



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, Ali Coulibaly

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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	<input type="checkbox"/> Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory

Implementation Status and Key Decisions

One year after project effectiveness, implementation performance is rated **Moderately Satisfactory**. The disbursement rate is 24 percent. To date, all administrative difficulties have been resolved.

At this stage, overall Program Disbursement Linked Results (DLR) for year 1 (2023) are progressing well and on track to be achieved, albeit overall with some issues challenges. but on track to be achieved. For year 1 (2023) 4 DLRs have been met, and 6 are ongoing and will be met in year 2 (2024). For year 2 (2024), 3 DLRs are have been met and 3 others are on track to be met on time. See detailed below.

- **DLI1: Students and COGES in vulnerable areas benefit from a support package that promotes health, nutrition, and cognitive development of young children.**

DLR1.1: School Health program planning - On track.

The planning document for the delivery of the school health package for pre-school and CP1 pupils over the next 3 years has been drawn up as expected and available and is being implemented

DLR 1.2: School health support package for preprimary and CP1- on track

Based on the requirements of the MENA Procurement Unit, information on the descriptions and quantities of the components of the school health support package for pre-school, CP1 and CP2 classes for the 2024-2025 school year has been finalized. The costs of transporting the inputs and equipment for the medical check-up to the final destinations are being evaluated.

- **DLI2: Access to learning is facilitated by an expanded construction scheme based on an improved school map.**

DLR2.1: Planning of school construction needs under the Program - On track.



Planning for 80 % percent of the classrooms to be built is underway, and the environmental screening stage to reach the 2,160 classrooms corresponding to 2/3 of the 3,000 classrooms has been completed on May 2, 2024. this DLI is on track to be met before the end of June 2024.

- **DLI3: Ministry of National Education and Literacy has supported children as part of its national inclusive education strategy.**

DLR3.1: Validation of National Inclusive Education Strategy - on track.

The Strategy planned to be achieved in 2024 was achieved for 2024 in 2023 but achieved in 2023 is pending independent verification. The verification procedure for the National Inclusive Education Strategy document is underway, and it is expected that the DLR of US \$1M from IDA and US\$700,000k from the GPE will be disbursed by end of June 2024.

- **DLI4: National Early Learning Program (*Programme National d'Appui Aux Premiers Apprentissages- PNAPAS*) is implemented throughout Côte d'Ivoire.**

DLR 4.1 & 4.2: Delivery of Pedagogical package to first grade students – on track with moderate risk.

Procurement procedures are still under way at MENA level and the package of teaching inputs will be distributed next school year. The PNAPAS deployment strategy will use a global approach for the '*cours préparatoire (CP)*' sub-cycle for the 2024-2025 school year.

- **DL5: Teachers' capacities to master new pedagogical approaches are strengthened.**

DLR 5.1: Update of national initial and in-service training strategy – On track.

An international consultant was hired to finalize the strategy and the National Program for the Improvement of Early School Learning (SNAPAS/PNAPAS). Based on the established roadmap, the finalization process began with an initial workshop held from 23 to 30 March 2024, which consisted of stabilizing the main didactic and pedagogical orientations of SNAPAS. The process should be completed by end of May 2024. A workshop to validate the National Strategy and Program for the Improvement of Early Learning was completed on 10 May 2024.

DLR 5.2: training delivery to first grade teachers - Not met.

In line with the revised roll-out of the PNAPAS, the training courses are planned for July and August 2024.

- **DLI6: Learning outcomes are improved for grade 3 students in reading/writing and mathematical skills.**

DLR 6.1: No target for the first year (2023). For year 2 (2024) the standardized assessment process for CP1 and CE1.using Early Grade Reading Assessment (EGRA)/ Early Grade Mathematics Assessment (EGMA) method, is under way. The data collection phase is completed, the analysis is ongoing and will be completed before end of June 2024.

