



## Expanding Opportunities for Learning (P166059)

MIDDLE EAST AND NORTH AFRICA | Djibouti | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2020 | Seq No: 3 | ARCHIVED on 25-Feb-2021 | ISR44654 |

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

**Key Dates****Key Project Dates**

Bank Approval Date: 30-Sep-2019

Effectiveness Date: 14-Feb-2020

Planned Mid Term Review Date: 20-Apr-2022

Actual Mid-Term Review Date:

Original Closing Date: 15-Dec-2024

Revised Closing Date: 15-Dec-2024

**Project Development Objectives**

Project Development Objective (from Project Appraisal Document)

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

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

No

**Components** Table

Name

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

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

Component 3: Building capacity to support teaching and learning:(Cost \$7.75 M)

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

**Overall Ratings**

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

**Implementation Status and Key Decisions**

The project has been effective for almost one year. As this coincided with an unprecedented year where COVID-19 disrupted education activities and placed additional pressure on the Ministry team, some slippage in the implementation of activities was to be expected. Throughout, the leadership team responded proactively to school closures and to ensuring the smooth re-opening of schools. The project team at MENFOP has strengthened its capacity and skills set and ensured that project activities are underway in all components. The WB team has worked closely with MENFOP, GPE and the Local Education Group to raise additional financing of \$3.3 million from GPE for an Emergency COVID-19 response project to implement activities associated with the COVID-19 response and building system resilience. The project team is now well-placed to



accelerate the implementation of activities, including the recruitment of key technical assistance consultancies to advance improvements to the quality of teaching and learning.

## Risks

### Systematic Operations Risk-rating Tool

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

## Results

### PDO Indicators by Objectives / Outcomes

Increased equitable access to basic education				
► PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	35,000.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will monitor the number of newly enrolled, formerly out of school children (OOSC). To do this, each student must have a unique identifier which, in the EMIS, includes descriptors to indicate gender, grade, and geographic location (urban/rural), and status (refugee). Once OOSC return to a structured learning environment, they are monitored in the following cycle. MENFOP is expected to report on: <ul style="list-style-type: none"> <li>• number of previously OOSC enrolled who remain in the primary education program from one year to the next;</li> <li>• number of previously OOSC enrolled who drop out or leave education from one year to the next;</li> </ul>			



and • number of previously OOSC enrolled who have completed a full cycle of the education program. An international consultancy firm to support MENFOP and the development of pre-school standards is on track to be contracted by April 2021.

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.82	0.82	0.83	0.90
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024

Comments: MENFOP will calculate this figure for lower secondary enrollment (disaggregated by urban and rural) based on its yearly statistical tables, using the index from the AS 2017/18 as baseline for year 1.

#### Improved teaching practices

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024

Comments: Classroom observation tools will be developed based on the initial and continuous professional development programs. The tools will define rubrics to help measure performance against specific skills. Inspectors and/or pedagogical advisors will be providing continuous coaching and follow up in schools, including regular observation of teacher classroom practices using these measurement tools. Yearly reports of teacher classroom practices will be collected by MENFOP from inspectors and pedagogical advisors. To report on this indicator, a random sample of trained primary and preschool teachers will be selected and the percentage of teachers from this sample demonstrating new skills learned through the trainings will be reported. The development of these tools have slipped due to the COVID-19 pandemic. An international firm is being recruited and this activity will now get underway in year 2.

#### Strengthened MENFOP's management capacity

► PDO #4: Learning assessments are revised and administered (Text, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Revised OTIs (years 2 and 5) and at least one national learning assessment are administered
Date	09-May-2019	25-Jun-2020	03-Feb-2021	30-Jun-2024

Comments: Evaluation frameworks for the national learning assessments are officially approved in the first year. The pilot national learning assessment will be administered in the first year of the project. Year 2 and year 5 OTIs evaluation frameworks officially approved in the second year of the project. Revised year 2 and year 5 OTIs will be administered starting the third year of the project. These activities have slipped due to COVID-19 and will get underway in year 2.



## Overall Comments

The achievement of the PDO is on track and is expected to pick up in Year 2.

