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INTERNATIONAL DEVELOPMENT ASSOCIATION

RESTRUCTURING PAPER

ON A

PROPOSED PROGRAM RESTRUCTURING  
OF  
REACHING ALL CHILDREN WITH EDUCATION IN LEBANON SUPPORT PROJECT  
APPROVED ON SEPTEMBER 27, 2016

TO THE

REPUBLIC OF LEBANON

Education Global Practice  
Middle East And North Africa Region

Regional Vice President: Ferid Belhaj



**The World Bank**

Reaching All Children with Education in Lebanon Support Project (P159470)

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ABBREVIATIONS AND ACRONYMS

CERD	Center for Educational Research and Development
CHC	Curriculum Higher Committee
COA	Court of Accounts
DA	Designated Account
DLRs	Disbursement-Linked Results
ECE	Early Childhood Education
ESSN	Emergency Social Safety Net
FCDO	Foreign, Commonwealth and Development Office
GDP	Growth Domestic Product
GOL	Government Of Lebanon
LSCTF	Lebanon Syrian Crisis Trust Fund
MEHE	Ministry of Education and Higher Education
M&E	Monitoring and Evaluation
PDO	Project Development Objective
PforR	Program for Results
PISA	Programme for International Student Assessment
PMU	Program Management Unit
POM	Project Operations Manual
RA	Results Area
RACE	Reaching All Children with Education
RF	Results Framework
SIMS	School Information Management System
SOPs	Standard Operating Procedures
S2R2	Support to Race 2
TA	Technical Assistance



## I. PROGRAM STATUS AND RATIONALE FOR RESTRUCTURING

### A. Program Status

1. **Since October 2019, with the beginning of nationwide mass demonstrations, Lebanon has been afflicted with compounded crises—specifically, an ongoing economic and financial crisis, interspersed with COVID-19 and lastly the explosion at the Port of Beirut on August 4, 2020.** The country continues to endure a severe, prolonged economic depression: real Gross Domestic Product (GDP) growth contracted by 7 percent in 2021 and 21.4 percent in 2020. The Lebanese Pound depreciated 137 percent in 2020, 219 percent in 2021, and has depreciated an additional 145 percent in the first 10 months of 2022. Inflation averages 150 percent in 2021, and 218 percent in the first half of 2022. Food inflation was at 332 percent in June 2022.<sup>1</sup> The banking sector has informally adopted severe capital controls, ceased lending, and does not attract deposits. Instead, it endures in a segmented payment system that distinguishes between older (pre-October 2019) dollar deposits and minimum new inflows of ‘fresh dollars’. The former is subject to sharp deleveraging through de facto lirafication and haircuts (up to 80 percent) on dollar deposits. The social impact, which is already dire, could become catastrophic. A 2021 UN report estimates the multidimensional poverty rate at 82% in Lebanon.<sup>2</sup>

2. **Years of crises, exacerbated by these recent events in Lebanon, have further contributed to deepening the inefficiency and inequity in the education sector, which created a ripple effect on levels of learning, skills, and human development.** The education sector in Lebanon, which enrolls nearly 1.2 million students, is under tremendous stress. Since 2012, Lebanon has experienced one of the largest influxes of Syrian refugees, putting an additional strain on the school system capacity to provide quality education for all. Completion rates in primary (78 percent) and lower secondary (59 percent) schools have been declining (Abdul-Hamid and Yassine 2020)<sup>3</sup> over the last decade, while out-of-school rates for primary and secondary school-age children increased to 21 percent in 2019 (CAS 2020).<sup>4</sup> Increased poverty levels amidst the ongoing crises have likely led to even lower completion rates and further school dropout, especially among the most vulnerable.

3. **In response to the impact of the Syrian refugee crisis the education system in Lebanon, the Government of Lebanon (GoL), with support from the international community, launched the Reaching All Children with Education (RACE) initiative.** Through its RACE programs, the GoL has acknowledged that a comprehensive approach—which aims at improving access, learning, and governance of the education sector—is needed to address the many inequities and low levels of learning in the Lebanese education sector. The Government’s RACE programs—RACE I (2010–2015) and RACE II (2016–2021)—set out to address these challenges. The main goal of the first phase, RACE I, was to improve access to formal education for Syrian refugee children and underprivileged Lebanese children in the country. The second phase, RACE II, sought to capitalize on this success by prioritizing the following: (a) scaling up equitable access to educational opportunities in the formal public education system; (b) improving the quality and inclusiveness of the teaching and learning environment; and (c) strengthening the national education system, policies, and planning and monitoring capacity.

<sup>1</sup> World Bank. 2022. [Lebanon Economic Monitor \(Fall 2022\): Time for an Equitable Banking Resolution](#). Lebanon, Beirut.

<sup>2</sup> UN ESCWA. 2021. [Multidimensional Poverty in Lebanon \(2019-2021\)](#).