- **DLI7: MENA's planning and monitoring/reporting are strengthened.**

DLR 7.1: Support and coordination unit action plan for 2024 – Met - pending independent verification.

The Support and coordination unit (*Cellule d'Appui et de Coordination des Reformes de l'Education, CAC*). CAC was established in March 2023. The action plan for 2024 of CAC is available. Its 2023 activity report for the first year is also available on the MENA website.



- **DLI8: The reform of the regionalization of preprimary and primary teacher recruitment is implemented.**

DLR 8.1: the decree on the regionalization of recruitment. Met –pending independent verification.

The decree for the regionalization of the recruitment of teachers has been adopted and the three complementary decrees for its implementation have been signed by the Minister of Education.

DLR 8.2: on track

MENA has begun organizing the regionalized recruitment for primary school teachers. The results are expected in July 2024, with training starting in October 2024.

- **DLI9: Objectives and Performance-based contracts are implemented.**

DLR 9.1 (training of Regional Direction of Education – DRENA - on Objectives and Performance-based contracts - OPC): Met – pending verification. Focal points from the 41 DRENA were trained in designing action plans and budgeting.

DLR 9.2: (Signing of OPC) this is a third-year result that will be met earlier than expected.

The amount of the subsidy for each of the 41 DRENAs has been calculated and communicated to the DRENAs. The contracts will be signed before September 2024.

IPF component:

- Most of the staff previously working in the PAPSE's PIU have been transferred to the PRSEP (Project component) PIU and took up their duties on 01 March 2024.
- The position of environmental and social safeguard specialist, chief accountant and assistants remain to be recruited. Observations have been obtained and considered in the ToR for an environmental and social specialist instead of the 3 specialists (environmental, social, GBV) as initially planned.
- The Project's accounting officer was installed on Thursday 11 April 2024, and was accredited on the Project's accounts. Disbursements are now possible

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	91.05	290.01	24%
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
Loan: TFC0143-001							
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

Action Description	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.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MEF/MENA	Recurrent	Yearly	In Progress
Completion Measurement	Draft of N+1 budget shared Release of funds on a timely basis follows Budget allocation as per annual work plan				
Comments					

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

Action Description	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.				
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Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MENA	Recurrent	Yearly	In Progress
Completion Measurement	at least 80% of staff to which such trainings and workshops are directed, have been trained.				
Comments	The DAF training plan includes 2 training courses: - Training on the Operation Manual: already completed - Training in the use of TomPRO software: pending software acquisition.				

Action Description	During the first year of the Program implementation, provide a training to DAF on elaboration of Interim Financial Report.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MENA	Due Date	31-Dec-2023	In Progress
Completion Measurement	At least 80% of staff to which such training is directed have participated				
Comments	The DAF training plan includes 2 training courses: - Training on the Operation Manual: already completed - Training in the use of TomPRO software: pending software acquisition.				

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

Action Description	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.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MENA	Other	Six months after effectiveness	Not Yet Due
Completion Measurement	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.				
Comments					



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

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

Action Description	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.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		IGF/IGE	Recurrent	Yearly	Not Yet Due
Completion Measurement	Report available				
Comments					

Action Description	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)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MENA	Recurrent	Yearly	Not Yet Due
Completion Measurement	Report available				
Comments					

Action Description	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
Completion Measurement	A team made up of 4 members for managing safeguards aspects is in place and implements E&S measures.				
Comments					

Action Description	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
Completion Measurement	The DAPS-COGES have been trained and instructed in the Program				
Comments					

Action Description	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	In Progress
Completion Measurement	Complaint management mechanism operating				
Comments					

Action Description	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
Completion Measurement	Existence of an operational procurement management procedure.				
Comments					

Action Description	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.				
Source	DLI#	Responsibility	Timing	Timing Value	Status



Environmental and Social Systems		MENA	Other	Prior to the signature of each contract under the Program	Not Yet Due
Completion Measurement	Contractual agreement considering issues of E&S safeguards aspects.				
Comments					

Action Description	Develop a 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	Not Yet Due
Completion Measurement	Complaint management mechanism available				
Comments					

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

Comments
Any change in the rating as part of this ISR compare to the last one.

