



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

MIDDLE EAST AND NORTH AFRICA | Lebanon | Education Global Practice | Requesting Unit: MNC02 | Responsible Unit: HMNED
IBRD/IDA | Program-for-Results Financing | FY 2017 | Team Leader(s): Nathalie Lahire

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Program Development Objectives

Program Development Objective (from Program Appraisal Document)

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.

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	□ Moderately Satisfactory	□ Moderately Satisfactory
Overall Implementation Progress (IP)	□ Moderately Satisfactory	□ Moderately Satisfactory

Implementation Status and Key Decisions

All three program development objectives are on track to be achieved: the number of public school students has exceeded the program target, the increase in transition rate has exceeded the target of four percentage points for two of the three critical grade transitions (grade 4 to 5, grade 7 to 8, and not yet achieved for grade 10 to 11), and disaggregated data on enrollment and passing rates have been published in a timely manner, providing critical data for evidence-informed decision-making.

Data on Financial Performance

Disbursements (by loan)



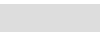















Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P159470	IDA-59050	Effective	USD	100.00	100.00	0.00	82.80	17.01	<div style="width: 83%; background-color: green; height: 10px;"></div> 83%
P159470	TF-A3064	Closed	USD	4.00	4.00	0.00	4.00	0.00	<div style="width: 100%; background-color: green; height: 10px;"></div> 100%
P159470	TF-A4753	Effective	USD	100.00	100.00	0.00	67.50	32.50	<div style="width: 68%; background-color: green; height: 10px;"></div> 68%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P159470	IDA-59050	Effective	27-Sep-2016	20-Jan-2017	18-Jul-2017	28-Feb-2023	28-Feb-2023
P159470	TF-A3064	Closed	27-Sep-2016	20-Jan-2017	18-Jul-2017	31-Oct-2019	31-Dec-2019
P159470	TF-A4753	Effective	21-Jun-2017	21-Jun-2017	18-Jul-2017	31-Dec-2019	31-Dec-2021



DLI Disbursement

DLI ID	DLI Type	Description	Coc	DLI Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for DLI
Loan: TFA3064-001							
5	Regular	DLR #3.1: first IES conducted and findin	USD	4,000,000.00	Fully Achieved	4,000,000.00	 100 %
Loan: IDA59050-001							
1	Regular	DLR#1: 500,000 children by completion	XDR	46,670,000.00	Fully Achieved	46,670,000.00	 100 %
2	Regular	DLR #7.1: Curricula Higher Committee	XDR	720,000.00	Fully Achieved	0.00	
3	Regular	DLR #7.2: Curriculum design completed	XDR	8,610,000.00	Not Achieved	0.00	
4	Regular	DLR #7.3: Curriculum piloting completed	XDR	4,320,000.00	Not Achieved	0.00	
5	Regular	DLR #8.1: MEHE and CERD developed and	XDR	2,870,000.00	Not Achieved	0.00	
6	Regular	DLR #8.2. CERD developed and endorsed	XDR	2,870,000.00	Not Achieved	0.00	
7	Regular	DLR #8.3: MEHE and CERD designed a	XDR	2,870,000.00	Not Achieved	0.00	
8	Regular	DLR #8.4: MEHE and CERD implemented the	XDR	2,870,000.00	Not Achieved	0.00	
Loan: TFA4753-001							
1	Regular	DLR#1 500,000 children by completion of	USD	25,000,000.00	Fully Achieved	24,318,500.00	 97 %
2	Regular	DLR #2.1: 4%inc. from Baseline G4 to G5	USD	7,500,000.00	Fully Achieved	7,500,000.00	 100 %
3	Regular	DLR #2.2: 4% inc. from Baseline G7 to G8	USD	7,500,000.00	Fully Achieved	7,500,000.00	 100 %
4	Regular	DLR #2.3:4%inc. from Baseline G10 to G11	USD	7,500,000.00	Partially Achieved	3,750,000.00	 50 %
5	Regular	DLR #4.1: no of part. schools 50 in Year	USD	3,250,000.00	Not Achieved	0.00	
6	Regular	DLR #4.2: no of part. schools 180 in Yea	USD	11,700,000.00	Not Achieved	0.00	
7	Regular	DLR#5.1: Second-shift Schools active Com	USD	13,000,000.00	Fully Achieved	7,181,500.00	 55 %
8	Regular	DLR #6.1: A data and information managem	USD	2,500,000.00	Fully Achieved	0.00	
9	Regular	DLR #6.2: Annual data available from Par	USD	10,000,000.00	Fully Achieved	0.00	



