



Expanding Opportunities for Learning (P166059)

MIDDLE EAST AND NORTH AFRICA | Djibouti | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2020 | Seq No: 8 | ARCHIVED on 28-Jun-2023 | ISR55888 |

Implementing Agencies: Ministry of Education and Vocational Training, Republic of Djibouti

Key Dates**Key Project Dates**

Bank Approval Date: 30-Sep-2019

Effectiveness Date: 14-Feb-2020

Planned Mid Term Review Date: 06-Oct-2022

Actual Mid-Term Review Date: 06-Oct-2022

Original Closing Date: 15-Dec-2024

Revised Closing Date: 15-Dec-2024

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective is to increase equitable access to basic education, improve teaching practices, and strengthen MENFOP's management capacity.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Component 1: Establishing foundations for quality preschool education:(Cost \$3.00 M)

Component 2: Expanding access to and improving retention in primary and lower secondary education:(Cost \$14.75 M)

Component 3: Building capacity to support teaching and learning:(Cost \$10.05 M)

Component 4: Strengthening MENFOP's management capacity and data systems:(Cost \$2.55 M)

Overall Ratings

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

Implementation Status and Key Decisions

The Project to Expand Education Opportunities for Learning (PRODA) is on track to achieve its development objectives. A project implementation support mission in May 2023 found the project has picked up momentum since the mid-term review in October 2022. Progress across all components is advancing well and the reform is being progressively rolled out, strengthening improvements in quality and learning. The MENFOP leadership remains committed to delivering its reform agenda and increasing the pace of delivery. Key achievements supported by PRODA include: the development, pretest and first evaluation using the quality assurance mechanism for pre-school aligned to quality standards for pre-school education; a progressive reform of assessment, including a) the adoption of continuous assessment in the primary grades in line with international good practice; and b) major progress in learning assessment with the administration and analysis of the first independent national evaluation (ENI) for 2021-22 for grade 2 and a second administration of a representative sample of the ENI for 2022/23; and strengthening its Education



Management Information System through the introduction of a unique identification number from school year 2022/23 as part of the national roll out of the new GOSE platform. Disbursement is picking up following challenges in verification and the recruitment of a new independent verification agency. Priorities for the next six months include: close follow-up of MENFOP's ongoing efforts to operationalize innovative and complementary strategies to increase enrolment and retention and advance the development objective to increase the enrolment of out-of-school children by 35,000 by project end; completing a project restructuring to adjust select indicators and targets, including a review of the quality and learning indicators for the variable tranche of Global Partnership for Education (GPE) financing. The Bank team, the Ministry, the Global Partnership for Education (GPE), Education Above All (EAA) and development partners will continue to work collaboratively to sustain momentum for implementation of PRODA.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	Substantial	Moderate	Moderate
Macroeconomic	Substantial	Substantial	Substantial
Sector Strategies and Policies	Moderate	Moderate	Moderate
Technical Design of Project or Program	High	Substantial	Substantial
Institutional Capacity for Implementation and Sustainability	Substantial	Substantial	Moderate
Fiduciary	Substantial	Moderate	Moderate
Environment and Social	Moderate	Moderate	Moderate
Stakeholders	Moderate	Moderate	Moderate
Other	Moderate	Moderate	Moderate
Overall	Substantial	Moderate	Moderate

Results

PDO Indicators by Objectives / Outcomes

Increased equitable access to basic education				
► PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	6,600.00	13,658.00	35,000.00
Date	15-May-2019	06-Oct-2022	15-Jun-2023	15-Dec-2024
Comments:	This school year, MENFOP has implemented a new strategy to accelerate enrolment and retention of out-of-school children. This promising initiative, the "Programme d'Education Accélééré (PAE)", has resulted in			



the enrolment of around 3,300 children, with equal parity between boys and girls in the regions and the main town. MENFOP plans to extend the PAE program to the whole country. PAE is aimed at around 18,000 out-of-school children, aged 9 to 16, for remedial courses in mathematics and French. The aim is to enable children to acquire elementary school knowledge in an average of 3 years, with accelerated courses, and to be integrated into the normal school system. The EAP will facilitate the achievement of ODP1 Increase in the number of pupils enrolled in elementary school, disaggregated by gender and vulnerable population. Following the ineffectiveness of the first verification agency, MENFOP took the initiative of recruiting a new verification agency with a local consultant to facilitate field verification. The number of enrollment of OOSC for school year 2021-22 remained stable at 3314 but doubled to 7060 for school year 2022-23 according to the verification report of June 2023. . An EMIS system called GOSE has been developed by MENFOP with support from ILD gains, and comprises three components: student, teacher and infrastructure. Each pupil has a unique number in the application, from pre-school to senior high school, and enrolment and transfer of pupils is carried out via the application by the school principal; teacher absenteeism is also transmitted to central management via GOSE

► PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.82	0.85	0.85	0.90
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	The parity rate between boys and girls at college level is progressing towards the final cycle of the project. The current rate is 0.84 at college level, and MENFOP forecasts a rate of 0.86 for the third year of the project. The report is due in mid-July.			

Improved teaching practices

► PDO #3: Percentage of basic education teachers demonstrating improved skills, disaggregated by primary and preschool (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75% of all public primary school and 30% of public preschool teachers demonstrate improved classroom practices.
Date	20-Dec-2022	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	The new competency framework for teachers, pedagogical advisors, and principals was developed and approved in 2022. Classroom observation tools are being developed on the basis of the competency framework and initial and in-service training programs. The tools and classroom observation tools are being developed by the training and inspection departments, and include adaptation of the World Bank's TEACH/COACH tools to the Djiboutian context thanks to an additional grant and technical assistance obtained from the Bank. Using a standardized approach, the tools will serve as rubrics to help measure performance against specific competencies. These tools will serve as a basis for inspectors and/or pedagogical advisors to provide ongoing school support and monitoring, including regular observation of teachers' classroom practices. A baseline of teacher competencies for pre-school and primary teachers was undertaken in April 2023 and the report (due by September) will set the baseline for reporting against this indicator and will be recorded in the next ISR.			

Strengthened MENFOP's management capacity



► PDO #4: Learning assessments are revised and administered (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Revised OTIs (years 2 and 5) and at least one national learning assessment are administered
Date	09-May-2019	06-Oct-2022	25-May-2023	30-Jun-2024
Comments:	The grade 2 assessment framework (OTI) has been revised and approved. The revision of the Year 5 assessment framework (OTI) is underway. An Early Grade Reading Assessment (EGRA) was administered in the 2020-21 school year with support from USAID. A first independent national assessment in literacy and numeracy for grade 2 was administered in April/May 2022. This has formed the basis for setting minimum learning thresholds in mathematics and French.			

Intermediate Results Indicators by Components

Establishing foundations for quality preschool education				
► Preschool quality standards approved (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	At least 30 percent of public and private preschools meeting quality standards (as measured by quality audit)
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	Djibouti's first quality standards for preschools schools were developed and approved by MENFOP in 2022. These standards cover three dimensions of quality: the physical environment, management and pedagogy. They apply to both public and private preschools. A quality assurance mechanism aligned to quality standards for preschool education was developed and pretested in school year 2022-23. The first evaluation using the quality assurance mechanism was conducted in April 2023. The findings will set a first baseline for the quality of both public and private pre-schools with results to be communicated to schools and to inform the development of preschool improvement plans from the start of the new school year in September 2023.			
► Number of preschool teachers trained on the new curriculum (CRI) (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	65.00	122.00	60.00
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	With the support of an international consulting firm, MENFOP has developed a new competency framework for preschool teachers, accompanied by teaching modules and guides that emphasize learning through play. Preschool teachers are trained on the basis of the revised curricula and competency framework, and receive regular follow-up and coaching from the preschool inspector and/or pedagogical advisors.			



To date 122 preschool teachers have received training on the preschool program (RMP figure), comprising various modules.

► Additional public preschool classrooms built or rehabilitated (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	36.00	36.00	41.00
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	Classrooms built or rehabilitated: MENFOP is on track to build or rehabilitate 41 public preschool classrooms. Whenever possible, the preschools are connected to primary schools. MENFOP also provides equipment for preschool classrooms. Future construction and rehabilitation will be required to comply with the newly developed quality standards. A further 7 new classrooms are under construction.			