## Intermediate Results Indicators by Components

Establishing foundations for quality preschool education				
▶ Preschool quality standards approved (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	At least 30 percent of public and private preschools meeting quality standards (as measured by quality audit)
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	<p>MENFOP will establish quality standards, for key dimension of operations for both public and private preschool classrooms. These quality standards will be developed following a participatory approach and will be piloted to ensure the feasibility of their implementation within the Djiboutian context. A quality assurance mechanism to check compliance against the approved standards will be tested and rolled out. The percentage of public and private preschools conforming to the quality standards will be measured through a quality audit.</p> <p>An international consultancy firm to support MENFOP and the development of pre-school standards is on track to be contracted by April 2021.</p>			
▶ Number of preschool teachers trained on the new curriculum (CRI) (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	<p>MENFOP will approve a new competency framework for preschool teachers. It will also develop the curriculum, teachers' guides and content for the professional development programs aimed at public and community preschool teachers. Inspectors and PAs will be trained on the new curriculum. Preschool teachers will be trained through both face-to-face and distance trainings, in addition to continuous coaching from inspectors and/or pedagogical counselors.</p> <p>This activity is moving forward with the recruitment of an international firm for technical assistance underway and the new competency framework is due to be approved in 2021.</p>			
▶ Additional public preschool classrooms built or rehabilitated (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	36.00	41.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024



Comments:	Classrooms built or rehabilitated: MENFOP will build or rehabilitate 41 public preschool classrooms. Whenever possible, the preschools will be connected to primary schools. MENFOP will also equip preschool classrooms and will build playgrounds. The construction and rehabilitation must conform to the newly developed quality standards.
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<b>Expanding access to and improving retention in primary and lower secondary education</b>				
<b>► Percentage of rural primary and lower secondary schools that have adequate facilities (water point, latrines, electrical or solar power source) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.00	47.00	47.00	90.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will rehabilitate public primary and lower secondary rural schools so that by project end, 90 percent of rural schools have water points, sanitation, solar or electric power sources.			
<b>► Number of school canteens operationalized (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	No	17.00	43 canteens in primary and 20 canteens in lower secondary
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will build or rehabilitate canteens that respect the approved standards in public primary and lower secondary schools.			
<b>► Sub-regional plans to promote enrollment and reduce dropout are approved (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No strategy	No strategy	No strategy	Adapted interventions in all five regions are implemented
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will develop a set of plans for each one of the 12 sub-regions to promote enrollment and reduce dropouts, especially for vulnerable populations including girls, refugees, rural students and special needs students, in consultation with local communities. MENFOP will pilot 5 interventions in 5 regions. After evaluating the results of the pilot, MENFOP will scale up the interventions in all five regions. The recruitment of the consultancy firm to build capacity in regional plan development has slipped and been relaunched due to weak initial response. The activity will get underway in year 2.			
<b>► Decrease in grade 5 repetition rate (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.40	24.40	24.40	14.40
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will continue to report the number of repetition rates in its statistical report, disaggregated by gender and region. The repetition rate is under review by MENFOP and will be up-dated at the next ISR.			



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<b>Building capacity to support teaching and learning</b>				
▶ Assessment levels in math and at least one language are officially approved in primary and lower secondary education (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Primary and lower secondary assessment levels in math and at least one language are officially approved
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will approve the different assessment levels of student learning in math, and at least one language (French or Arabic) for the first cycle of primary school in Year 1 of the project and for the second cycle of primary and lower secondary in Year 2. These activities slipped to due COVID-19 and staff confinement. Assessment levels for the first cycle are at an advanced stage of development and are on track for approval in Year 2.			
▶ Administration of a digital evaluation of digital literacy skills (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Development of an action plan based on the results of the evaluation
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will develop a digital literacy evaluation framework and will administer a digital evaluation for digital literacy skills. Based on the results of the evaluation, MENFOP will develop an action plan to reinforce primary students' digital literacy skills. This activity will get underway in year 2 with a technical assistance consultancy under recruitment.			
▶ Administration of a revised Brevet (9th year national assessment) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes; administration of a revised Brevet
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	The Brevet exam will be revised and administered in Year 5.			
▶ Percentage of primary schools that receive detailed reports on results of learning assessments and guidelines for their use to improve teaching and learning (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024