<sup>3</sup> Abdul-Hamid, Husein and Mohamed Yassine. 2020. [“Political Economy of Education in Lebanon: Research for Results Program. International Development in Focus.”](#) Washington, DC: World Bank.

<sup>4</sup> Lebanon, Central Administration of Statistics. 2020. [“Labour Force and Household Living Conditions Survey 2018-2019.”](#) CAS, ILO, EU: Lebanon, Beirut.



4. **The World Bank’s Support to RACE 2 (S2R2) Program-for-Results (PforR) (P159470, 2016–2023) supports the RACE 2 program and is structured around the same three pillars: (a) equitable access; (b) enhanced quality; and (c) strengthened systems.** The RACE II program (2016–2021) was estimated to cost US\$2.1 billion over a period of five years. The S2R2 support to the Government’s RACE 2 program was valued at US\$1.8 billion, representing 85 percent of the overall Government program.<sup>5</sup> The program was developed in an open and participatory manner led by the Ministry of Education and Higher Education (MEHE), including the Center for Educational Research and Development (CERD) and other national and international actors. It built on the successes and lessons of the first phase of RACE (2013–2015) and broadened the scope to focus on issues of (a) quality and (b) systems strengthening, in addition to (c) equitable access, which was the focus of RACE I. The S2R2 was approved by the World Bank Board of Executive Directors on September 27, 2016 and became effective on July 18, 2017.

5. **The Project Development Objective (PDO) of the S2R2 PforR is “to promote equitable access to education services, enhance quality of student learning, and strengthen the education systems in the recipient’s education sector in response to the protracted refugee crisis.”** The size of the S2R2 supported RACE 2 program in the estimated amount of US\$1.8 billion, represents about US\$369 million per year. In addition to the IDA credit (US\$100 million), Lebanon Syrian Crisis Trust Fund (LSCTF; US\$120 million<sup>6</sup>) and Results in Education for All Children MDTF (REACH; US\$4 million) grants provided through the World Bank, other support from development partners was estimated to be US\$172 million for the first 18 months of the Program, and US\$150 million was estimated to be available for each of the four subsequent years for RACE 2, amounting to US\$772 million. While Government financing was not captured in the PforR, the cost estimates revealed a financing gap of US\$1.1 billion (see page 62 of the Project Appraisal Document<sup>7</sup> [PAD]). The amount of funds spent on eligible expenditures (which includes S2R2 funding, UNICEF funding, and budget financed by the general budget) has exceeded the amount of the funds received from the S2R2 Program.

6. **The RACE 2 program reached important milestones during the span of the World Bank financed S2R2 project, including the enrollment of 500,000 students enrolled in formal public education, 4 percent increase in the proportion of students transitioning grades, and the implementation of a formative and summative assessment in grade 3.** However, the ongoing macroeconomic situation in the country has eroded some of the progress made as part of the RACE 2 program and the S2R2 project. For example, for academic year 2021-2022, enrollment has dropped to 488,143, representing a decline of 3.04 percent of the total number of enrolled students from 2020-2021.<sup>8</sup> The team has been working to ensure continuity of schooling and to stem the reversals in enrollment, agreeing with the United Kingdom Foreign, Commonwealth and Development Office (FCDO) on September 28, 2021 to repurpose US\$37 million of the Lebanon Syrian Crisis Trust Fund (LSCTF) grant to provide allowances to teachers and school staff for the duration of 2021/22 school year. Public school teachers (in both first and second school shifts), technical and vocational educational teachers, and school personnel who attended school and delivered lessons at a minimum of 90 percent of their schedule were eligible to receive a maximum of \$90 a month. Approximately US\$32.5 million was disbursed between October 2021 until June 2022, covering 62,000 staff. In addition, the WB supported the introduction of a one-time Social Assistance Package to support eligible public-school teachers, technical and vocational educational teachers and school personnel with a one-time payment of \$180. The team is once again working with MEHE and other donors to keep schools open for the 2022/23 school year. These collaborations have provided opportunities for improving the management of teachers by

<sup>5</sup> This figure did not include the Government’s increasing recurrent and investment expenditures on education, which are essential to cover the provision of education to refugees, as RACE is additional to regular government expenditures.

<sup>6</sup> Which was reduced to US\$100 million during LSCTF negotiations, and then further reduced to US\$92 million by FCDO in May 2021 as FCDO were cutting down their Overseas Development Assistance (ODA) worldwide.

<sup>7</sup> PAD Report Number 108014-LB.

<sup>8</sup> Data from CERD Statistical Bulletin for AY 2021-2022.



MEHE, such as through the establishment of one unified school information management system with unique teacher IDs, verification of teacher attendance, and greater transparency around teacher remuneration.

