



## Côte d'Ivoire Strengthening Primary Education System Operation (P177800)

WESTERN AND CENTRAL AFRICA | Cote d'Ivoire | Education Global Practice | Requesting Unit: AWCF2 | Responsible Unit: HAWE2  
IBRD/IDA | Program-for-Results Financing | FY 2023 | Team Leader(s): Yves Jantzem

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### Program Development Objectives

Program Development Objective (from Program Appraisal Document)

The Program Development Objective is to improve: (i) equitable access to quality education and school health services in preprimary and primary schools; (ii) learning outcomes; and (iii) performance based management along the service delivery chain.

### Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	--	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	--	<input type="checkbox"/> Satisfactory

### Implementation Status and Key Decisions

**Planning of activities for achievement of the Program Disbursement Linked Indicators (DLIs) are well advanced with no major risks at this stage.**

- *DLI1: The Memorandum of Understanding between the Ministry of National Education and Literacy (MENA) and the Ministry of Health is being discussed and will be signed before the implementation of the health screening for children of preschool and CP1 (Grade 1) planned for November 2023. There is no specific challenges identified with DLI 1 for year 1.*
- *DLI2: The draft document describing the methodology to consider equity criteria in the selection of sites for classroom construction or rehabilitation is available and ongoing reviews. The MENA is now planning a screening mission to identify the sites and finalize the list of sites eligible for school constructions. The planning of at least 80% of projected school constructions will be finalize in December 2023 as required for achievement of the DLI.*
- *DL3: The process to recruit the consultant for the finalization of the inclusive education strategy is on track and will be finalized before June 2023. The MENA is also working on the validation process of this strategy is planned before December 2023.*
- *DLI4: The MENA is working to accelerate the validation of the learning package that will be used for next year. The National Committee approved the package on April 12, 2023, but made some suggestions that are being taken into account in the final version. In the same time, the procurement is in preparation to ensure that all documents will be available on time (Before September 2023 for distribution in the classrooms within two months after the beginning of the school year).*
- *DL5: The in-service training strategy is validated and available. Training sessions are planned for all staff at the regional level and for teachers from June to August 2023. The MENA is working on the methodology for the initial training of teachers which will be shared with the World Bank.*
- *DLI6: the first assessment for learning outcome will take place in 2024 using EGRA/EGMA method. The Directorate of Program Monitoring and Evaluation (Direction de la Veille et du Suivi des Programmes - DVSP) is conducting the same assessment every year as part of Education Services Delivery Enhancement Project (ESDEP, P163218) and will implement the same approach as part of this Program.*
- *DLI7: The Cellule d'Appui et de Coordination des Reformes de l'Education (CAC) was established in March 2023, to achieve the DLI for Year 1). The MENA should now propose an action plan for 2023. This draft of the plan is already available and will be shared with the Bank before de first supervision mission May 22 to 26, 2023[GE1].*
- *DLI8: After the adoption of the decree for the regionalization of the recruitment of teachers, three complementary and necessary decrees for its implementation are in preparation and ready to be signed by the Minister of Education no later than June 2023.*
- *DLI9: The ToRs for the recruitment of the consultant who will support the capitalization and finalization of the various implementation guides are currently being formulated. Based on these tools, the training of the 41 Regional Direction Of Education and lit ( Direction Régionale de l'Education et de l'Alphabétisation-DRENA). The MENA is already anticipating the achievement of the second year DLR on the deconcentration of the Inspectorate General to the education zones.*



The draft Action Plan for the technical Assistance component for the first 18 months of implementation is available and being reviewed by the World Bank. The draft ToRs for the selection of the independent verification agents have been received by the Bank and comments are being prepared. A draft of the Project Implementation Manual (PIM) has been shared with Bank for comments and the final version is expected to be shared with the World Bank by May 20, 2023.