10	Regular	DLR #7.1: Curricula Higher Committee app	USD	7,600,000.00	Fully Achieved	7,600,000.00		100 %
11	Regular	DLR #8.1: MEHE and CERD developed and	USD	1,950,000.00	Not Achieved	0.00		
12	Regular	DLR#9: Four (4) internal audit reports	USD	2,500,000.00	Not Achieved	0.00		

Program Action Plan

Action Description	Establish Steering Committee to ensure effective Program implementation within one month of effectiveness.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		Client	Due Date	29-Aug-2017	Completed
Completion Measurement	Continuous oversight of Program Implementation				
Comments	The Steering Committee has been amended based on the current Minister's decision and is now meeting on a regular basis.				

Action Description	Develop Program Operational Manual (POM) including the operating manual for school grants.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		Client	Due Date	28-Sep-2018	Completed
Completion Measurement	Adoption of the POM				
Comments	The Program Operational Manual (POM), has been developed and adopted. A school grant manual has been finalized based on experiences from EDP2 and JICA pilot.				

Action Description	Strengthening the existing grievance redress mechanism hotline to make it an even more robust grievance redress system at MEHE.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		Client	Recurrent	Semi-Annually	In Progress
Completion Measurement	Semi-annual assessment of operation of GRM and progress on recommendations for strengthening the GRM				
Comments	The hotline has been launched formally and a crisis room has been established at MEHE to handle complaints.				

Action Description	Assuring an internal audit function at MEHE within twelve months of effectiveness.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		Client	Due Date	28-Feb-2018	Completed
Completion Measurement	IA reports submitted.				



Comments	The IA has been recruited. The MEHE has submitted quarterly internal audit reports with the support of the TA. Staff are now being trained to prepare IA reports by themselves.
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Action Description	Carry-out comprehensive assessment of staffing needs for MEHE and CERD including the areas of planning, procurement, financial management, and M&E.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		Client	Due Date	31-Mar-2019	Completed
Completion Measurement	CNA completed				
Comments	The CNA has been completed and was endorsed by the Minister in October 2019				

Action Description	Build the capacity of MEHE, PMU and CERD in core areas of project planning, management, fiduciary functions and M&E to effectively implement Program activities and MEHE's strategy.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		Both	Due Date	30-Aug-2018	Completed
Completion Measurement	Recruitment of senior consultants				
Comments					

Action Description	Improve data availability, transparency, and accountability.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		Client	Recurrent	Semi-Annually	Completed
Completion Measurement	Data made available publicly				
Comments	DLI #6.2 on timely availability of enrollment data has been achieved for the AY 2017-2018 and AY 2018-2019 and AY 2019-2020.				

Action Description	An independent external audit will be appointed to audit the Program				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		Client	Due Date	28-Dec-2018	Completed
Completion Measurement	Audit firm recruited for semi annual S2R2 audits				
Comments	Annual program for 2019 is due by July 2021.				