7. **Beyond the S2R2 program, the World Bank is playing a key role in shedding light on the education system through a series of analytical works and is a critical partner to further the policy dialogue.** This encompasses: i) the completion of two reports presenting analyses of learning outcomes as measured by Lebanon’s participation in international assessments; ii) Technical Assistance (TA) for higher education (strategy development for the Lebanese University, terms of reference development for a Higher Education Management Information System (HEMIS), and support to the development of quality assurance in higher education); iii) TA for Early Childhood Education (ECE), focused on costing of the MEHE’s 5-year strategy, mapping teaching and learning materials, and improved monitoring of ECE; iv) the piloting of a catch-up program to support learning recovery in the lowest-performing schools in Lebanon. In the operational sphere, the education team has supported the Emergency Social Safety Net (ESSN) project (P173367), which became effective on July 28, 2021, through the design of a component which provides cash for the extremely poor households to pay for the direct costs of education and thus to mitigate school dropout, which is particularly stark among 13 to 18 year-old youth. The program is expected to reach 87,000 children with an expected support of US\$23 million.

**II. Program’s Implementation Progress and Results to Date**

8. **The S2R2 project has currently disbursed 95 percent of the total US\$196 million,<sup>9</sup> with all but 3 Disbursement-Linked Results (DLRs) financed by the credit achieved and verified** (see Table 1 below summarizing the status of all DLRs). The COVID-19 pandemic resulted in the delayed achievement of some DLRs, but the extension of the Lebanon Syrian Crisis Trust Fund (LSCTF) grant meant that all DLRs financed by the LSCTF were achieved and the LSCTF grant was fully disbursed. Since the last restructuring, despite a very challenging country context, additional DLRs have been achieved: 2.3 – proportion of students transitioning grades (US\$3,750,000), 4 – number of participating schools that implement formative assessment for students in grade 3 in reading and math (US\$6,950,000), 8.1 – foundational framework and policies are developed and adopted to support teaching and learning (US\$1,950,000), 8.2 – CERD developed and endorsed a framework for teacher professional development and performance management, 8.3 – MEHE and CERD designed a comprehensive learning assessment strategy, and 9 – MEHE and CERD’s improved capacity to plan and implement the Program (US\$2,500,000).

Table 1. DLR Status

DLR	Status
DLI 1: The number of school-aged children (3-18) enrolled in formal education in participating schools.	Achieved
DLI 2: Proportion of students transitioning grades  DLR2.1: Increase in the proportion of Grade 4 students who transition to Grade 5 in public schools.  DLR 2.2: Increase in the proportion of Grade 7 students who transition to Grade 8 in public schools.  DLR 2.3: Increase in the proportion of Grade 10 students who transition to Grade 11 in public schools.	Achieved  Achieved  Achieved

<sup>9</sup> The US\$196 million is from 3 financing streams: \$100m IDA; \$92m LSCTF; and \$4m from the Results in Education for all Children (REACH) MDTF.



DLR	Status
DLI 3: Teacher performance measured and evaluated	Achieved
DLI 4: Number of participating schools that implement formative and summative assessments for students in Grade 3 in reading and math	Achieved
DLI 5: Proportion of participating schools with active community partnerships	Achieved
<p>DLI 6: Timely and robust data available for evidence informed policymaking and planning</p> <p>DLR6.1: A data and information management framework developed and adopted by MEHE and CERD</p> <p>DLR 6.2: Annual data available from participating schools on disaggregated data on student enrollment by March 1 in each year; and annual data available from participating schools on disaggregated data on student grade passing rates by August 31 each year for current academic year</p>	<p>Achieved</p> <p>Achieved</p>
<p>DLI 7: Curriculum revised to improve quality of learning</p> <p>DLR 7.1: Curricula Higher Committee approved a work plan and standard operating procedures for developing the Curriculum</p> <p>DLR 7.2: Curriculum design completed</p> <p>DLR 7.3: Curriculum piloting completed in 6 schools for each cycle.</p>	<p>Achieved</p> <p>Achieved, pending clearance of verification and disbursement</p> <p>Not yet completed – project closing date will be extended to ensure successful achievement</p>
<p>DLI 8: Foundational frameworks and policies are developed and adopted to support teaching and learning</p> <p>DLR 8.1: MEHE and CERD developed and endorsed new teacher performance standards, teacher performance observation tools and procedures to implement said standards and tools</p> <p>DLR 8.2: CERD developed and endorsed a framework for teacher professional development and performance management.</p> <p>DLR 8.3: MEHE and CERD designed a comprehensive learning assessment strategy.</p> <p>DLR 8.4 MEHE and CERD implemented the above-mentioned comprehensive learning assessment strategy</p>	<p>Achieved</p> <p>Achieved</p> <p>Achieved</p> <p>Achieved, pending clearance of verification and disbursement</p>



DLR	Status
DLI 9: MEHE and CERD’s improved capacity to implement the Program  DLR 9.1: Four (4) internal audit reports produced per year by MEHE in compliance with standards agreed between MEHE and the Bank	Achieved

9. **Overall, the program continues to be on track to achieve the PDO**—to promote equitable access to education services, enhance quality of student learning, and strengthen the education systems in Lebanon’s education sector in response to the protracted refugee crisis.