### Data on Financial Performance

#### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P177800	IDA-72560	Effective	USD	350.00	350.00	0.00	0.00	388.38	0%
P177800	TF-C0143	Effective	USD	14.70	14.70	0.00	0.00	14.70	0%

#### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P177800	IDA-72560	Effective	20-Dec-2022	20-Jan-2023	20-Apr-2023	31-May-2028	31-May-2028
P177800	TF-C0143	Effective	20-Dec-2022	20-Jan-2023	20-Apr-2023	31-May-2027	31-May-2027

#### DLI Disbursement

DLI ID	DLI Type	Description	Coc	DLI Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for DLI
<b>Loan: TFC0143-001</b>							
3	Regular	MENA SUPP CHILDREN IN NAT. EDUCAT STRATE	USD	6,700,000.00	Not Achieved	0.00	
4	Regular	PNAPAS IS IMPEMETED THROUGHOUT COTE D'I	USD	6,000,000.00	Not Achieved	0.00	
6	Regular	LEARNING OUTCOMES IMPROVED 4 GRADE 3 STU	USD	2,000,000.00	Not Achieved	0.00	

#### Program Action Plan

<b>Action Description</b>	Planning and Budgeting: Share with the World Bank N+1 draft budget documents (Budget program, DPPD) during the year N third quarter for technical advice.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MEF/MENA	Recurrent	Yearly	Not Yet Due
<b>Completion Measurement</b>	Draft of N+1 budget shared Release of funds on a timely basis follows Budget allocation as per annual work plan				



<b>Comments</b>	
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<b>Action Description</b>	Planning and Budgeting. Prepare quarterly commitments plans to be shared with the National Treasury to allow for better forecasting of disbursement requests.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MENA	Recurrent	Quarterly	In Progress
<b>Completion Measurement</b>	Cash Flow monitoring with requirements Payments done on a timely basis				
<b>Comments</b>					

<b>Action Description</b>	Design an annual training plan for DAF MENA staff to address shortcomings identified during the previous year in the Financial management and procurement procedures, and implement it.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MENA	Recurrent	Yearly	Not Yet Due
<b>Completion Measurement</b>	at least 80% of staff to which such trainings and workshops are directed, have been trained.				
<b>Comments</b>					

<b>Action Description</b>	During the first year of the Program implementation, provide a training to DAF on elaboration of Interim Financial Report.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MENA	Due Date	31-Dec-2023	Not Yet Due
<b>Completion Measurement</b>	At least 80% of staff to which such training is directed have participated				
<b>Comments</b>					

<b>Action Description</b>	Internal Control and Internal Audit. Conduct annual inspections and internal audit covering procurement, financial and technical aspects of the Program				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		IGF/IGM	Recurrent	Yearly	Not Yet Due
<b>Completion Measurement</b>	Reports available				
<b>Comments</b>					



<b>Action Description</b>	External audit. External audit of the Program financial statements conducted by Supreme Audit Institution (SAI) with the support (technical assistance) of an independent external audit firm; SAI may outsource the mission to a private audit firm.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MENA	Other	Six months after effectiveness	Not Yet Due
<b>Completion Measurement</b>	Copy of the audit report submitted to the World Bank nine months after end of year. Audits completed on a timely basis and reports submitted to the Bank on a timely basis.				
<b>Comments</b>					

<b>Action Description</b>	Procurement. Strengthening of the Procurement Unit's team through the assignment of an additional staff (a procurement assistant for the MENA procurement unit).				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MENA	Other	3 months after effectiveness	Not Yet Due
<b>Completion Measurement</b>	Assistant recruited and assumed duties.				
<b>Comments</b>					

<b>Action Description</b>	Procurement. Setting up an electronic filing and archiving system for the MENA CPMP documents				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MENA	Other	6 months after effectiveness	Not Yet Due
<b>Completion Measurement</b>	Documents filed according to procurement processes and available for supervision and audit missions.				
<b>Comments</b>					

<b>Action Description</b>	Fraud and anticorruption. Conduct on annual basis a verification mission on Fraud and Corruption. This mission will cover the GRM, the complaints received and the treatment of these allegations.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		IGF/IGE	Recurrent	Yearly	Not Yet Due
<b>Completion Measurement</b>	Report available				
<b>Comments</b>					

<b>Action Description</b>	Fraud and Anticorruption. Establish report (The reporting format will include the following: (a) location and date of the complaint; (b) allegation's description; (c)description of progress in investigation; and (d) investigation outcome)				
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Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MENA	Recurrent	Yearly	Not Yet Due
<b>Completion Measurement</b>	Report available				
<b>Comments</b>					

<b>Action Description</b>	Environmental, Social and Safety Management System. Have dedicated staff who will manage the environmental, social, health and safety risks and impacts related to the implementation of the activities.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		MENA	Other	6 months after effectiveness	Not Yet Due
<b>Completion Measurement</b>	A team made up of 4 members for managing safeguards aspects is in place and implements E&S measures.				
<b>Comments</b>					