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	75.09	78.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	75.42	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	0.00	35.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	63.60	45.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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.			
▶ 4. Teachers visited applying new pedagogical practices in reading correctly. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	31-Dec-2027
Comments	Number of supervised primary teachers implementing the three new reading practices / Number of supervised primary teachers			



► 5. Grade 3 students meeting the minimum reading proficiency threshold (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	19.00	19.00	26.00	60.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	28.00	60.00
Improve performance-based management along the service delivery chain				
► 6. Strategic documents validated by the MENA support and coordination unit, cumulative (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	14.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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.			
► 7. Implementation of objectives and performance contracts at DRENA level, cumulative (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	41.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	31-Dec-2027
Comments	Number of OPC implemented in a limited number of regions. The value of this indicator is cumulative.			
► 8. Citizen- Beneficiary surveys completed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	0.00	95.00



☐ Beneficiaries satisfied with the Operation's intervention (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	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	0.00	160.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	0.00	3,000.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	0.00	90.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	11.23	90.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	4,534.00	8,800.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	31-Dec-2027
Comments	Number of children with sensory disabilities (hearing and vision impaired) enrolled in the school			
<input type="checkbox"/> 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	2,352.00	4,400.00
<input checked="" type="checkbox"/> 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	tbd
Date	31-Dec-2022	13-Nov-2023	17-May-2024	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.				
<input checked="" type="checkbox"/> 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	0.00	90.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	31-Dec-2027
Comments	Number of supervised primary teachers implementing the 3 new math practices / Number of supervised primary teachers			
<input checked="" type="checkbox"/> 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	73.00	80.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	75.00	80.00
<input checked="" type="checkbox"/> RA2.3 Students benefiting from PNAPAS, cumulative (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	8,403,000.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	0.00	4,117,000.00
► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	66,571.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	0.00	26,451.00
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	8,403,000.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	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	1.00	8.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	9.00	16.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	24.40	41.00
Date	30-Jun-2022	13-Nov-2023	17-May-2024	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	34.00	37.00	40.00
Date	30-Jun-2020	13-Nov-2023	17-May-2024	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	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	--	18-Oct-2023	18-Oct-2023	--
Comments				

► 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	NA	DLR 2.2: By year 5, MENA has built and made operational 3,000 classrooms according to the school map.
Date	--	18-Oct-2023	18-Oct-2023	--
Comments				

► 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	NA	DLR 3.4: In Year 5, MENA provided specific learning materials to visually- or hearing-impaired students enrolled in school.
Date	--	18-Oct-2023	18-Oct-2023	--
Comments				

► DLI 4 PNAPAS is implemented throughout Côte d'Ivoire (Output, 80,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	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	--	18-Oct-2023	18-Oct-2023	--



Comments

► 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	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	--	18-Oct-2023	18-Oct-2023	--
Comments				

► 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	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	--	18-Oct-2023	18-Oct-2023	--



Comments

► DLI 7 MENA's planning and monitoring/reporting are strengthened (Output, 4,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	NA	NA	DLR 7.6: In the fourth Year following the one during which the Support and Coordination Secretariat was established, MENA has issued an annual activity report on its fourth Year of activity and an annual workplan for for its fifth Year of activity.
Date	--	18-Oct-2023	18-Oct-2023	--
Comments				

► DLI 8 The reform of the regionalization of preprimary and primary teacher recruitment is implemented (Output, 9,800,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	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	--	18-Oct-2023	18-Oct-2023	--
Comments				

► DLI 9 Objectives and Performance-based Contracts are implemented (Output, 15,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	January 1, 2027 – December 31, 2027
Value	NA	NA	NA	NA



Date	--	18-Oct-2023	18-Oct-2023	--
Comments				