- Access to education services - Pillar 1.** The Program made substantial progress in student enrollment in formal education and increased transition/pass rates, exceeding the Program target for enrollment. Over the last 10 years, the public education system, which was already facing challenges, has been under severe strain to accommodate the refugees. The current compounded crises further exacerbated the need to accommodate more children who were expected to transfer from private to public schools, given the increased inability of parents to bear the costs of education. In 2020–2021 alone, more than 55,000 students transferred from private to public schools, comprising a 13 percent increase from the previous year—the highest to date. However, for academic year 2021-2022, there has been a decline in the total number of students enrolled (N=488,143) based on the CERD Statistical Bulletin. The deteriorating socioeconomic status of families is expected to further increase the shift of students from private to public schools, however, the uncertainty within the sector related to the teacher strikes that may result in interrupted operations of public schools is expected to result in further decline in the number of students enrolled at public schools, with uncertainty as to whether the decline reflects a shift to private schools despite the strenuous economic situation or school drop outs.
- Quality of student learning - Pillar 2.** The quality of learning is abysmally low, affecting Lebanon’s human capital which is depleting with an ever-growing learning crisis. The objective of enhancing quality of student learning is compromised. Although improvement in student learning is not an explicit target outcome, the program has contributed to the development of a national learning assessment strategy, and the introduction of formative assessment at the school level to be able to rapidly diagnose students that are falling behind in their learning. The Programme for International Student Assessment (PISA) 2018 results show that Lebanon is one of the lowest ranked countries with more than two-thirds of Lebanese students functionally illiterate (not able to understand a basic text). Socioeconomic inequity is significant and represents one of the largest learning gaps, with students from the top socioeconomic status surpassing students from the bottom socioeconomic status by more than three years of schooling. Boys outperform girls in mathematics while girls highly outperform boys in reading. The MEHE/CERD prepared a national learning assessment strategy with technical assistance (TA) from QITABI II, a project supported by USAID. Curriculum revision is a key reform within the sector. Progress was made with the launch of the curriculum development process on January 9, 2020. The curricula higher education committee approved the revised curriculum development plan and standard of procedures on March 31, 2021. Furthermore, the Curriculum Framework was endorsed by key stakeholders, the Minister of Education and Higher Education and the Council of Ministers on November 23, 2022. CERD has also developed standard operating procedures and a timeline for the development and piloting of the new curriculum by December 2023.
- Strengthen education systems - Pillar 3.** Substantial progress on the School Information Management System (SIMS) has been made, and every student in public and private school in general education was





allocated a unique student ID, which will help with student governance/management. The progress achieved under DLR 6.1 provided an encouraging starting point for a unified data and information system. Today, there is unified data reporting by CERD and MEHE based on SIMS. The accessibility of SIMS data continues to be a work in progress. Until now, CERD publishes the education data annually in PDF format, presenting basic descriptive data but no analysis of education trends for evidence-based policy making.

10. **The financial management arrangements are expected to remain the same** with a dedicated team at MEHE handling the fiduciary aspects of the program. The audits for the World Bank financing (S2R2) of the RACE 2 program have been received and had an ‘unqualified opinion’. The Bank received the revision of the audit report relating to the IDA credit and the REACH TF for FY2021, confirming that no funds were transferred to the Designated Accounts (DAs) throughout the year. Hence there are no overdue audit reports related to the Bank financing under the program. There are delays in the submission of audit reports related to the financing of the RACE2 program by the United Nations Children’s Fund (UNICEF) and GoL; however, MEHE has submitted a plan outlining the expected dates of submission of the delayed audit reports. Audit reports for FY2021 and FY2022 will be submitted by June 30, 2023, although spot checks were carried out for FY2021. As for the audit carried out by the Court of Accounts (CoA) for the financing of the RACE2 program for the GoL share, there are significant delays in the submission of the audits for FY2020 and FY2021 due to the situation in the country (prolonged strike of COA). The MEHE is expected to submit these pending audit reports for the GoL financing (for FY2020 and FY2021) along with the audit report for FY2022 by June 30, 2023. The MEHE has also submitted the action plan for addressing the issues identified in the CoA audit for FY2019, after major delays. Given the progress realized in the submission of the audits for the World Bank financing, and the novelty of this type of Program audit in-country, the Financial Management rating remained Moderately Satisfactory in the last Implementation Status and Results Report (ISR).