<b>Action Description</b>	Environmental, Social and Safety Management System. Training of the DAPS-COGES and all the actors on the safeguard's aspects of the program.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		MENA	Other	6 months after effectiveness	Not Yet Due
<b>Completion Measurement</b>	The DAPS-COGES have been trained and instructed in the Program				
<b>Comments</b>					

<b>Action Description</b>	Implement GRM including complaints related to gender based violence applicable to all MENA activities.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		MENA	Other	6 months after effectiveness and during Program implementation	Not Yet Due
<b>Completion Measurement</b>	Complaint management mechanism operating				
<b>Comments</b>					

<b>Action Description</b>	Set up a procedure (gift of land or purchase) for the acquisition of land for school infrastructure construction activities in MENA.				
Source	DLI#	Responsibility	Timing	Timing Value	Status



Environmental and Social Systems		MENA	Other	Before land acquisition under the Program	In Progress
<b>Completion Measurement</b>	Existence of an operational procurement management procedure.				
<b>Comments</b>					

<b>Action Description</b>	Integrate health and safety issues into the contractual agreements of Service Providers (E&S aspects) in accordance with the labor code and standards of the construction sector.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		MENA	Other	Prior to the signature of each contract under the Program	Not Yet Due
<b>Completion Measurement</b>	Contractual agreement considering issues of E&S safeguards aspects.				
<b>Comments</b>					

<b>Action Description</b>	Develop a GRM including complaints related to gender based violence applicable to all MENA activities.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		MENA	Other	6 months after effectiveness	Not Yet Due
<b>Completion Measurement</b>	Complaint management mechanism available				
<b>Comments</b>					

## 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
Macroeconomic	<input type="checkbox"/> Moderate	--	<input type="checkbox"/> Moderate
Sector Strategies and Policies	<input type="checkbox"/> Moderate	--	<input type="checkbox"/> Moderate
Technical Design of Project or Program	<input type="checkbox"/> Low	--	<input type="checkbox"/> Low
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> High	--	<input type="checkbox"/> High
Fiduciary	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial
Environment and Social	<input type="checkbox"/> Moderate	--	<input type="checkbox"/> Moderate
Stakeholders	<input type="checkbox"/> Low	--	<input type="checkbox"/> Low



Other	--	--	--
Overall	☐ Moderate	--	☐ Moderate

Comments

There is no change in the risk-rating at this time.

## Results

### PDO Indicators by Objectives / Outcomes

Improve equitable access to quality education and school health services in pre- and primary schools				
▶ 1. Net access rate to grade 1 of primary school (CP1) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	74.69	--	74.69	78.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Number of 6-year-old students enrolled in CP1 / Number of 6-year-old students in Côte d'Ivoire			
☐ Net access rates to grade 1 of primary school (CP1), girls (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	74.95	--	74.95	79.50
▶ 2. Students receiving medical checkups who have their vaccinations up to date (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	35.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Number of students receiving the medical check-up who updated their vaccines after being referred to a vaccination center / Number of students receiving the medical check-up who were referred to a vaccination center to update their vaccines.			
Improve learning outcomes				
▶ 3. Learning poverty level in grade 3 (CE1) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	68.60	--	68.80	45.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	The indicator combines the share of out-of-school primary-aged children who are schooling deprived (SD), and the share of students below a minimum proficiency in reading, who are learning deprived (LD). By combining SD and LD, the indicator brings into focus the need for "more schooling", which by itself serves a			



variety of critical functions, as well as “better learning” which is important to ensure that time spent in school translates into acquisition of skills and capabilities.				
<b>►4. Teachers visited applying new pedagogical practices in reading correctly. (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	90.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Number of supervised primary teachers implementing the three new reading practices / Number of supervised primary teachers			
<b>►5. Grade 3 students meeting the minimum reading proficiency threshold (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	19.00	--	19.00	60.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Percentage of grade 3 students who meet the minimum reading proficiency threshold. This value will be calculated from a representative sample.			
<input type="checkbox"/> Grade 3 students meeting the minimum reading proficiency threshold, girls (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	21.00	--	21.00	60.00
<b>Improve performance-based management along the service delivery chain</b>				
<b>►6. Strategic documents validated by the MENA support and coordination unit, cumulative (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	14.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	The documents will be ordered by the unit from the various departments. The following documents will be validated: (i) SNAPAS strategic vision, (ii) national teacher training strategy, (iii) narrative report on the implementation of PNAPAS, (iv) narrative report on the implementation of the national training strategy, (v) narrative report on the adjustment of initial training, (vi) narrative report on the implementation of the COPs, (vii) language policy, (viii) mini SDI.			
<b>►7. Implementation of objectives and performance contracts at DRENA level, cumulative (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	41.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Number of OPC implemented in a limited number of regions. The value of this indicator is cumulative.			
<b>►8. Citizen- Beneficiary surveys completed (Number, Custom)</b>				