Expanding access to and improving retention in primary and lower secondary education

► Percentage of rural primary and lower secondary schools that have adequate facilities (water point, latrines, electrical or solar power source) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.00	60.00	71.00	90.00
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	The percentage of primary and secondary schools in rural areas with adequate facilities (water points, latrines, electricity or solar energy) is 71%. MENFOP plans to connect a further 15 schools to solar energy, bringing the total to 85%.			

► Number of school canteens operationalized (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	20.00	34.00	43 canteens in primary and 20 canteens in lower secondary
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	At the end of the third year of project implementation, MENFOP has built and/or rehabilitated 34 canteens meeting approved standards in public primary and lower secondary schools. These canteens are now operational.			

► Sub-regional plans to promote enrollment and reduce dropout are approved (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No strategy	Sub-regional plans to promote school enrollment and reduce dropouts are submitted for approval	Sub-regional plans are piloted in 2 regions to promote school enrollment and reduce dropouts	Adapted interventions in all five regions are implemented



Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	MENFOP has implemented sub-regional plans in two pilot regions to promote school enrolment and reduce the number of dropouts, including solutions identified locally in collaboration with local communities. A report on the pilot regions will be sent to the Bank at the end of July 2023. MENFOP plans to extend the program to the five regions: Arta, Ali Sabieh, Dikhil, Obock and Tadjourah. The roll out of the sub-regional plans is expected to boost girls' retention and the development indicator Gender Parity Index in middle school enrolment (broken down by urban/rural area) and will be monitored.			
► Decrease in grade 5 repetition rate (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.40	6.00	6.00	14.40
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	The repetition rates decreased substantially to 6% in school year 2020-21. This rate surpasses the target for the end of the project and has been verified by the IVA. It reflects policy changes by MENFOP to reduce repetition. The indicator will continue to be reported on annually by MENFOP. In order to manage the workload of the verification agency, the proposal from 2023 is for the agency to verify the indicator every two years through field visits.			

Building capacity to support teaching and learning				
► Assessment levels in math and at least one language are officially approved in primary and lower secondary education (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Assessment levels for the first cycle of primary education in math and at least one language is officially approved.	Assessment levels for the first cycle of primary education in math and at least one language is officially approved.	Primary and lower secondary assessment levels in math and at least one language are officially approved.
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	MENFOP has developed and approved assessment levels for the first cycle of primary school and revision of assessment levels for the second cycle is underway. The national assessment for maths and French for grade 2 has been developed and administered by MENFOP, and learning thresholds in mathematics and French have been established for grade 2.			
► Administration of a digital evaluation of digital literacy skills (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Development of an action plan based on the results of the evaluation.
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	This indicator has slipped due to COVID-19. MENFOP is reviewing what will be the most appropriate digital literacy evaluation framework for primary school. This evaluation will get underway in 2023 and inform an action plan to strengthen primary students' digital literacy skills.			



► Administration of a revised Brevet (9th year national assessment) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	The Brevet exam will be revised and administered in Year 5.to align with the progressive roll out of the new revised curriculum.			
► Percentage of primary schools that receive detailed reports on results of learning assessments and guidelines for their use to improve teaching and learning (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	25.00	100.00
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	The percentage of primary schools that receive detailed reports on results of learning assessments in math and languages, and guidelines for their use to improve teaching and learning. The national assessment of literacy and numeracy was administered in April/May 2022 The assessment results for 2021-22 have just been published and will be shared with schools at the start of the school year in September 2023 and will be accompanied by guidelines and discussions for their use to improve teaching and learning.			
► Improved learning outcomes for year 2 students (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline figure not yet established	Baseline figure not yet established	The baseline figure has been established for 2021 -2022. The minimum learning level for French/literacy is 68% The minimum learning level for numeracy is 40%	To be determined when baseline is calculated, once assessment is carried out
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	Revised Grade 2 OTI exams and the Grade 2 National Assessment were administered. Minimum learning thresholds in French and math have been set, and a baseline of the percentage of Grade 2 students meeting these thresholds has been established. It is on this basis that the project will measure whether there is increase in the percentage of Grade 2 students reaching this minimum acceptable level of learning in the last two years of the project.			
► Percentage of primary and lower secondary school management committees that use participatory processes to assess and improve school performance. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	20.00	80.00