## B. Rationale for Restructuring

11. **This is the fifth restructuring.** As mentioned above, all DLRs have been achieved and verified, except DLR 7.3. Two other DLRs have been achieved but are pending clearance of verification (see Table 2 below). The achievement of DLR 7.3 is dependent on the achievement of DLR 7.2, which was delayed due to a change in CERD leadership, and due to the highly political process required for the endorsement of the new curriculum framework by the Curriculum Higher Committee. The new curriculum framework was endorsed by the Curriculum Higher Committee (and thus the DLR 7.2 was achieved) on November 23, 2022.

**Table 2. Status of remaining DLIs**

DLI	Status	Amount allocated (SDR)	Amount not yet disbursed (SDR)
7.2 K-12 curriculum design completed by CERD	Achieved pending clearance of verification	8,610,000	2,870,000
7.3 Curriculum piloting completed in 6 schools for each cycle	Not yet achieved	4,320,000	1,440,000
8.4 The MEHE and CERD implement a comprehensive learning assessment strategy.	Achieved pending clearance of verification	2,870,000	2,870,000
		15,800,000	7,180,000



12. **This extension is needed because the preparations for the curriculum pilot (development of teaching and learning materials according to the new curriculum, teacher training, etc.) could only begin after the endorsement of the new curriculum framework.** In order to ensure a consultative process and time for adequate piloting, the new curriculum will have to be piloted during the school year 2023-2024. MEHE thus requested an extension of the S2R2 project, originally scheduled to close in February 2023.
13. **Further, while the project has reached 95 percent disbursement (with US\$9.68 million remaining to be disbursed), a large proportion of the disbursed funds, mainly within the credit, have not yet been spent by MEHE.** While funds from achieved DLIs are typically managed by the Government, per the S2R2 Project Operations Manual, the World Bank should clear Annual Work Plans for the implementation of disbursed S2R2 funds. Thus, this extension is critical to allow for the continued supervision of the implementation of the disbursed funds. In addition, documentation of the US\$25 million advance also has not been initiated. The Bank has advised MEHE on the process of documentation, which includes a reconciliation of disbursements made and DLIs achieved linked to the advance, following which the Bank will be able to document the advance in the system. This process is expected to be completed by the end of February 2023.

## II. DESCRIPTION OF PROPOSED CHANGES

14. **The proposed changes under this restructuring pertain only to the extension of the project closing date from February 28, 2023 to February 29, 2024.** Otherwise, PDO, PDO indicators, Results Areas, Results Framework, Implementation arrangements and DLIs under this restructuring will remain the same as those of the original PforR.
15. **The project is being extended to allow for the achievement of the remaining DLR 7.3.** Under DLR 7.3, for every cycle, a pilot will take place in any 6 schools selected for the purpose of piloting this particular cycle. Piloting the new curriculum will consist of samples from one chapter of core subjects (Math, languages, Science) in one grade per cycle (KG, Cycle 1, Cycle 2, Cycle 3, Cycle 4). The pilot requirements are set by CERD, a legally and financially autonomous governmental entity mandated to implement several Program-related activities related to curriculum development and teacher training. CERD has completed development of the structure, core competencies, assessment, inclusion, accreditation, and linguistic policies, and is currently working on the development of the curriculum (subjects) to be piloted, the transversal core competencies, and the new approaches for teaching and learning.
16. **The World Bank has received a time-bound action plan from MEHE/CERD to ensure that the planned activities will be completed within the timeframe of the extension expected at 1 year, which will be February 2024.** The action plan includes intermediate milestones which will allow the World Bank to track progress towards the achievement of DLR 7.3 in the given timeline, and also to respond to any delays in a timely manner.

**III. SUMMARY OF CHANGES**

	Changed	Not Changed
Change in Results Framework	✓	
Change in Loan Closing Date(s)	✓	
Change in Disbursement Estimates	✓	
Change in Implementation Schedule	✓	
Change in Implementing Agency		✓
Change in Program's Development Objectives		✓
Change in Program Scope		✓
Change in Cancellations Proposed		✓
Reallocation between and/or Change in DLI		✓
Change in Disbursements Arrangements		✓
Change in Systematic Operations Risk-Rating Tool (SORT)		✓
Change in Safeguard Policies Triggered		✓
Change in Legal Covenants		✓
Change in Institutional Arrangements		✓
Other Change(s)		✓

**IV. DETAILED CHANGE(S)****LOAN CLOSING DATE(S)**

Ln/Cr/TF	Status	Original Closing Date	Revised Closing(s) Date	Proposed Closing Date	Proposed Deadline for Withdrawal Applications
IDA-59050	Effective	28-Feb-2023		29-Feb-2024	29-Aug-2024
TF-A3064	Closed	31-Oct-2019	31-Dec-2019, 08-Jun-2020		



TF-A4753	Closed	31-Dec-2019	31-Mar-2021, 31-Dec-2021, 17-May-2022		
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**DISBURSEMENT ESTIMATES**

<b>Year</b>	<b>Current</b>	<b>Proposed</b>
2017	3,331,300.00	3,331,300.00
2018	8,355,500.00	8,355,500.00
2019	15,198,000.00	15,198,000.00
2020	27,306,800.00	27,306,800.00
2021	37,816,400.00	37,816,400.00
2022	7,992,000.00	7,992,000.00
2023	0.00	7,331,070.60
2024	0.00	1,839,153.60



**ANNEX 1: RESULTS FRAMEWORK**

**Results framework**

**Program Development Objectives(s)**

The Program Development Objective is to promote equitable access to education services, enhance quality of student learning, and strengthen the education systems in Lebanon's education sector in response to the protracted refugee crisis.