	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	1.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Beneficiary survey done to gauge the perception of the beneficiaries.			
<input type="checkbox"/> Grievances addressed, and resolved with a feedback to complainants (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	95.00
<input type="checkbox"/> Beneficiaries satisfied with the Operation's intervention (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	80.00

#### Intermediate Results Indicators by Results Areas

RA1: Improve equitable access to preschool and primary education in a safe environment.				
▶ RA1.1 COGES benefiting from literacy campaigns for nutrition and early childhood development, cumulative (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	160.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Number of COGES benefiting from literacy campaigns for nutrition and early childhood development.			
▶ RA1.2 Classrooms built in line with climate-proofing standards and operational, cumulative (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	3,000.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Number of classrooms built to MENA climate-proofing standards and functional (i.e., with standard equipment and a teacher)			
▶ RA1.3 Preschool and CP1 students in vulnerable areas who received the school health support package, including treatment against diseases exacerbated by climate change (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	90.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2026
Comments	Number of preschool and CP1 students in vulnerable areas who have benefited from the health support package / Number of preschool and CP1 students.			



▶ RA1.4 Percentage of Islamic schools integrated into the formal system (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	7.00	--	7.00	90.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Integration is measured by a teaching license granted by MENA to Islamic structures that have met the compliance criteria			
▶ RA1.5 Children with sensory disabilities in elementary school, cumulative (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3,607.00	--	3,607.00	8,800.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Number of children with sensory disabilities (hearing and vision impaired) enrolled in the school			
□ Children with sensory disabilities in elementary school - girls, cumulative (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,800.00	--	1,800.00	4,400.00
▶ RA1.6 Retention rate of visual and hearing impaired students in primary (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	tbd	--	tbd	tbd
Date	31-Dec-2022	--	03-May-2023	31-Dec-2027
Comments	Percentage of a generation of students with hearing and visual impairment that entered the same year in CP1 and reaching CM2			

RA2: Improve the quality of teaching and classroom practices.

▶ RA2.1 Supervised teachers implementing at least 3 of the new mathematics instructional practices developed in the NAPAS program (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	90.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	Number of supervised primary teachers implementing the 3 new math practices / Number of supervised primary teachers			
▶ RA2.2 Grade 3 students (CE1) meeting the minimum mathematics proficiency threshold (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	61.00	--	61.00	80.00



Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	% of third graders (3rd grade) who meet the minimum proficiency level in mathematics. This value will be calculated from a representative sample			
<input type="checkbox"/> Grade 3 students (CE1) meeting the minimum mathematics proficiency threshold - girls (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	58.00	--	58.00	80.00
<b>► RA2.3 Students benefiting from PNAPAS, cumulative (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	8,403,000.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2026
Comments	Number of preschool and elementary school students who benefit from the new Early Learning Program implemented in a phased-in manner. The value of this indicator is cumulative.			
<input type="checkbox"/> Students benefiting from PNAPAS - girls, cumulative (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	4,117,000.00
<b>► Teachers recruited or trained (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	66,571.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2026
Comments				
<input type="checkbox"/> Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	26,451.00
<b>► Students benefiting from direct interventions to enhance learning (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	8,403,000.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments				
<input type="checkbox"/> Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	4,117,000.00

RA3: Strengthen management capacity and accountability throughout the service delivery chain.