Date	15-May-2019	06-Oct-2022	06-Oct-2022	15-Dec-2024
Comments:	<p>There is progress against this indicator. All primary and lower secondary schools have a school management committee that meets on a regular basis. These management committees consult with school leadership on issues such as enrolment and retention of students, priority needs in the school (such as maintenance etc) and issues around changes in teaching and assessment. The committees are responsible for consulting with parents and bringing key issues to the attention of the school leadership. At each quarterly meeting of the management committee, there is a participatory discussion around the learning situation and consultation on how this can be improved.</p> <p>The first national learning assessment for grade 2 in literacy and numeracy was administered in April/May 2022. The report was issued in June 2023. MENFOP has therefore adjusted its plans to communicate the results on learning outcomes to the start of the new school year in September 2023. Results from the ENI as well as formative assessments will form the basis for developing actions plans which are expected to be up-dated and assessed at the end of the school year in May 2024. The report shows that further attention is needed on numeracy, which is lagging behind achievements in literacy. In addition, management committees have been engaged in discussions around changes to the assessment process in primary schools which is shifting from exams to continuous assessment in line with international good practice. The Grade 5 exams in May 2023 will be the last in this format. To date 25% of school management committees at primary school and 16% at lower secondary level use participatory messages to engage parents in assessing and improving school performance.</p> <p>Citizen's views are also being consulted on other relevant issued. In November 2021, a first protocol on anti-violence in schools was approved. MENFOP subsequently conducted a first survey of school-based violence with teachers and parents in 20 pilot schools to inform the school level response to operationalizing the new protocol. It has subsequently appointed 5 gender focal points in each of the five regions to follow up on the protocol and other issues related to improving girls' retention and enrolment in schools.</p>			
► Competency frameworks officially approved (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	At least 3 competency frameworks officially approved by MENFOP	At least 3 competency frameworks officially approved by MENFOP	At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially approved by MENFOP.
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	<p>With support from an international consultancy firm, MENFOP developed competency framework for teachers, school leaders, and pedagogical advisors. This framework was officially approved in a ministerial memo in April 2022. The framework is now informing the development of continuous professional development modules and classroom observation tools, with TA support from a TEACH/COACH grant from WB. The competency frameworks have also been introduced into the CFEEF Moodle platform.</p>			
► Teachers Trained (CRI) (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	1,200.00	2,000.00
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	<p>An international consultancy firm helped MENFOP develop a competency framework and training materials for teachers. 1,200 teachers received training. The training included modules on the revised curriculum, subject areas including mathematics, French and English, and skills for assessing learning outcomes. The figure is being up-dated to inform the up-coming verification of the PBR #6.2 on numbers of teachers trained.</p>			



► Reinforcing the use of ICT for learning (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Percentage of year 4 students who used an ICT tool for learning
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	<p>During the COVID pandemic, and on the basis of a diagnosis carried out during the first year on the use of ICT for learning, MENFOP gave priority to distance learning, and a number of training courses for trainers on ICT for learning, as well as training courses for software and educational resource developers, were carried out.</p> <p>8,600 tablets were distributed to schools, and a Moodle application was set up by CRIPEN with the help of a Bank consultant. Pedagogical advisors and teachers have been trained. An analysis of the use of the platform and tablets in the classroom is currently underway, and will be available in July 2023.</p>			
► Percentage of PAs and inspectors conducting classroom observations using an updated tool (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	<p>Percentage of PAs and inspectors who use an updated observation tool (COT) during classroom observation.</p> <p>The Training and Inspection departments are adapting classroom observation tools based on the World Bank's TEACH/COACH tools using technical support provided by a World Bank grant. The tools have been adapted to the Djiboutian context, pretested and are on track to be rolled out by PAs and inspectors in the new school year 2023-24. The percentage of CPs and inspectors using the new classroom observation tool will be reported in the next ISR .</p>			
► Percentage of school directors who participate in professional community of practice (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	<p>School directors will create professional communities of practice to exchange good practice, observe, and give feedback to improve school quality. The different observation tools are under development and it is too early to report against this indicators. The indicator is expected to be reported on in Year 4.</p>			
► Competency Framework for Inspectors approved (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	15-Feb-2021	06-Oct-2022	25-May-2023	15-Dec-2024