Action Description	Build the capacity for transparent and strategic project planning and management				
Source	DLI#	Responsibility	Timing	Timing Value	Status



Fiduciary Systems	DLI 18	MEHE	Due Date	31-Dec-2021	In Progress
Completion Measurement	2 internal audit reports produced by MEHE without TA support.				
Comments					

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	<input type="checkbox"/> High	--	<input type="checkbox"/> High
Macroeconomic	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial
Sector Strategies and Policies	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial
Technical Design of Project or Program	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> High	--	<input type="checkbox"/> Substantial
Fiduciary	<input type="checkbox"/> High	--	<input type="checkbox"/> Substantial
Environment and Social	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Moderate
Stakeholders	<input type="checkbox"/> Substantial	--	<input type="checkbox"/> Substantial
Other	<input type="checkbox"/> High	--	<input type="checkbox"/> High
Overall	<input type="checkbox"/> High	--	<input type="checkbox"/> Substantial

Comments

Institutional Capacity: risk was changed to substantial given the important progress in coordination between CERD and MEHE, which allowed the program to achieve important system level DLRs.

Fiduciary: risk was changed to substantial given the important advancements in delivering the first Program Audit in Lebanon.

Environment and Social: risk was changed to low/moderate given the important progress made with the GRM.

Results

PDO Indicators by Objectives / Outcomes

Access, quality, and systems				
► 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, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	400,000.00	500,677.00	503,473.00	500,000.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Aug-2022



Comments	DLI is achieved and verified.			
► Increase in the proportion of students passing their grades, and transitioning to the next grade (disaggregated by school type, grade, nationality, and gender) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3.67	3.67	4.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Aug-2022
Comments	Value entered is from Oct. 2020. Exams did not take place due to Covid-19; A ministerial decree was issued to approve school year 20-21 which will be take place July/August 2021. Data will be available in September/October 2021			
► Timely and robust data available for evidence informed policy-making and planning (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	(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	Annual disaggregated data on student enrolment published by March 1 and annual disaggregated data on student pass rates published by August 31 each year	Student enrollment data by March 1; and (iii) pass rates data by August 31: Achieved and verified for both (RVRs 1-3 and 5). Unified data framework was formally endorsed by the Minister on March 26, 2021 and verified by the IVA	(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.
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Aug-2022
Comments	DLI achieved and verified			

Intermediate Results Indicators by Results Areas

Access				
► Number of school aged children (3-18) enrolled in formal education (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	400,000.00	500,677.00	503,473.00	500,000.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	DLI is achieved and verified.			
► Number of children and youth whose registration fees for public formal education and ALP are partially or fully subsidized (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Formal Education: Lebanese: TOTAL 197,010 Prep-ECE - Pre-Primary 38,217	1st shift (82% Lebanese): Total: 74,354 (under S2R2)	Total Student population in public 1st shift 1,059,963 ECE-Public 66,236 Cycle 1 public schools	Formal Education: Lebanese: TOTAL 262,500 Prep-ECE - Pre-Primary 40,209



