



Girls Empowerment and Quality Education for All Project (P169222)

EASTERN AND SOUTHERN AFRICA | Sao Tome and Principe | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2021 | Seq No: 3 | ARCHIVED on 30-Jun-2022 | ISR51841 |

Implementing Agencies: Democratic Republic of Sao Tome and Principe, Ministry of Education and Tertiary Education (Ministerio da Educacao e Ensino Superior)

Key Dates**Key Project Dates**

Bank Approval Date: 11-Dec-2020
Planned Mid Term Review Date: --
Original Closing Date: 31-Dec-2025

Effectiveness Date: 15-Apr-2021
Actual Mid-Term Review Date:
Revised Closing Date: 31-Dec-2025

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective are to equip girls with life skills and improve student learning outcomes for all.

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

No

Components Table

Name

Empowering Girls through the Acquisition of Life Skills and the Promotion of a Safe School Environment:(Cost \$5.65 M)
Tackling Learning Poverty:(Cost \$7.97 M)
Reaching the Most Vulnerable:(Cost \$1.14 M)
Project Coordination, Monitoring and Evaluation, and Capacity Building:(Cost \$2.44 M)
Contingency Emergency Response Component (CERC)

Overall Ratings

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

Implementation Status and Key Decisions

Overall, the project continues to implement fairly well. Preparatory activities are starting to lead to results on the ground. Under component 1 activities are on track, with life skills and strengthening sexual and reproductive health education through girls' and boys' clubs, and community outreach strategies, set to begin, in partnership with the United Nations' Fund for Population (UNFPA). Results have also been achieved under Component 2 with respect to assessing teaching and learning. First, the application of the Program to Assess Education Systems of the CONFEMEN (Programme d'analyse des systemes educatifs de la CONFEMEN, PASEC), a regional learning assessment that tracks students in grades 2 and grades 6 in Portuguese and math. PASEC will allow STP to compare itself with peers throughout the region. This activity was carried out together with CONFEMEN. Second, the application of TEACH, a classroom observation instrument will give the MEES a wealth of information



as to the status of the teacher-learner experience. The preschool teacher continuous professional development as well as development of teaching and learning materials to strengthen delivery of early learning continues to proceed apace.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
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"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Fiduciary	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Environment and Social	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Stakeholders	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Other	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

Results

PDO Indicators by Objectives / Outcomes

Empowering girls through the acquisition of life skills				
► Girls improving life skills under the project (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	25.00
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Percentage of girls improving life skills under the project. The improvement in life skills will be measured based on pre and post assessments of the beneficiaries of Subcomponent 1.1 interventions. The life skills that will be prioritized for girls' empowerment are those that raise aspirations and foster agency to take control over life choices, such as financial literacy, knowledge about SRH, and negotiation skills. Targets start as of 2022.			



Improving student learning outcomes for all				
► Teachers trained under the project who demonstrated improved teaching practices in the classroom (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	16.00
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	The ratio between number of teachers that demonstrate better teaching practices in the classroom, and number of teachers who received training in literacy and numeracy under the project. The classroom observation will use the TEACH instrument that will be conducted in annual surveys. Targets start as of 2023.			
► Dropout rate in basic and secondary education (disaggregated by gender) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Basic girls 3%, Basic boys 5%, Secondary girls 29%, Secondary boys 31%	Basic girls 3%, Basic boys 5%, Secondary girls 29%, Secondary boys 31%	Basic girls 3%, Basic boys 5%, Secondary girls 29%, Secondary boys 31%	Basic girls 3%, Basic boys 3%, Secondary girls 20%, Secondary boys 22%
Date	31-Dec-2019	04-May-2021	31-May-2022	31-Dec-2025
Comments:	Percentage of students (boys and girls) in basic education that are dropping-out their grade (Ratio between number of student in basic education who are dropping-out the grade and number of students enrolled in basic education). Targets start in 2022.			