Comments:	This is a new activity under the Additional Financing. The competency framework for inspectors is under development.			
► Percentage of inspectors and Pedagogical Advisors evaluated (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-Feb-2021	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will be reported against in 2023-24 following the approval of the competency framework for inspectors.			
► The grade level of classes in primary and lower secondary education with a revised curriculum (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Grade 2	Grade 2	Grade 3 to 5	Revised curriculum rolled out to Grades 1-9
Date	15-Feb-2021	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	The revision of the curriculum is advancing incrementally with an 2 additional grades per year. MENFOP is finalizing the revision of the curriculum for the last year of primary and lower secondary school.			
► Number of exam copies produced by the Department of Exams (DEC) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	400.00
Date	15-Feb-2021	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway in 2023.			
► Percentage of trainers trained in the analysis of practical teaching methods (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	15-Feb-2021	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway in 2023.			
► Number of teachers trained in the use of distance learning methods (disaggregated by sex, level of education, geographic zone) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,000.00



Date	15-Feb-2021	13-Sep-2022	25-May-2023	15-Dec-2024
Comments:	This is a new activity under the Additional Financing. Training in distance learning is ongoing and will be monitored in 2023.			
► Percentage of school management committees trained and capable of supporting parents to support their children's learning by remote methods (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-Feb-2021	13-Sep-2022	25-May-2023	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway in 2023.			

Strengthening MENFOP's management capacity and data systems				
► Improved methods for data collection (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	70% of public and 50% of private primary schools transmit their data via the application on time.
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	The diagnosis of the education management information system (SIGE) has been finalized, and the consultant has submitted his report on the study of existing systems and the IT training needs of Ministry staff. An EMIS system called GOSE was developed by MENFOP with support from ILD gains and comprised three components: student, teacher, and infrastructure. Each pupil has a unique number in the application, from pre-school to senior high school, and enrolment and transfer of pupils are carried out via the application by the school principal; teacher absenteeism is also transmitted to central management via GOSE. The mission visited the schools and discussed with the principal the usefulness of GOSE for school management. All public schools transmit their data via the GOSE application, and MENFOP plans to extend the application to refugee and private schools this year.			
► Modernization of the EMIS (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Student information system is developed
Date	15-May-2019	06-Oct-2022	25-May-2023	15-Dec-2024
Comments:	MENFOP has performed a diagnosis on the existing data platforms (EMIS, Human Resource Management). MENFOP has developed a new EMIS system which is being rolled out in phases. The first phase is for students and was rolled out nationally in September for the school year 2022-23. It includes a unique identifier number for each student, allowing MENFOP to record the enrolment and retention of students in real-time. MENFOP is also developing a grading and student history application, which will be operational at the start of the new school year.			



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Performance-Based Conditions

▶ PBC 1 Preschool quality standards approved (Text, Intermediate Outcome, 1,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	No	No	No	--
Date	--	06-Oct-2022	25-May-2023	--

▶ PBC 2 Number of preschool teachers trained on the new curriculum (CRI) (Text, Outcome, 500,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	No	125.00	122.00	--
Date	--	06-Oct-2022	25-May-2023	--

▶ PBC 3 PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number, Output, 9,950,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.00	6,600.00	13,658.00	--
Date	--	06-Oct-2022	15-Jun-2023	--

▶ PBC 4 PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number, Outcome, 2,300,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.82	0.85	0.85	--
Date	--	06-Oct-2022	25-May-2023	--



►PBC 5 PDO #4: Learning assessments are revised and administered (Text, Outcome, 2,750,000.00, 5.45%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	No	No	Yes	--
Date	--	06-Oct-2022	25-May-2023	--

►PBC 6 Teachers Trained (CRI) (Number, Output, 1,500,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.00	0.00	1,200.00	--
Date	--	06-Oct-2022	25-May-2023	--

Data on Financial Performance

Disbursements (by loan)