	<p>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</p> <p>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</p>	<p>78,962 Cycle 2 Public schools 83,648 Cycle 3 in public schools 85,385 Secondary public schools 70,407</p> <p>Non Lebanese: Population in 2nd shift 150,632 ECE- 1 year Prep 23,078 Cycle 1 66,581 Cycle 2 47,868 Cycle 3 13,105 Secondary / data not available</p>	<p>Cycle 1 (Grade 1-3) 46,597 Cycle 2 (Grade 4-6) 57,288 Cycle 3 (Grade 7-9) 63,186 Secondary - TVET TBD</p> <p>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</p>	
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	<p>This information captures S2R2 only but PMU data will be collected by grade level (second shift). According to the S2R2 Finance Documents, out of the 332,126 (Pre: 54,558, Cycle 1&2: 145,457, Cycle 3: 70,122, Secondary: 61,989) were enrolled in 1ST Shift of 2018-19 with 82% Lebanese (CERD Bulletin): 219,455 were targeted by PMU. The Parents Funds fees of 71,907 Lebanese and 152,738 Non Lebanese (2nd Shift) were supported by PMU. In addition, 74,354 students Parents Funds fees were covered through S2R2 up to Sep'20.</p>			
▶ Number of public school buildings that meet MEHE's Effective School Profile (ESP) standards (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	377.00	583.00	583.00	884.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	<p>Civil works delayed due to flow of funds and central bank restrictions on the use of "Fresh Dollar" and market conditions; Two rehabilitation packages for ~100 public schools are pending approval by MEHE with works to start in April-May 2021 (budgeted in 2021 AWP)</p>			
▶ Number of public schools newly built or expanded to meet quality standards specified in GoL's Decree 9091 (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	41.00	41.00	41.00	40 built; 125 expanded
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	<p>Civil works delayed due to flow of funds, central bank restrictions on the use of "Fresh Dollar" and market conditions; Two rehabilitation packages for ~100 public schools are pending approval by MEHE with works to start in April-May 2021 (budgeted in 2021 AWP)</p>			
▶ Number of MEHE-owned public school buildings meeting Effective School Profile (ESP) standards equipped in line with MEHE specifications (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	200.00	200.00	200.00	500.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Civil works delayed due to flow of funds, central bank restrictions on the use of "Fresh Dollar" and market conditions; packages for ~100 public schools are pending approval by MEHE with works to start in April-May 2021 (budgeted in ...)			
► Number of public school buildings (by MEHE owned/rented) furnished in line with MEHE specifications (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	417.00	417.00	417.00	>1000
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	The flow of funds, central bank restrictions on the use of "Fresh Dollar" and market conditions continue to impose huge procurement. It is expected that the procurement of equipment & furniture shall resume in April-May 2021.			
► % of children and youth aged 03-15 above the corresponding graduation age who have completed a Cycle (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Lebanese: Cycle 1: 96%; Cycle 2: 87%; Cycle 3: 78%; Non-Lebanese: Cycle 1: 68%; Cycle 2: 51%; Cycle 3: 52%;	1st Shift with 84% Lebanese (corrected method) Cycle 1: 79% Cycle 2: 77% Cycle 3: 87%	1st Shift with 84% Lebanese (corrected method) Cycle 1: 79% Cycle 2: 77% Cycle 3: 87%	Lebanese: Cycle 1: >96%; Cycle 2: >87%; Cycle 3: >78%; Non-Lebanese: Cycle 1: >68%; Cycle 2: >51%; Cycle 3: >52%;
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	No exams yet; Indicator to be dropped			
► % students who were at school last year remain at school this year (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Lebanese: 99% for all Cycles; Non-Lebanese: 99 for Cycle 1; 94 for Cycle 2; 93 for Cycle 3	1st Shift Lebanese: 91% for Cycle 1 92% for Cycle 2 83% for Cycle 3 79% for Cycle 4 Non Lebanese: 75% for Cycle 1 88% for Cycle 2 92% for Cycle 3 88% for Cycle 4	1st Shift Lebanese: 91% for Cycle 1 92% for Cycle 2 83% for Cycle 3 79% for Cycle 4 Non Lebanese: 75% for Cycle 1 88% for Cycle 2 92% for Cycle 3 88% for Cycle 4	Same rates maintained
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Registration is on-going. This will be updated in the next ISR/ October 2021 CERD bulletin.			
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	400,000.00	--	503,473.00	503,473.00
Date	01-Sep-2016	--	16-Apr-2021	16-Apr-2021
Comments	This is a corporate indicator added for corporate monitoring purposes rather than for project monitoring.			
<input type="checkbox"/> Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	200,000.00	--	251,737.00	250,000.00