Intermediate Results Indicators by Components

Empowering girls through the acquisition of life skills and safe schools' environments				
► Increase in girls' career aspirations (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20.00
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Percentage of girls with career aspirations to start tertiary education after graduating secondary education. Measured using the data collected in the students socioeconomic questionnaire of ALLEB and ALLES for 9th and 12th graders (average).			
► Completion rate of girls in secondary education (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.00	45.00	45.00	50.00
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025



Comments:	Completion rate of girls in secondary education			
► Basic and secondary schools participating in the WASH Program (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	15.00
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Number of basic and secondary schools participating in the WASH Program			

Tackling the learning poverty				
► Grade 2 students who have improved grade-level competencies in literacy (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	7.00
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Percentage of grade 2 students who have grade-level competencies in literacy in the PASEC student assessment - Ratio between number of grade 2 students who achieved grade-level competencies in literacy in the PASEC, and number of students enrolled in grade 3 eligible for the PASEC student assessment			
► Grade 2 students who have improved grade-level competencies in numeracy (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	9.00
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Percentage of grade 2 students who have grade-level competencies in numeracy in the PASEC student assessment - Ratio between number of grade 2 students who achieved grade-level competencies in numeracy in PASEC, and number of students enrolled in grade 3 eligible for the PASEC student assessment			
► Preschool teachers receiving in-service training under the project (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20.00
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	This is corporate core indicator - teachers trained. Percentage of teachers of preschools receiving in-service training with provision of TLMs under the project (Ratio between number of teachers of preschool receiving in-service training under the project, and number of preschools teachers).			



► Teachers trained in literacy and numeracy through structured training (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	35.00
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	The ratio between the number of teachers of basic education schools trained in literacy and numeracy through structured training under the project, and the number of teachers in basic education schools			
► Development of meritocratic selection of principals and leadership training (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N/A	No	No	Implement policy
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Development of meritocratic selection of principals and leadership training for basic schools principals			
► Revise and adopt MEES Human Resources Policy (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Revise policy	No	No	Implement policy
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Revise and adopt MEES Human Resources Policy, such as recruitment, deploy, career path, retirement			
► Carry out 2 large scale national assessments (AALEB, AALES) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N/A	Preparatory activities for survey underway with contracted TA from Brazil (CAED)	Preparatory activities for survey underway with contracted TA from Brazil (CAED)	Analyze and disseminate results
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Carry out AALEB for 2nd, 4th, 6th, and 9th graders of basic schools, AALES for 12th graders of secondary schools, analyze results, and disseminate findings for all basic and secondary schools			
► Carry out PASEC, analyze results and disseminate findings (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline carried out PASEC 2020	No	No	Analyzed and disseminated PASEC 2024
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Carry out PASEC at the 2nd and 6th grades, analyze results, and disseminate findings.			



► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	378.00
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	258.00
□ Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	378.00
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	74,015.00
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
□ 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	37,144.00
► Large-scale learning assessments completed at the primary or secondary levels (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4.00
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Number of national learning assessments (AALEB and AALES) and international learning assessment (PASEC) completed			
Reaching the most vulnerable				
► Schools providing remedial program (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	40.00
Date	31-Dec-2019	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Percentage of basic schools providing remedial program (Ratio between number of basic schools providing remedial program, and number of basic schools)			
► Repetition rate in basic and secondary education (disaggregated by gender) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Basic girls 23%, Basic boys 28%; Secondary girls 26%, Secondary boys 28%	Basic girls 23%, Basic boys 28%; Secondary girls 26%, Secondary boys 28%	Basic girls 23%, Basic boys 28%; Secondary girls 26%, Secondary boys 28%	Basic girls 15%, Basic boys 16%; Secondary girls 16%, Secondary boys 18%
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Percentage of students (boys and girls) in basic education that are repeating their grade (Ratio between number of student in basic education who are repeating the grade and number of students enrolled in basic education)			

Technical assistance, project coordination, capacity building and monitoring and evaluation				
► Carry out beneficiary survey (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N/A	N/A	N/A	Disseminate survey
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Carry out beneficiary survey. The beneficiary survey will be incorporated to the ALLEB and ALLES students and teachers socioeconomic questionnaires.			
► Ministry staff trained in Inclusive Education (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20.00
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	Number of ministry staff trained in Inclusive Education			
► Number of grievances received and addressed through the project the GRM system (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	30.00
Date	31-Dec-2020	09-Dec-2021	31-May-2022	31-Dec-2025
Comments:	This indicator tracks the number of grievances received and addressed using the grievance redressal mechanisms that currently exist or will be established by each participating state.			



