



Jordan Education Reform Support Program (P162407)

MIDDLE EAST AND NORTH AFRICA | Jordan | Education Global Practice | Requesting Unit: MNC02 | Responsible Unit: HMNED
IBRD/IDA | Program-for-Results Financing | FY 2018 | Team Leader(s): Dina N. Abu-Ghaida

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Program Development Objectives

Program Development Objective (from Program Appraisal Document)

The Program is to expand access to early childhood education, and to improve student assessment and teaching and learning conditions for Jordanian children and Syrian refugee children.

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	□ Moderately Satisfactory	□ Moderately Satisfactory
Overall Implementation Progress (IP)	□ Moderately Satisfactory	□ Moderately Satisfactory
	□	□

Implementation Status and Key Decisions

Since the last ISR dated December 2019, the COVID-19 pandemic led to school closures beginning in March 2020 and lasting through the rest of the school year. The Ministry of Education (MOE) responded swiftly by switching to distance education in the short term and planning for the medium term. The Ministry focused on setting up online and television resources to provide students with distance learning content. Leveraging readily available materials from the private sector, the Ministry offered online lectures through its newly established *Darsak* platform and two dedicated TV channels. These resources cover the curriculum's core subjects of Arabic, English, math, and science for grades 1 through 12. In addition, the country's TV sports channel was repurposed to broadcast educational material tailored to students preparing for the *tawjihi*. The MOE also developed the *Education during Emergency Plan 2020/22* (EDEP), which lays out the short- to medium-term education response to the COVID-19 pandemic in three phases.

Prior to the COVID-19 pandemic, the Jordanian government had requested additional support from the World Bank in order to expedite KG2 access expansion and reform both the content and mode of delivery of the *tawjihi* exam. With the advent of the COVID-19 pandemic, this request for support was expanded to include strengthening implementation of the EDEP, in particular as relating to its Sustainability Phase (September 2020 - September 2022). Having made the swift leap to distance education, the MOE sees the benefits of maintaining the gains made in its ability to provide distance education by integrating distance education better into traditional classroom instruction once the pandemic subsides and children return to schools. In other words, the education system in Jordan will not only recover but "build back better" during this phase, with MOE exploring opportunities to leverage high-quality distance learning content as a complementary resource for students during regular times and piloting blended learning modalities.

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P162407	IBRD-88040	Effective	USD	147.70	147.70	0.00	90.32	57.38	61%



P162407	TF-A6420	Effective	USD	2.09	2.09	0.00	0.26	1.83	<div style="width: 13%; height: 10px; background-color: #28a745;"></div>	13%
P162407	TF-A6421	Effective	USD	50.21	50.21	0.00	31.59	18.62	<div style="width: 63%; height: 10px; background-color: #28a745;"></div>	63%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P162407	IBRD-88040	Effective	05-Dec-2017	12-Dec-2017	14-Dec-2017	31-May-2023	31-May-2023
P162407	TF-A6420	Effective	12-Dec-2017	12-Dec-2017	14-Dec-2017	31-May-2023	31-May-2023
P162407	TF-A6421	Effective	05-Dec-2017	12-Dec-2017	14-Dec-2017	31-May-2023	31-May-2023

Program Action Plan

Action Description	Complete and verify baselines for the PforR Program indicators				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		Client	Due Date	31-Jan-2020	Revised Date
Completion Measurement	The baseline value for the dropout rate for Syrian refugees is still missing. Capacity building in M&E through the recruitment of an M&E officer will support in verifying and finalizing the methodology for computation of this baseline value.				
Comments					

Action Description	Establish an integrated system which captures procurement/contract cycle (Goods, Works, Consultants)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		Client	Due Date	31-Aug-2020	Revised Date
Completion Measurement	Integrated system established and operational.				
Comments	The MOE is drafting the TOR related to integration of procurement and contract management systems at MOE and MOPWH.				

Action Description	Systematic Reporting for constructions activities, between MOE and MOPWH				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		Client	Recurrent	Continuous	In Progress
Completion Measurement	Operations Manual procedures on procurement of works are complied with.				
Comments	No construction activities have been completed so far under the program.				



Action Description	Environmental and Social Standards Operating Procedures and Guidelines including different measures to bridge identified gaps adopted				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		Client	Recurrent	Continuous	In Progress
Completion Measurement	Operations Manual updated and complied with Environmental and Social Standards Operating Procedures and Guidelines				
Comments	Operations Manual is updated				

Action Description	Systematically integrating gender mainstreaming efforts into MOE activities through enhancing the capacity of MOE staff and respective partners to mainstream gender in program activities (e.g. teacher training, school construction and maintenance)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		Client	Recurrent	Continuous	In Progress
Completion Measurement	Capacity building activities with a gender focus				
Comments	This activity has not been initiated yet.				