Quality				
▶ Proportion of students transitioning grades (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	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 ; 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	1st shift with 84% Lebanese (Method 2): 85% for C1 to C2 80% for C2 to C3 89% for C3 to C4	1st shift: Total of 82.94% for C1 to C2 (with 81.51% of Lebanese & 88.53% of non lebanese) Total of 80.13% for C2 to C3 (with 79.18 for Lebanese & 87.10% of non Lebanese) 93.12% for C3 to C4 (with 93.06 of Lebanese & 93.75 of non-Lebanese)	Same rates maintained
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Transition data published on CERD website at: https://www.crdp.org/sites/default/files/inline-files/transition%20rate%20_%20tables.pdf . Exams will be held in August 2021. This will be updated in the CERD bulletin.			
▶ Number of students in public schools successful in Grade 3 and Grade 6 learning assessment tests (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Grade 3: 0; Grade 6: 0	0.00	0.00	Grade 3: TBD after pilot; Grade 6: TBD after pilot
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	CERD finalized the formative assessment framework; the formative/summative learning assessments for reading (Arabic) and Math for Grade 3 are planned to be administered online/blended in 180 schools during the 2020-2021 school year, by June 2021. Reports on student performance are expected to be completed by August 2021. CERD will include the administration of CBAs in its AWP 2022 (as reported by CERD). It is also expected that DOPS produces an observation tool that will be used by coaches during classroom observations.			



▶ Number of teachers, education personnel, and educators trained (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	MEHE: Teachers : 24,000 Education personnel: 87 Educators : 2,580 CERD S2R2: 34,375 in-service training: 34,093	MEHE: Teachers : 24,000 Education personnel: 87 Educators : 2,580 CERD S2R2: 34,375 in-service training: 34,093	Teachers : 14,500 per year; Education personnel: TBD; Educators : TBD
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Since October 2020 and till March 2021, CERD trained 16,401 Mawridi-e (resources platform for teachers) with 1,170 synchronous 2 hour workshops on PSS, online learning/teaching, CERD platforms and how to use them (1,250 teachers were trained in November and December 2020 on the use of Microsoft Teams which is the first module, out of 3, on distance teaching (2nd being on the use of DLP 7 the 3rd on teaching methodologies over the internet). The totals will be updated when all 3 modules are complete.			
▶ Percentage of trained teachers whose teaching performance meets national performance standards (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	>75%
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	PENDING: This will be calculated upon the completion of teachers' training program including all 3 distance teaching assignment tasks submitted.			
▶ Number of public school classrooms that have received a MEHE-endorsed package of teaching materials (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	17,837.00	17,837.00	11,570.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Public schools did not receive teaching materials as schools were closed due to COVID-19.			
▶ Number of DOPS counsellors trained (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	475.00	1,080.00	1,080.00	1,900.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	No additional counsellors trained due to COVID-19.			
▶ Number of public schools that implement formative and summative assessments for students in Grade 3 in reading and math (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	180.00



Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	CERD finalized the formative assessment framework and initiated the training of teachers; DOPS is developing an ob used by coaches during classroom observations. Disruptions to the current school year did not allow yet for the com Expected by June 2021 .			
► Number of schools that implement and monitor their School Improvement Plan (SIP) within the same academic year (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	260.00	420.00	420.00	780.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	MEHE and GIZ plan to implement some elements of SIP.			
► Number of public schools that conduct 2 or more health checks per year (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,050	2,050	>1000
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	The health checks in public schools have not increased as schools have been closed due to COVID-19.			
► Number of public schools implementing GoL-endorsed child protection policy, protocols and mechanisms (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,200.00	1,200.00	>750
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	The centralized GRM is receiving support from the Red Cross for COVID related cases; Grievance team includes 1 doctor and several psychologists to provide support as needed for both normal grievances and special cases			
► Percentage of cases of violence involving students that require follow-up/referral and for which referral mechanisms were followed (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	90.00	92.00	>90%
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	No new cases reported as schools shifted to distance learning during COVID-19; this will be updated once schools resume with blended learning for the remaining of the school year.			
► Percentage of identified children and youth with special needs who are referred by public schools (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	DOPS: 45. CERD:23% (250 cases)	DOPS: 45 CERD:30	>90%



Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	DOPS reported 45 cases of special needs students – registered in school as special needs. As of March 2021, 30 cases were accepted and followed up on at CERD's Jounieh Special Needs Center; of which 12 special needs students received the WISC test (results would qualify them for the special needs official assessment); these data need to be updated with percentages when available			
► Number of public schools with Community Liaison Officers (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	434.00	434.00	430.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Target exceeded			
► Percentage of cases of violence which were reported by communities for which referral mechanisms were followed (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	56.90	56.90	>75%
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	No cases reported due to COVID school closure and the shift to online teaching.			
► Percentage of identified children and youth with special needs who are referred by communities for additional support (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	56.00	56.00	>75%
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	No cases reported due to COVID school closures and the shift to online teaching.			
► Large-scale primary/secondary learning assessments completed (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2.00	--	4.00	4.00
Date	31-Dec-2017	--	16-Apr-2021	16-Apr-2021
Comments	Lebanon participated in both PISA and TIMSS in 2018 and 2019. This is a corporate indicator which the project is tracking for corporate purposes and not as part of project progress tracking. Therefore there is no meaningful end target although we entered a figure as it is required by the system.			

Systems



► CERD Annual Statistics Yearbook is published by 01 August every year for the last academic year (inclusive of all refugee-education data) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	DLI Achieved and verified (RVR 1-3 and 5): Annual Statistical Bulletin is published on CERD's website by August every year.			
► Mid-cycle and end-cycle RACE II program review completed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	The MTR has been endorsed by the DGE. Indicator to be dropped as it is more of an activity than a performance indicator.			
► Annual RACE II Operational and Financial Plan and Report available (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Procurement documents and contracts are available at the Central Tender Board and published.			
► Unified framework for data management, data collection protocols, and compliance systems endorsed and operational (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Education Data Governance Framework developed and endorsed by MEHE & CERD; The Minister Approved the framework in 2021; DLI is achieved and verified.			
► Percentage of public schools with education data management system functioning (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	90.00	98%	>90%
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	98% of public schools use SIMS with the majority (N=1300) using SIMS online. A minority (N=800) use it offline by exporting their data on CDs and share them with the REOS).			



► Percentage of schools with disaggregated data on refugee student enrolment available by 01 February of each year for current academic year (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	90.00	90.00	>90%
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Disaggregated data on student enrollments is available by governorate, gender & cycle. For 20-21 school year, a total of 140,632 Lebanese students were enrolled in 2nd shift (74,452 Females & 66,180 Males)			
► Curriculum revised to improve quality of learning (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Jul-2022
Comments	Refer to DLI 7.1; A Curricula Higher Committee was formed by a ministerial decree 93/2021. The Curricula Higher Committee approved a work plan and standard operating procedures for developing the Curriculum. As per CERD forecast, the curriculum is envisaged to be completed by July 2022.			
► CERD adequately capacitated and equipped to develop interactive content and e-platform (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	CERD launched its Digital Learning Platform (DLP) (https://dl.crdp.org/) in 2020 and provided free access to international online libraries for resources in Math and Sciences, and English and French languages. Starting 2021, CERD academic teams are curating local digital resources for all academic subjects to match the current curriculum.			
► National textbooks piloted, evaluated, and finalized for print (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2022
Comments	Refer to DLR7.3.- achievement expected in December 2022.			
► Comprehensive national learning assessment strategy developed and operational (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	The finalized NSLAF document was submitted to Minister in December 2020. MEHE and CERD to publish on website.			



► National Teacher Assessment Framework and teacher observation tools developed and operational (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	The National Teacher Assessment Framework and teacher observation tools are planned for 2021-2022 (under DLR 8.1). The teacher classroom observation tools will be developed by MEHE-DOPS (also under DLR 8.1).			
► Endorsed framework for school-based management operational (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	No progress due to COVID-19 school closures			
► Revised School Health Program operational (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	This was under implementation before COVID and will be implemented when school is back in session.			
► Policy and mechanisms to monitor violence against children in schools endorsed and operationalized by MEHE (with MOSA, MOJ, MOI) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	This is operational with complete confidentiality.			
► Policy framework for special needs education endorsed and operational (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	MEHE continues to seek to expand the development of inclusive education across Lebanon through its comprehensive framework and guidelines for the mainstream schools to initiate, maintain and improve inclusive education services. The proposed guidelines include: (1) Schools' learning environments, (2) Capacity building plans for teachers and schools' personnel, (3) Curriculum and teaching reform, and (4) Parental engagement. CERD reported a revised version of the national plan for inclusion. It was planned to be presented to stakeholders but was postponed due to COVID-19 lockdown measures.			