**Program Development Objective Indicators by Objectives/ Outcomes**

Indicator Name	DLI	Baseline	End Target
<b>Access, quality, and systems</b>			
Increase in the proportion of school aged Lebanese and non-Lebanese children (3-18) enrolled in formal education (disaggregated by school type, education cycle, nationality, and gender) (Number)		400,000.00	500,000.00
Increase in the proportion of students passing their grades, and transitioning to the next grade (disaggregated by school type, grade, nationality, and gender) (Percentage)		0.00	4.00
Timely and robust data available for evidence informed policy-making and planning (Text)		(i) Misalignment in data collection and data management functions across different MEHE and CERD units; (ii) data on student enrollment not available until end of school year	(i) Data and information management framework developed and adopted by MEHE and CERD; (ii) student enrollment data by March 1st; (iii) passing rates data by August 31st.



Intermediate Results Indicators by Result Areas

Indicator Name	DLI	Baseline	End Target
<b>Access</b>			
Number of school aged children (3-18) enrolled in formal education (Number)		400,000.00	500,000.00
Number of children and youth whose registration fees for public formal education and ALP are partially or fully subsidized (Text)		Formal Education: Lebanese: TOTAL 197,010 Prep-ECE - Pre-Primary 38,217 Cycle 1 (Grade 1-3) 44,288 Cycle 2 (Grade 4-6) 54,450 Cycle 3 (Grade 7-9) 60,055 Secondary - TVET Data not available  Non-Lebanese: TOTAL 153,241 Prep-ECE - Pre-Primary 19,298 Cycle 1 (Grade 1-3) 86,533 Cycle 2 (Grade 4-6) 32,522 Cycle 3 (Grade 7-9) 11,108 Secondary 2,280	Formal Education: Lebanese: TOTAL 262,500 Prep-ECE - Pre-Primary 40,209 Cycle 1 (Grade 1-3) 46,597 Cycle 2 (Grade 4-6) 57,288 Cycle 3 (Grade 7-9) 63,186 Secondary - TVET TBD  Non-Lebanese: TOTAL 287,969 Prep-ECE 20,000 Pre-Primary 32,617 Cycle 1 (Grade 1-3) 145,129 Cycle 2 (Grade 4-6) 54,669 Cycle 3 (Grade 7-9) 16,701 Secondary 3,853



Indicator Name	DLI	Baseline	End Target
Number of public school buildings that meet MEHE’s Effective School Profile (ESP) standards (Text)		377.00	884.00
Number of public schools newly built or expanded to meet quality standards specified in GoL’s Decree 9091 (Text)		41.00	40 built; 125 expanded
Number of MEHE-owned public school buildings meeting Effective School Profile (ESP) standards equipped in line with MEHE specifications (Number)		200.00	500.00
Number of public school buildings (by MEHE owned/rented) furnished in line with MEHE specifications (Text)		417.00	>1000
% of children and youth aged 03-15 above the corresponding graduation age who have completed a Cycle (Text)		Lebanese: Cycle 1: 96%; Cycle 2: 87%; Cycle 3: 78%;  Non-Lebanese: Cycle 1: 68%; Cycle 2: 51%; Cycle 3: 52%;	Lebanese: Cycle 1: >96%; Cycle 2: >87%; Cycle 3: >78%;  Non-Lebanese: Cycle 1: >68%; Cycle 2: >51%; Cycle 3: >52%;
% students who were at school last year remain at school this year (Text)		Lebanese: 99% for all Cycles;  Non-Lebanese: 99 for Cycle 1;	Same rates maintained



Indicator Name	DLI	Baseline	End Target
		94 for Cycle 2; 93 for Cycle 3	
Students benefiting from direct interventions to enhance learning (CRI, Number)		400,000.00	500,000.00
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		200,000.00	250,000.00
<b>Quality</b>			
Proportion of students transitioning grades (Text)		<p>Lebanese: 100% for transition from Cycle 1 to 2; 94% for transition from Cycle 2 to 3; 91% for transition from Cycle 3 to Secondary ;</p> <p>Non-Lebanese: 96% for transition from Cycle 1 to 2; 82% for transition from Cycle 2 to 3; 82% for transition from Cycle 3 to Secondary</p>	Same rates maintained
Number of students in public schools successful in Grade 3 and Grade 6 learning assessment tests (Text)		Grade 3: 0; Grade 6: 0	Grade 3: TBD after pilot; Grade 6: TBD after pilot
Number of teachers, education personnel, and educators trained (Text)		0.00	Teachers : 14,500 per year; Education personnel: TBD; Educators : TBD