Action Description	Systematically integrating gender mainstreaming efforts into MOE activities through reducing gender biases and stereotypes in teacher trainings				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		Client	Recurrent	Continuous	In Progress
Completion Measurement	Teacher Training materials with gender balance.				
Comments	This activity has not been initiated yet.				

Action Description	Systematically integrating gender mainstreaming efforts into MOE activities through developing gender-sensitive guidelines for classroom management				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		Client	Recurrent	Continuous	In Progress
Completion Measurement	Gender-sensitive guidelines for classroom management				
Comments	This activity has not been initiated yet				

Action Description	Systematically integrating gender mainstreaming efforts into MOE activities through supporting teachers to provide a safe learning environment for girls and boys				
Source	DLI#	Responsibility	Timing	Timing Value	Status



Technical		Client	Recurrent	Continuous	In Progress
Completion Measurement	Capacity building activities for teachers with a gender focus				
Comments	This activity has not been initiated yet.				

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Macroeconomic	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate
Sector Strategies and Policies	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate
Technical Design of Project or Program	<input type="checkbox"/> Moderate	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> High	<input type="checkbox"/> High	<input type="checkbox"/> High
Fiduciary	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Environment and Social	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Stakeholders	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Other	--	--	--
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate

Comments

The overall risk was revised to "moderate" from "substantial" reflecting three downgraded risk sub-categories: the macroeconomic, technical design of project or program, and sector strategies and policies risk were all revised to "moderate" from "substantial", while all remaining risks remain unchanged.

The macroeconomic risk rating was revised to "moderate" from "substantial" to more accurately reflect the potential impact on achievement of the PDO and PDO indicators. Although the Program will be implemented in a context of several exogenous shocks, including the impact of the COVID-19 pandemic, the residual risk to the PDO after mitigation measures is moderate. This is due to Jordan's resilience to past shocks and the inclusion of a budget additionality to Ministry of Education (MOE) DLI, which aims to ensure that sufficient resources will be made available towards meeting the Program interventions.

The technical design of project or program risk was revised from "substantial" to "moderate". The Ministry of Education's Education Strategic Plan (ESP) has been in implementation now for 2 years and the technical design of the Program is fully aligned with the ESP, which has made some achievements. For example, progress has been made in the area of improving teacher competencies and licensing, which is a technically and politically complex task.

Sector strategies and policies risk was revised from "substantial" to "moderate". The MOE has adopted the ESP and defines annual action plans that are reviewed twice a year jointly with the education sector development partners. With the onset of the COVID-19 pandemic, the MOE found it necessary to formulate the Education during Emergency Plan (EDEP) to respond to the unique emerging circumstances. Now that the immediate response is over, the MOE is working on integrating the EDEP into the annual planning exercise of the larger ESP. Key policies that underlie the ESP -- in particular the expansion of KG2 services, improvement in teaching quality, and strengthening of student assessment -- have been sustained over several years, partly as the commitment to these policies reaches up to the highest levels in the country.

Results



PDO Indicators by Objectives / Outcomes

Expanded access to quality early childhood education				
▶ Number of Jordanian children and Syrian refugee children enrolled in KG2 (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	80,000.00	103,991.00	101,758.00	110,000.00
Date	31-Oct-2017	10-Oct-2019	16-Feb-2020	31-May-2023
Comments	The latest value available is from February 2020. The February 2020 level is slightly below the October 2019 level, likely the result of drop-out since the beginning of the academic year when students first enrolled.			
Improved teaching and learning environment				
▶ Percentage point reduction in the dropout rate of Syrian refugees (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5.00
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments	Baseline for dropout rate of Syrian refugees was to be finalized by January 31, 2020. This was not possible, in particular after the onset of the COVID-19 pandemic. The restructuring and additional financing no longer includes this indicator.			
Improved learning and teaching environment				
▶ Number of teachers evaluated against the new National Teacher Professional Standards (NTPS) who meet the minimum performance standards (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,000.00
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments	The NTPS have been finalized and adopted. A consulting firm has been recruited and developed the first draft of the National Teacher Policy and Strategy Framework and Evaluation tools.			
Reformed student assessment and certification system				
▶ First phase of Tawjihi reform completed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments	Assessment reform committee was established and conducted its first meeting on March 26, 2019. Terms of reference for a firm to provide technical assistance on the development of an overarching assessment framework and tawjihi reform (including its digitization) will be developed in July 2020.			



