consultant and the construction firm which was awarded the contract. As stated above, in 2006 the government suspended licenses of private contractors and in 2007 the project moved largely to school construction at the community level.

37. **Government implementation.** As indicated above there were many factors that contributed to the slow implementation of the project, mostly related to construction of schools. However, the quality components were implemented effectively by the MOE. The new curriculum and textbooks were developed. The textbooks were printed and delivered to schools and copyrights for the textbooks are owned by the government making it more cost effective for future textbook revision and printing. The teacher training components met the project targets. Several policy studies were completed under the project. Examples are: (i) a master plan for

LESSONS LEARNED

The ICR mission team members provided many lessons learned related to the ESIP. Most are recorded below for information.

- Continuity of Bank TTLs is essential for smooth project supervision. The project had five Bank TTLs during its lifetime. This provided little continuity for implementation and the rapid turnover often led to long delays in approving PMU requests and providing no objections. This contributed to slow implementation. The Bank also did not provide timely notification to the PMU of TTL changes which led to confusion.

- Donor coordination with respect to procedures helps governments and implementation units process documentation more efficiently. The lack of donor coordination related to the ESDP meant that the PMU had to deal with several different processes and procedures for project documentation. This was time consuming and present bottlenecks for implementation.

- Coordination mechanisms from the Minister to Zoba levels are essential for effective implementation. The project supported a culture of working together, capacity building for implementation and planning with the introduction of the CP-RRA process. The coordination mechanism that was established with the CP-RRA proved very effective and produced remarkable results in terms of speed, cost savings and quality of construction.

- Safeguard specialists should be included on project supervision missions on a regular basis. During project design the Bank ensured that all safeguard policies and procedures were addressed and the appropriate safeguard instruments were developed to guide project implementation. However, the Bank did not involve the safeguard specialist during project implementation to ensure safeguard compliance. It was not until September 2010, that a Bank mission included a safeguard specialist.

- ASPEN's functions should not be confined only to initial project document reviews and organizing training workshops. ASPEN needs to have a mechanism to follow up and monitor projects during implementation to ensure full compliance with safeguard polices.

- Bank TTLs need to be more aware of the Bank safeguard requirements for supervision. During the life of the ESIIP, many of the TTLs that managed the project seemed to have overlooked the need for careful monitoring of Bank safeguard requirements. This had a negative impact on some civil works. This can be seen by the elimination of essential aspects of school design that lead to non compliance of the WB safeguards and to development of schools that were not fully functional.

- During both design and restructuring, due to flaws in the official population data, the team did not understand how far Eritrea had actually come with regard to providing access to elementary education. *Lesson learned: When there are severe limitations in the baseline data informing project design, this should be clearly laid out in the PAD (even when this means questioning official data). In these situations, teams should exercise additional care when preparing the results framework, choosing indicators that do not directly depend on problematic data.*

13