► Document on Risk Screening of Public Schools in Lebanon under the National School Safety Program (NSSP) available (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	In the 2021 AWP, CERD reported a review/update of revised school specifications (e.g., safety, green, etc.) in coordination with MEHE and other line ministries such as the Ministry of Environment			
► RACE II coordination platform led by PMU established and fully functional (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes	Yes	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Indicator to be dropped as RACE 2 is now being coordinated by the Director General of General Education.			
► Staffing review and technical assistance plan for PMU, CERD, and DOPS available (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	A capacity development plan was submitted to the DGE by OPM; TORs for new recruits have been drafted to support the DGE and the management of programs/projects.			
► Quality control standards for planning, procurement and financial management for PMU and CERD endorsed and operational (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	31-Dec-2021
Comments	Refer to DLI 9; Progress for this peiord includes approval and endorsement of extended TOR for external audit by MEHE -- Audit shall cover the remaining period of the program cycle.			

Disbursement Linked Indicators

► DLI 1 DLI #1 Number of school-aged children (3-18) enrolled in formal education in participating schools (Outcome, 90,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	400,000.00	500,677.00	503,473.00	500,000.00



Date	--	27-Oct-2020	16-Apr-2021	--
Comments	Achieved and verified (RVR 5)			

► DLI 2 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 (Outcome, 7,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	0.00	4.00	4.00	4.00
Date	01-Sep-2016	27-Oct-2020	02-Apr-2020	--
Comments	DLI is achieved and verified by IVA in RVR 1 to 3 (of June 2019) with 82%(for 17-18) from 78% baseline (of 15-16). The latest figure collected by CERD for 18-19 is 82%.			

► DLI 3 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 (Outcome, 7,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	0.00	5.00	5.00	4.00
Date	01-Sep-2016	27-Oct-2020	27-Oct-2020	--
Comments	As verified by IVA in RVR 1 to 3 (of June 2019) with 81%(for 17-18) from 76% baseline (of 15-16). It has recorded 81% for the latest figures collected by CERD for 18-19. This DLI is considered achieved.			

► DLI 4 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 (Outcome, 7,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	0.00	0.00	0.00	4.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	--
Comments	Exams to be held in August; Data should be available in September/October 2021			

► DLI 5 DLI #3.1: First Impact Evaluation Study (IES) conducted and findings of the IES disseminated to relevant education sector policy makers (Output, 4,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	Yes	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	--
Comments	IE completed under REACH TF and verified by IVA. The DLI is achieved and verified. The French version is complete and the English version is expected in May 2021.			



► DLI 6 DLI #4: Number of participating schools that implement formative and summative assessments for students in Grade 3 in reading and math (Intermediate Outcome, 14,950,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	0.00	0.00	0.00	170.00
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	--
Comments	CERD finalized the Formative Assessment Framework. Teacher training and implementation is envisaged to be completed by June 2021.			

► DLI 7 DLI #5: Proportion of Participating Schools with active Community Partnerships (Intermediate Outcome, 13,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	0.00	300.00	300.00	260.00
Date	01-Sep-2016	27-Oct-2020	27-Oct-2020	--
Comments	The DLI is considered achieved. This indicator is worded differently in the grant agreement (#) and the loan (%). The indicator wording that was tracked was the "DLI #5: Number of second-shift schools with active community partnerships in Year 2". Therefore the figures recorded here are the numbers that were used to track the DLI.			

► DLI 8 DLI #6.1: A data and information management framework developed and adopted by MEHE and CERD (Output, 2,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	--
Comments	DLI is achieved and verified. Education Data Governance Framework developed and endorsed by MEHE & CERD; The Minister approved the framework on 26 March 2021.			