Comments:	The percentage of primary schools that receive detailed reports on results of learning assessments in math and languages, and guidelines for their use to improve teaching and learning. Too early to report.			
<b>► Improved learning outcomes for year 2 students (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline figure not yet established	Baseline figure not yet established	Baseline figure not yet established	To be determined when baseline is calculated, once assessment is carried out
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	The revised year 2 OTI examinations administered will provide students with information on the learning level met. The baseline percentage of year 2 students reaching the minimum acceptable threshold learning level will be established in the third or fourth year of the project. The project will measure whether an increase in the percentage of year 2 students reaching this minimum acceptable threshold learning level has been met in the last year of the project. Too early to report.			
<b>► Percentage of primary and lower secondary school management committees that conduct participatory process with parents to design, meet and implement action plans based on learning assessments (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	80% of school management committees: (1) do an assessment of the previous year's action plan; and (2) update/develop an action plan based on learning assessments, and provide scorecard including parents input
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	School management committees (SMC), at the primary and lower secondary school level, meet and develop action plans based on learning assessments. The percentage includes the committees who assess the action plan of the previous year and update it based on the most recent assessments. Too early to report.			
<b>► Competency frameworks officially approved (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially approved by MENFOP
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	These competency frameworks will outline at least the expected competencies from teachers, school leaders, and pedagogical advisors. To be developed this year.			



► Teachers Trained (CRI) (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,000.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	Number of teachers trained on new competencies/training modules starting in year 2 of the project. This initiative has slipped due to COVID and will start end year 2/ year 3. An international consultancy firm to support MENFOP in the development of a new CPD framework and teacher training materials is on track to be recruited by April 2021.			
► Reinforcing the use of ICT for learning (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Percentage of year 4 students who used an ICT tool for learning
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	On the basis of a diagnostic conducted in the first year on the use of ICT for learning, training of trainers on ICT for learning as well as training for the developers of software and pedagogical resources will be conducted. In Year 3, the number of trained trainers and developers will be measured. At the end of the project, the percentage of Year 4 students who have used an ICT tool for learning will be measured. This activity has slipped due to COVID-19 and is on track to start in year 2.			
► Percentage of PAs and inspectors conducting classroom observations using an updated tool (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	Percentage of PAs and inspectors who use an updated observation tool (COT) when conducting their classroom observation. The updated COT will incorporate the revised professional development programs and the use of ICT for learning. This activity has slipped due to COVID-19 and will start end year 2/year 3.			
► Percentage of school directors who participate in professional community of practice (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	School directors will create professional communities of practice to exchange good practice, observe, and give feedback to improve school quality. Too early to report.			





Strengthening MENFOP's management capacity and data systems				
► Improved methods for data collection (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	70% of public and 50% of private primary schools transmit their data via the application on time
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will develop a digital application to improve data quality for private and public primary schools and ensure the timely publication of the statistical yearbook. Too early to report.			
► Modernization of the EMIS (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Student information system is developed
Date	15-May-2019	25-Jun-2020	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will perform a diagnosis on the existing data platforms (EMIS, Human Resource Management) and will work on recommendations for the setup of a student's information systems and an electronic procurement system. The diagnosis is underway and will report later this year.			

**Performance-Based Conditions**

► PBC 1 Preschool quality standards approved (Text, Intermediate Outcome, 1,000,000.00, 3.57%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	No	No	No	--
Date	--	25-Jun-2020	03-Feb-2021	--

► PBC 2 Number of preschool teachers trained on the new curriculum (CRI) (Number, Outcome, 500,000.00, 1.78%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.00	0.00	0.00	--



Date	--	25-Jun-2020	03-Feb-2021	--
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►PBC 3 PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number, Output, 9,950,000.00, 35.5%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.00	0.00	0.00	--
Date	--	25-Jun-2020	03-Feb-2021	--

►PBC 4 PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number, Outcome, 2,300,000.00, 8.2%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.82	0.82	0.83	--
Date	--	25-Jun-2020	03-Feb-2021	--

►PBC 5 PDO #4: Learning assessments are revised and administered (Text, Outcome, 2,750,000.00, 9.8%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	No	No	No	--
Date	--	25-Jun-2020	03-Feb-2021	--