Indicator Name	DLI	Baseline	End Target
Percentage of trained teachers whose teaching performance meets national performance standards (Text)	0.00		>75%
Number of public school classrooms that have received a MEHE-endorsed package of teaching materials (Number)	0.00		11,570.00
Number of DOPS counsellors trained (Number)	475.00		1,900.00
Number of public schools that implement formative and summative assessments for students in Grade 3 in reading and math (Number)	0.00		180.00
Number of schools that implement and monitor their School Improvement Plan (SIP) within the same academic year (Number)	260.00		780.00
Number of public schools that conduct 2 or more health checks per year (Text)	0.00		>1000
Number of public schools implementing GoL-endorsed child protection policy, protocols and mechanisms (Text)	0.00		>750
Percentage of cases of violence involving students that require follow-up/referral and for which referral mechanisms were followed (Text)	0.00		>90%
Percentage of identified children and youth with special needs who are referred by public schools (Text)	0.00		>90%
Number of public schools with Community Liaison Officers (Number)	0.00		430.00
Percentage of cases of violence which were reported by communities for which referral mechanisms were followed (Text)	0.00		>75%



Indicator Name	DLI	Baseline	End Target
Percentage of identified children and youth with special needs who are referred by communities for additional support (Text)		0.00	>75%
Large-scale primary/secondary learning assessments completed (CRI, Number)		2.00	4.00
<b>Systems</b>			
CERD Annual Statistics Yearbook is published by 01 August every year for the last academic year (inclusive of all refugee-education data) (Yes/No)		No	Yes
Mid-cycle and end-cycle RACE II program review completed (Yes/No)		No	Yes
Annual RACE II Operational and Financial Plan and Report available (Yes/No)		No	Yes
Unified framework for data management, data collection protocols, and compliance systems endorsed and operational (Yes/No)		No	Yes
Percentage of public schools with education data management system functioning (Text)		0.00	>90%
Percentage of schools with disaggregated data on refugee student enrolment available by 01 February of each year for current academic year (Text)		0.00	>90%
Curriculum revised to improve quality of learning (Yes/No)		No	Yes
CERD adequately capacitated and equipped to develop interactive content and e-platform (Yes/No)		No	Yes
National textbooks piloted, evaluated, and finalized for print (Yes/No)		No	Yes



Indicator Name	DLI	Baseline	End Target
Comprehensive national learning assessment strategy developed and operational (Yes/No)		No	Yes
National Teacher Assessment Framework and teacher observation tools developed and operational (Yes/No)		No	Yes
Endorsed framework for school-based management operational (Yes/No)		No	Yes
Revised School Health Program operational (Yes/No)		No	Yes
Policy and mechanisms to monitor violence against children in schools endorsed and operationalized by MEHE (with MOSA, MOJ, MOI) (Yes/No)		No	Yes
Policy framework for special needs education endorsed and operational (Yes/No)		No	Yes
Document on Risk Screening of Public Schools in Lebanon under the National School Safety Program (NSSP) available (Yes/No)		No	Yes
RACE II coordination platform led by PMU established and fully functional (Yes/No)		Yes	Yes
Staffing review and technical assistance plan for PMU, CERD, and DOPS available (Yes/No)		No	Yes
Quality control standards for planning, procurement and financial management for PMU and CERD endorsed and operational (Yes/No)		No	Yes



**Disbursement Linked Indicators Matrix**

Disbursement Linked Indicators Matrix				
<b>DLI 1</b>	DLI #1 Number of school-aged children (3-18) enrolled in formal education in participating schools			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Number	90,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	400,000.00			
March 2016 - February 2024	500,000.00		90,000,000.00	see below
<b>DLI 2</b>	DLI# 2.1: 4 percentage points increase from the baseline (to be determined in Y1) in student transition rate of Grade 4 transition to Grade 5			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Percentage	7,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
March 2016 - February 2024	4.00		7,500,000.00	see below



<b>DLI 3</b>	DLI #2.2: 4 percentage points increase from the Baseline (to be determined in Year 1) in student transition rate of Grade 7 transition to Grade 8			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Outcome	Yes	Percentage	7,500,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	0.00			
March 2016 - February 2024	4.00		7,500,000.00	see below
<b>DLI 4</b>	DLI #2.3: 4 percentage points increase from the Baseline (to be determined in Year 1) in student transition rate of grade 10 transition to grade 11			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Outcome	Yes	Percentage	7,500,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	0.00			
March 2016 - February 2024	4.00		7,500,000.00	see below