Performance-Based Conditions

Data on Financial Performance

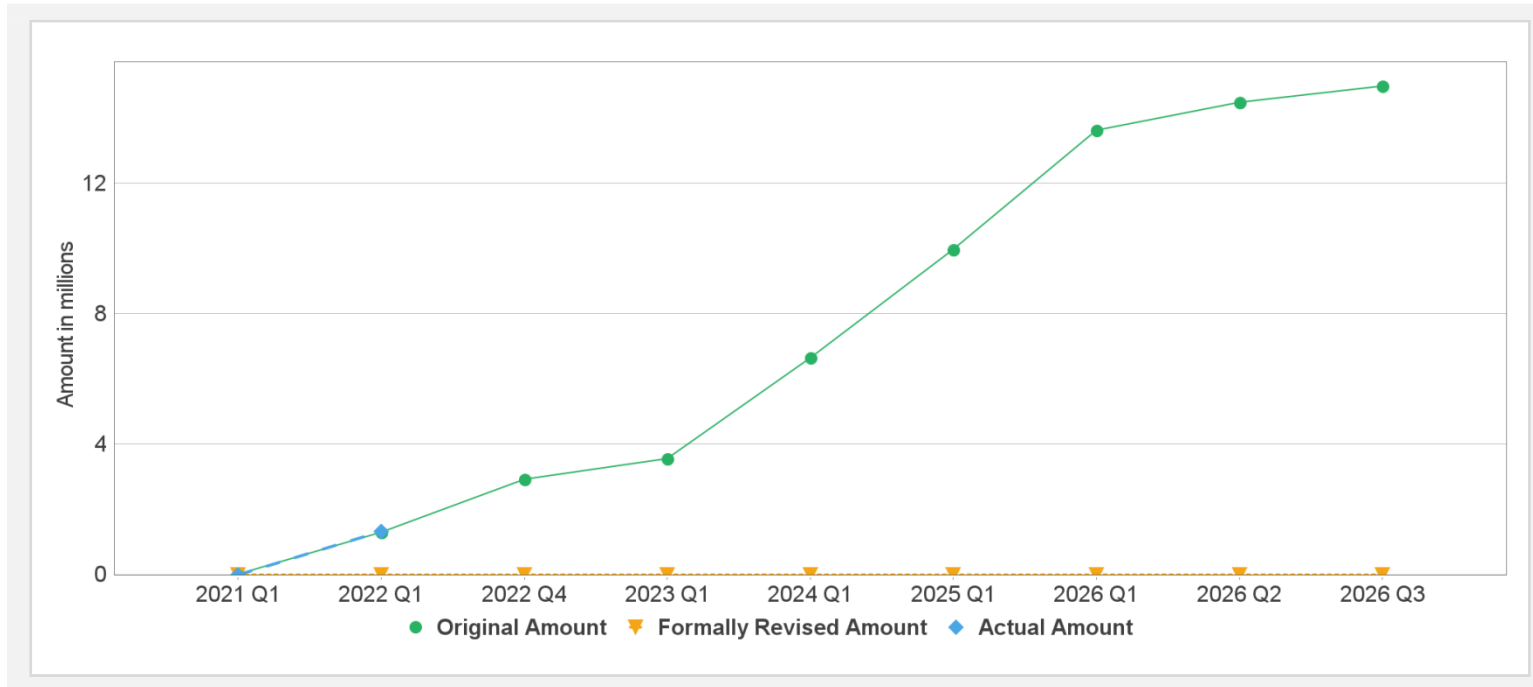
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P169222	IDA-D7340	Effective	USD	15.00	15.00	0.00	1.28	13.56	8.6%
P169222	TF-B3318	Effective	USD	2.20	2.20	0.00	0.20	2.00	9.1%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P169222	IDA-D7340	Effective	11-Dec-2020	15-Jan-2021	15-Apr-2021	31-Dec-2025	31-Dec-2025
P169222	TF-B3318	Effective	12-Oct-2020	15-Jan-2021	15-Apr-2021	31-Aug-2023	31-Aug-2023

Cumulative Disbursements





Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.