► DLI 9 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 (Intermediate Outcome, 10,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	Yes	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	27-Oct-2020	--
Comments	As verified by IVA in RVR 1 to 3 (of June 2019) and RVR#5 (of Oct'20) for 2017-18, 2018-19, and 2019-20. This DLI is considered achieved. The data source for publication for 2019-2020 in DLI 6.2 is tied to DLI 1 (SIMS) and is still pending IVA approval.			

► DLI 11 DLI # 7.1: Curricula Higher Committee approved a work plan and standard operating procedures for developing the Curriculum (Process, 8,602,785.00, 0%)				
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	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	Yes	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	--
Comments	Ministerial Decision was issued 26 March 2021 for the formation of Curricula Higher Committee (CHC). The Curriculum work plan and SOPs were developed by CERD in January 2021. They were approved by the CHC and endorsed by the Minister on 23 March 2021. Documents were published on CERD's website in 31 March 2021. DLR is achieved and verified.			

► DLI 12 DLI #7.2: Curriculum design completed (Output, 11,993,215.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	No	Curriculum design completed for Kindergarten, Grades 1-3 (Cycle 1), and Grades 7-9 (Cycle 3)
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	--
Comments	CERD anticipates the completed K-12 curriculum by December 2021 starting with phase one by September 2021.			

► DLI 13 DLI #7.3: Curriculum piloting completed in 6 schools for each cycle (Output, 6,016,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	No	Curriculum piloted in 6 schools for Kindergarten, Grades 1-3 (Cycle 1), and Grades 7-9 (Cycle 3)
Date	--	27-Oct-2020	16-Apr-2021	--
Comments	The DLR is anticipated to be achieved by June 2022.			

► DLI 14 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 (Output, 5,947,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	--
Comments	MEHE and CERD adopted the competency framework; the teacher performance standards were endorsed but not verified by IVA. DLI is partially achieved pending teacher observation tools and SOPs prepared by DOPS which were delayed due to COVID-19 related challenges			



► DLI 15 DLI # 8.2: CERD developed and endorsed a framework for teacher professional development and performance management (Output, 3,997,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	16-Apr-2021	--
Comments	CERD adopted Teacher Performance Standards, Training Management System (TMS) and a Teacher Training Curriculum Model (TTCM). The TMS platform was launched in October 2020. TMS and TTCM contribute to both DLRs 8.1 and 8.2 and will be used by CERD to manage all future trainings, including training on blended teaching. CERD anticipates achievement of the DLR by December 2021			

► DLI 16 DLI # 8.3: MEHE and CERD designed a comprehensive learning assessment strategy (Output, 3,997,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	30-Apr-2021	--
Comments	The final draft of the revised NSLAF document was submitted to Minister for endorsement.			

► DLI 17 DLI # 8.4: MEHE and CERD implemented the above-mentioned comprehensive learning assessment strategy (Intermediate Outcome, 3,997,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	No	Yes
Date	01-Sep-2016	27-Oct-2020	30-Apr-2021	--
Comments	International assessments: TIMSS was conducted in 2019 and the international report was published on CERD's website. The TIMSS achievement is ready to be verified. CERD is also preparing to conduct PISA in 2021 (local field trials) and 2022 (international PISA test). National assessments: CERD collaborated with QITABI 2 in the first half of 2020 and produced curriculum-based assessments (CBAs) for Math and languages (Arabic, French and English) for grades 3 and 6. CBAs were planned for May 2020 but were postponed due to continuing COVID-19 related school closures They will be included in CERD's AWP 2022.			

► DLI 18 DLI # 9: 2 Internal audit reports produced by year by MEHE in compliance with standards agreed between MEHE and the World Bank (Output, 2,500,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	March 2016 - February 2023
Value	No	No	No	Yes



Date	01-Sep-2016	27-Oct-2020	30-Apr-2021	--
Comments	MEHE requested an extension of this DLI to December 2021 during last supervision mission. Since then, IA firm is contracted to support the formation of IA unit and training of selected MEHE staff.			