Intermediate Results Indicators by Results Areas

Expanded access and improved quality of early childhood education				
▶ In-service training modules developed for KG teachers (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-Dec-2020
Comments	In-service training modules will be designed based on the quality assurance standards currently under revision by the MOE.			
▶ Percentage of public KG teachers that have completed the in-service training module (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-Dec-2021
Comments				
▶ Number of public and private KGs that have developed and implemented quality improvement plan (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	400.00
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments				
▶ Public-private partnership (PPP) setup designed and implementation plan for PPP rollout developed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	30-Nov-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments	A consulting firm has been contracted and the first draft of the KG demand-supply analysis report has been developed.			

Improved teaching and learning environment				
▶ Improved maintenance system adopted (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes



Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-Dec-2018
Comments	Legal framework for transfer of school-level budget for maintenance has been updated. The MOE has established a steering committee to finalize all aspects of the improved maintenance system.			
► Percentage of schools with high proportion of Syrian refugees implementing the socioemotional learning program (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	70.00
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments	A consulting firm has completed the socio-emotional learning needs assessment. The POWER-J intervention materials have been completed and will be piloted in MOE schools in October 2020.			
► Number of K-12 teachers trained and certified (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50,000.00
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments	The MOE has finalized the teacher standards and is working on the design of the certification requirements based on the standards. The MOE will conduct a three-day awareness training on the new teacher standards likely in September 2020.			
► Teacher feedback on training and certification training monitored, analyzed and included in the annual monitoring and progress reports developed by ETC (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments				

Reformed student assessment and certification system				
► Grade 3 diagnostic test on early grade reading and math implemented (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-Dec-2019
Comments	The verification agency has verified the accomplishment of this indicator.			
► Legal framework for the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for university entrance (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes



Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-Dec-2021
Comments				
► Student and Teacher Feedback on first phase Tawjihi reform inform the Tawjihi reform rollout plan (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments				

Strengthened management of education system				
► Geographical Information System (GIS) and Open EMIS produce accurate and timely disaggregated data needed for program monitoring (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-Dec-2018
Comments	The verification agency has verified the accomplishment of this indicator.			
► Percentage of bids for goods and works that needed to be re-bid (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	<20%
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments				
► Percentage of goods and works contracts that needed to be extended (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	<20% (goods) and <50% (works)
Date	31-Oct-2017	10-Oct-2019	25-Jun-2020	31-May-2023
Comments				

Disbursement Linked Indicators

► DLI 1 DLR#1.1. Number of Syrian refugee children enrolled in target schools at the basic and secondary education levels (Output, 15,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5



Value	125,000.00	131,476.00	134,303.00	160,000.00
Date	30-Oct-2017	10-Oct-2019	16-Feb-2020	--
Comments	The latest value available is from February 2020. No recent data are available as a result of the COVID-19 school shutdown.			

► DLI 2 DLR#1.2. Number of Syrian refugee children enrolled in target schools at KG2 level (Output, 5,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	2,500.00	4,591.00	4,835.00	10,000.00
Date	--	10-Oct-2019	16-Feb-2020	--
Comments	This figure is from February 2020 and more recent data are not available as a result of the COVID-19 school closures.			

► DLI 3 DLR#2. Number of additional children enrolled in public and private KG2 (Output, 15,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	80,000.00	103,991.00	101,758.00	110,000.00
Date	30-Oct-2017	10-Oct-2019	16-Feb-2020	--
Comments	This figure is from February 2020. More recent data are not available as a result of the COVID-19 school closures.			

► DLI 4 DLR#3.1. Comprehensive and harmonized quality assurance system adopted for public and private KG2 schools (Output, 4,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	No	No	No	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments	A consulting firm has been contracted and developed the first draft of KG quality standards.			

► DLI 5 DLR#3.2. 80 percent of KG2 schools assessed through the newly established quality assurance system (Process, 8,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	0.00	0.00	0.00	80.00
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments				



► DLI 6 DLR#3.3. 95 percent of public KG2 teachers have completed the KG in-service training modules (Output, 8,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	0.00	0.00	0.00	95.00
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments	KG in-service modules will be developed once the quality assurance standards are finalized and approved.			