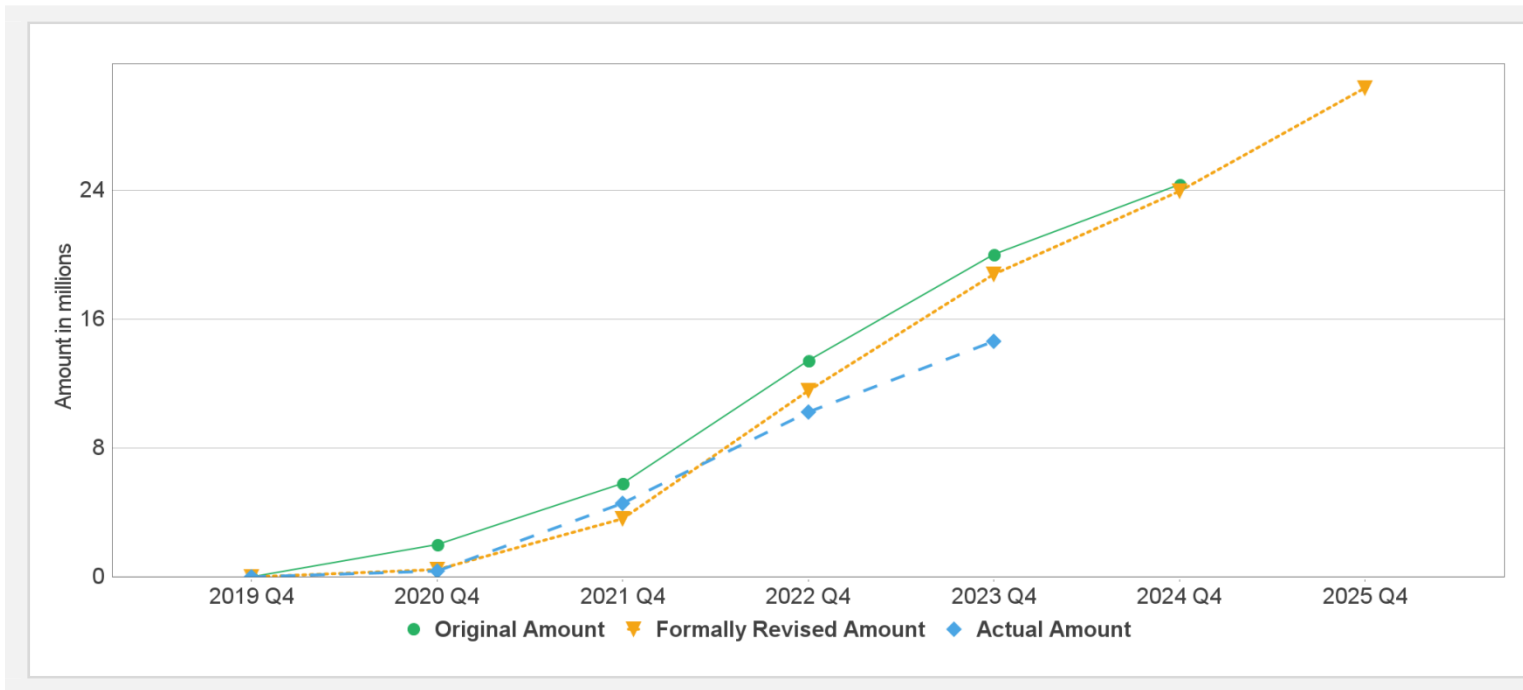
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P166059	IDA-64490	Effective	USD	10.00	10.00	0.00	1.91	7.81	20%
P166059	IDA-D4850	Effective	USD	5.00	5.00	0.00	5.19	0.02	100%
P166059	TF-B1108	Effective	USD	9.25	9.25	0.00	6.03	3.22	65%
P166059	TF-B6054	Effective	USD	2.30	2.30	0.00	1.13	1.17	49%
P166059	TF-B6756	Effective	USD	1.18	1.18	0.00	0.36	0.82	30%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P166059	IDA-64490	Effective	30-Sep-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	15-Dec-2024
P166059	IDA-D4850	Effective	30-Sep-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	15-Dec-2024
P166059	TF-B1108	Effective	18-Oct-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	15-Dec-2024
P166059	TF-B6054	Effective	12-Aug-2021	18-Sep-2021	21-Oct-2021	15-Dec-2024	15-Dec-2024
P166059	TF-B6756	Effective	12-Aug-2021	18-Sep-2021	21-Oct-2021	30-Jun-2024	30-Jun-2024



Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

P175464-Expanding Opportunities for Learning Additional Financing (GPE)