<b>DLI 5</b>	DLI #3.1: First Impact Evaluation Study (IES) conducted and findings of the IES disseminated to relevant education sector policy makers			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	No	Yes/No	4,000,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024	Yes		4,000,000.00	N/A
<b>DLI 6</b>	DLI #4: Number of participating schools that implement formative and summative assessments for students in Grade 3 in reading and math			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Intermediate Outcome	Yes	Number	14,950,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	0.00			
March 2016 - February 2024	50.00		14,950,000.00	see below
<b>DLI 7</b>	DLI #5: Proportion of Participating Schools with active Community Partnerships			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Intermediate Outcome	Yes	Percentage	13,000,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>



Baseline	0.00			
March 2016 - February 2024	260.00		13,000,000.00	see below
<b>DLI 8</b>	DLI #6.1: A data and information management framework developed and adopted by MEHE and CERD			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	No	Yes/No	2,500,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024	Yes		2,500,000.00	N/A
<b>DLI 9</b>	DLI #6.2: Annual data available from participating schools on disaggregated data on student enrollment by March 1 in each year, and disaggregated data on student grade passing rates by August 31			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Intermediate Outcome	Yes	Yes/No	10,000,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024	Yes		10,000,000.00	see below



<b>DLI 11</b>	DLI # 7.1: Curricula Higher Committee approved a work plan and standard operating procedures for developing the Curriculum			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Process	No	Yes/No	8,602,785.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024	Yes		8,602,785.00	N/A
<b>DLI 12</b>	DLI #7.2: Curriculum design completed			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	Yes	Text	11,993,215.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024			11,993,215.00	see below
<b>DLI 13</b>	DLI # 7.3: Curriculum piloting completed in 6 schools for each cycle			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	No	Text	6,016,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>





Baseline	No			
March 2016 - February 2024			6,016,000.00	see below
<b>DLI 14</b>	DLI #8.1: MEHE and CERD developed and endorsed new teacher performance standards, teacher performance observation tools and procedures to implement said standards and tools			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	No	Yes/No	5,947,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024	Yes		5,947,000.00	N/A
<b>DLI 15</b>	DLI 8.2: CERD developed and endorsed a framework for teacher professional development and performance management			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	No	Yes/No	3,997,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024	Yes		3,997,000.00	N/A



<b>DLI 16</b>	DLI # 8.3: MEHE and CERD designed a comprehensive learning assessment strategy			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	No	Yes/No	3,997,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024	Yes		3,997,000.00	N/A
<b>DLI 17</b>	DLI # 8.4: MEHE and CERD implemented the above-mentioned comprehensive learning assessment strategy			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Intermediate Outcome	No	Yes/No	3,997,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	No			
March 2016 - February 2024	Yes		3,997,000.00	N/A
<b>DLI 18</b>	DLI # 9: 2 Internal audit reports produced by year by MEHE in compliance with standards agreed between MEHE and the World Bank			
<b>Type of DLI</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Output	Yes	Yes/No	2,500,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>



Baseline	No		
March 2016 - February 2024	Yes	2,500,000.00	see below

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ANNEX 2: PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement
Establish Steering Committee to ensure effective Program implementation within one month of effectiveness.	Technical		Client	Due Date	29-Aug-2017	Continuous oversight of Program Implementation
Develop Program Operational Manual (POM) including the operating manual for school grants.	Fiduciary Systems		Client	Due Date	28-Sep-2018	Adoption of the POM
Strengthening the existing grievance redress mechanism hotline to make it an even more robust grievance redress system at MEHE.	Environmental and Social Systems		Client	Recurrent	Semi-Annually	Semi-annual assessment of operation of GRM and progress on recommendations for strengthening the GRM
Assuring an internal audit function at MEHE within twelve months of effectiveness.	Fiduciary Systems		Client	Due Date	28-Feb-2018	IA reports submitted.
Carry-out comprehensive assessment of staffing needs for MEHE and CERD including the areas of planning, procurement, financial management, and M&E.	Technical		Client	Due Date	31-Mar-2019	CNA completed
Build the capacity of MEHE, PMU and CERD in core areas of project planning,	Technical		Both	Due Date	30-Aug-2018	Recruitment of senior consultants



management, fiduciary functions and M&E to effectively implement Program activities and MEHE's strategy.						
Improve data availability, transparency, and accountability.	Technical		Client	Recurrent	Semi-Annually	Data made available publicly
An independent external audit will be appointed to audit the Program	Fiduciary Systems		Client	Due Date	28-Dec-2018	Audit firm recruited for semi annual S2R2 audits
Build the capacity for transparent and strategic project planning and management	Fiduciary Systems	DLI 18	MEHE	Due Date	31-Dec-2021	2 internal audit reports produced by MEHE without TA support.