► Large-scale primary/secondary learning assessments completed (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	8.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	The indicator measures the number of Bank-supported completed large-scale assessment rounds at the primary or secondary levels. "Completed large-scale assessment rounds" refers to rounds of a large-scale assessment, for which the results are made publicly available within 2 years of the assessment administration. The supported activities could include capacity building, design, administration, analysis, reporting, use, publication, and/or dissemination of an assessment. "Large-scale assessment" includes both national large-scale assessments (NLSA) and international large-scale assessments (ILSA). Report for the following education levels: Primary (ISCED 1) and Secondary (ISCED 2 & 3)			

► RA3.2 Annual meetings between the new support and coordination unit and partners (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	16.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	These annual meetings are an opportunity to present the unit's objectives and annual work plan, as well as to identify opportunities for pooling efforts and limiting duplication in the partners' interventions. The value of this indicator is cumulative			

► RA3.3 DRENA having implemented at least 70 percent of the activities planned in their OPC annually (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	41.00
Date	30-Jun-2022	--	03-May-2023	31-Dec-2027
Comments	In the perspective of deconcentration and accountability, DRENA will have the responsibility and funding to implement their COP. The value of this indicator is cumulative			

► RA3.4 Female teachers in public primary schools (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	34.00	--	0.00	40.00
Date	30-Jun-2020	--	03-May-2023	31-Dec-2027
Comments	Percentage of female teachers in public primary schools			

**Disbursement Linked Indicators**



► DLI 1 Students and COGES in vulnerable areas benefit from a support package that promotes health, nutrition, and cognitive development of young children (Output, 33,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	DLR 1.5: By year 5, MENA has provided school health support package for preprimary and CP1 students in vulnerable areas. DLR 1.6: By year 5, MENA has piloted the family literacy module in 160 COGES in at least 12 regions.
Date	--	--	03-May-2023	--
<b>Comments</b>				

► DLI 2 Access to learning is facilitated by an expanded construction scheme based on an improved school map (Output, 91,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	DLR 2.2: By year 5, MENA has built and made operational 3,000 classrooms according to the school map.
Date	--	--	03-May-2023	--
<b>Comments</b>				

► DLI 3 MENA has supported children as part of its national inclusive education strategy (Output, 8,700,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	DLR 3.4: In Year 5, MENA provided specific learning materials to visually- or hearing-impaired students enrolled in school.
Date	--	--	03-May-2023	--
<b>Comments</b>				

► DLI 4 PNAPAS is implemented throughout Côte d'Ivoire (Output, 80,000,000.00, 0%)				
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	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	DLR 4.5: By year 5, MENA has delivered to preprimary, CP1, CP2, CE1, CE2 and CM1 classes the pedagogical package, as defined in the PNAPAS, no later than two months after the start of the school year.
Date	--	--	03-May-2023	--
<b>Comments</b>				

► DLI 5 Teachers' capacities to master new pedagogical approaches are strengthened (Output, 73,500,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	DLR 5.9: By year 5, CE2 teachers apply the 6 new pedagogical practices (3 in reading/writing and 3 in mathematics). DLR 5.10: By year 5, MENA has trained CM1 teachers on methodological approach for early learning as defined under PNAPAS. DLR 5.11: By year 5, MENA has provided a refresher training to CP1 and CP2 teachers on methodological approach for early learning as defined under PNAPAS.
Date	--	--	03-May-2023	--
<b>Comments</b>				

► DLI 6 Learning outcomes are improved for grade 3 students in reading/writing and mathematical skills (Output, 28,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	DLR 6.6: By year 5, MENA has implemented a national primary



				assessment for CE1 and CE2 students. DLR 6.7: By year 5, CE1 graders meet the minimum reading/writing threshold. DLR 6.8: By year 5, CE1 graders meet the minimum threshold of competency in mathematics.
Date	--	--	03-May-2023	--
<b>Comments</b>				

<b>► DLI 7 MENA's planning and monitoring/reporting are strengthened (Output, 4,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	DLR 7.6: In the fourth Year following the one during which the Support and Coordination Secretariat was established, MENA has issued and published an annual activity report on its fourth Year of activity and an annual workplan for for its fifth Year of activity.
Date	--	--	03-May-2023	--
<b>Comments</b>				

<b>► DLI 8 The reform of the regionalization of preprimary and primary teacher recruitment is implemented (Output, 9,800,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	DLR 8.6: By year 5, MENA has organized regionalized recruitment in districts or regions. DLR 8.7: By year 5, MENA has assigned 100 percent of teachers to the districts or regions they have passed



				their CAFOP entry exams.
Date	--	--	03-May-2023	--
<b>Comments</b>				

<b>► DLI 9 Objectives and Performance-based Contracts are implemented (Output, 15,500,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	--	NA	NA
Date	--	--	03-May-2023	--
<b>Comments</b>				