► DLI 7 DLR#3.4. 25 percent of KG schools have improved quality as per the quality assurance system (Outcome, 7,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	0.00	0.00	0.00	25.00
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments				

► DLI 8 DLR#4.1. New national teacher professional standards adopted and disseminated (Process, 6,000,000.00, 100%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	No	Yes	Yes	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments	The National Teacher Professional Standards (NTPS) were finalized, endorsed, and published on MOE's website.			

► DLI 9 DLR#4.2. Teacher evaluation framework adopted (Process, 6,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	No	No	No	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments	A consulting firm has been contracted and developed the first draft of the National Teacher Policy and Strategy Framework and Evaluation Tools.			

► DLI 10 DLR#4.3. 5,000 teachers evaluated against the National Teacher Professional Standards (NTPS) (Outcome, 7,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	0.00	0.00	0.00	5,000.00
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--



Comments

► DLI 11 DLR#4.4. 30,000 K-12 teachers trained and certified (Output, 15,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	0.00	0.00	0.00	30,000.00
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--

Comments

► DLI 12 DLR#5.1. School program for improving student socioemotional learning designed and tested in schools (Process, 4,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	No	No	No	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--

Comments A consulting firm has completed the SEL needs assessment. The POWER-J intervention materials have been completed and will be piloted in MOE schools likely in October 2020.

► DLI 13 DLR#5.2. 70 percent of schools with high proportion of Syrian refugee children implementing the socioemotional learning program (Outcome, 4,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	0.00	0.00	0.00	70.00
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--

Comments

► DLI 14 DLR#6.1. Improved maintenance system adopted (Output, 5,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	No	No	No	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--

Comments Committee was formed and initiated working on the new maintenance system.

► DLI 15 DLR#6.2. Legal framework approved for allowing transfer of school-level maintenance and upkeep budget to schools (Output, 5,000,000.00, 100%)

	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
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Value	No	Yes	Yes	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments	The relevant regulations were revised to increase budget to schools, as well as procurement threshold to allow for school-level budgets on maintenance and upkeep. The DLR has been achieved and verified by the IVA.			

► DLI 16 DLR#6.3. 3,000 schools using a maintenance and upkeep budget (Outcome, 2,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	0.00	0.00	0.00	3,000.00
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments				

► DLI 17 DLR#7.1. National assessment strategy adopted (Output, 5,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	No	No	No	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments	Assessment committee was formed to kick start the work on the assessment framework. TORs relating to the development of an overarching assessment framework and reform of the Tawjihi system (including its digitization) are expected in July 2020.			

► DLI 18 DLR#7.2. Grade 3 diagnostic test on early grade reading and math implemented in all target schools (Output, 7,000,000.00, 100%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	No	Yes	Yes	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments	Grade 3 diagnostic test on early grade reading and math was implemented in all target schools during the scholastic year 2017/2018. The IVA has verified the accomplishment of this DLR.			

► DLI 19 DLR#7.3. First phase of Tawjihi reform completed and action plan for reform rollout is produced (Process, 9,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5
Value	No	No	No	Yes
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--
Comments				



► DLI 20 DLR#7.4. Legal framework for reform of the Tawjihi exam has been adopted so that its secondary graduation and certification function is separated from its function as a screening mechanism for univer (Process, 7,000,000.00, 0%)					
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5	
Value	No	No	No	Yes	
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--	
Comments					

► DLI 21 DLR#8.1. Geographical Information System (GIS) is operational and updated with latest data required for management of the education system (Output, 3,000,000.00, 100%)					
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5	
Value	No	Yes	Yes	Yes	
Date	30-Oct-2017	10-Oct-2019	25-Jun-2020	--	
Comments					
The IVA has verified the accomplishment of this DLR. The GIS is operational and producing reports. The GIS is linked with OpenEMIS and 85% linked with the Department of Lands and Survey. MOE staff have been trained on the use of the system and are able to use it to inform planning and monitoring.					

► DLI 22 DLR#8.2. Approved annual MOE budget reflects an increase of US\$134 million for the Program (Output, 45,000,000.00, 51%)					
	Baseline	Actual (Previous)	Actual (Current)	By end of Year 5	
Value	No	Yes	Yes	Yes	
Date	--	10-Oct-2019	25-Jun-2020	--	
Comments					
This DLI has been achieved for the MOE 2019 and 2020 budget resulting in 2 disbursements, the first USD 11 million, and the second USD 12 million.					