►PBC 6 Teachers Trained (CRI) (Number, Output, 1,500,000.00, 5.35%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.00	0.00	0.00	--
Date	--	25-Jun-2020	03-Feb-2021	--

Data on Financial Performance



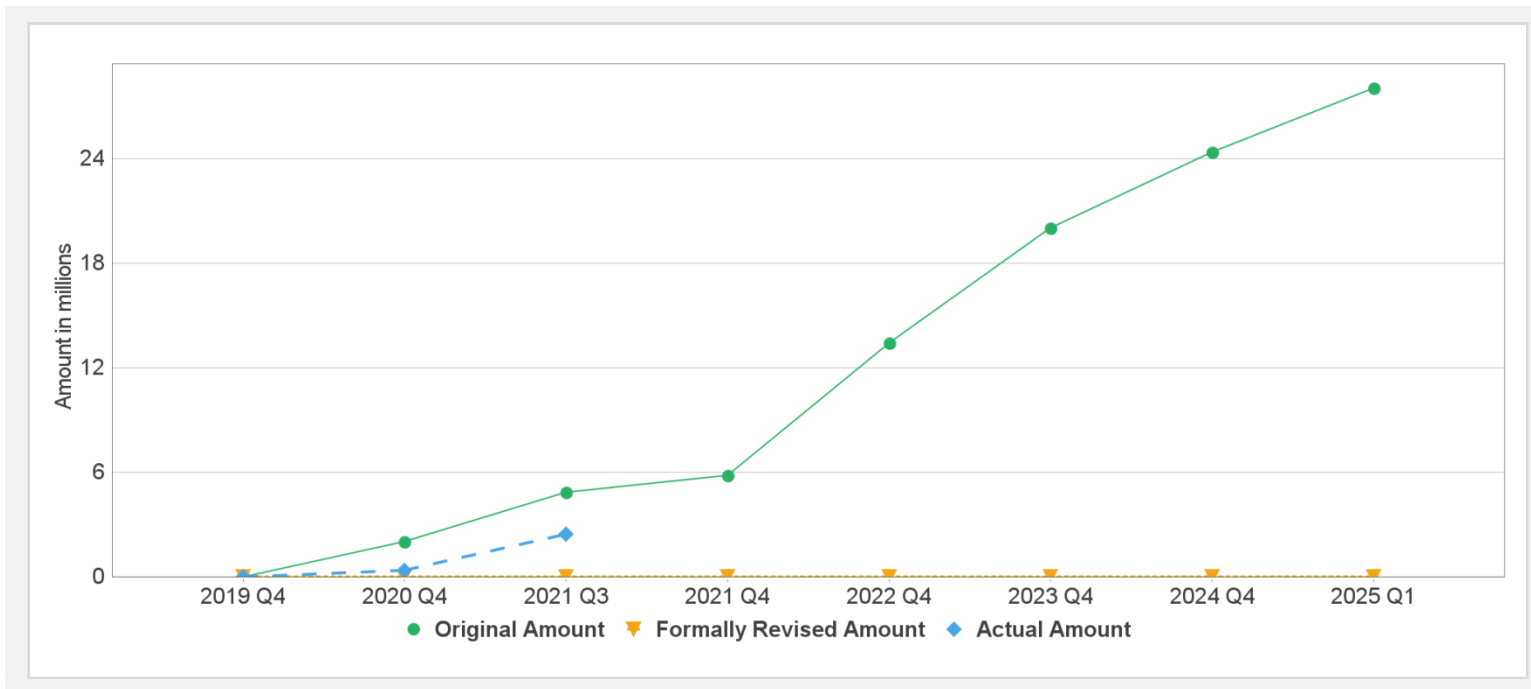
**Disbursements (by loan)**

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P166059	IDA-64490	Effective	USD	10.00	10.00	0.00	0.00	9.98	0%
P166059	IDA-D4850	Effective	USD	5.00	5.00	0.00	2.45	2.86	46%
P166059	TF-B1108	Effective	USD	9.25	9.25	0.00	0.00	9.25	0%

**Key Dates (by loan)**

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

**Cumulative Disbursements**



**PBC Disbursement**

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC



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### **Restructuring History**

There has been no restructuring to date.

### **Related Project(s)**

P175464-Expanding Opportunities for Learning Additional Financing (GPE)

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