



Education Support Program (P167619)

MIDDLE EAST AND NORTH AFRICA | Morocco | Education Global Practice | Requesting Unit: MNC01 | Responsible Unit: HMNED
IBRD/IDA | Program-for-Results Financing | FY 2019 | Team Leader(s): Louise Mengue Abessolo Mvono, Anne-Lucie Lefebvre

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Program Development Objectives

Program Development Objective (from Program Appraisal Document)

To establish an enabling environment for quality Early Childhood Education service delivery, support improved teaching practices in primary and secondary education, and strengthen management capacity and accountability along the education service delivery chain in the Program Areas.

Overall Ratings

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

Implementation Status and Key Decisions

The country's lockdown because of COVID-19, extended home-based work, the Ministry of Education's focus on activities aiming at ensuring learning continuity during school closure and on the implementation of guidance for a safe schools reopening have resulted in delays in timely convening of the program strategic and technical committees. This mean that certain activities such as teacher practice observations or discussions on performance contracts could not yet be undertaken.

The World Bank team continues to work closely with the client to advance project implementation even though the current evolving COVID-19 situation has a negative impact on the program implementation progress. Overall, the client remains committed to the project, and the PDO remains achievable.

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P167619	IBRD-89900	Effective	USD	500.00	500.00	0.00	173.42	323.75	35%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
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P167619	IBRD-89900	Effective	20-Jun-2019	11-Jul-2019	30-Aug-2019	01-Sep-2024	01-Sep-2024
DLI Disbursement							
DLI ID	DLI Type	Description	Coc	DLI Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for DLI
Loan: IBRD89900-001							
1.1	Regular	DLR # 1.1 The MOE adopted the Profession	EUR	13,380,000.00	Not Achieved	0.00	
1.2	Regular	DLR # 1.2 20,000 Educators have complete	EUR	44,600,000.00	Not Achieved	0.00	
2.1	Regular	DLR # 2.1 The MOE has adopted Framework	EUR	13,380,000.00	Fully Achieved	13,380,000.00	100 %
2.2	Regular	DLR # 2.2 The MOE adopted the tool to me	EUR	11,373,000.00	Not Achieved	0.00	
2.3	Regular	DLR # 2.3 The MOE has tested the piloted	EUR	18,732,000.00	Not Achieved	0.00	
3.1	Regular	DLR # 3.1 Each of the AREF budget FY19	EUR	8,920,000.00	Fully Achieved	8,920,000.00	100 %
3.2	Regular	DLR # 3.2 MoE has established an Admin S	EUR	8,920,000.00	Not Achieved	0.00	
3.3	Regular	DLR # 3.3 MoE has established an Admin S	EUR	8,920,000.00	Not Achieved	0.00	
3.4	Regular	DLR # 3.4 70% of public modern private p	EUR	4,460,000.00	Not Achieved	0.00	
4.1i	Regular	DLR # 4.1i - MOE mandated all teachers F	EUR	8,920,000.00	Fully Achieved	8,920,000.00	100 %
4.1ii	Regular	DLR # 4.1i - MOE mandated all teachers F	EUR	8,920,000.00	Fully Achieved	8,920,000.00	100 %
4.2i	Regular	DLR # 4.2i - MOE mandated adopted ToR	EUR	8,920,000.00	Not Achieved	0.00	
4.2ii	Regular	DLR # 4.2ii - MOE mandated adopted ToR	EUR	8,920,000.00	Not Achieved	0.00	
4.3	Regular	DLR # 4.3 MoE developed adopted framwork	EUR	17,840,000.00	Not Achieved	0.00	
4.4	Regular	DLR # 4.4 40% newly recruited teachers	EUR	35,680,000.00	Not Achieved	0.00	
5.1	Regular	DLR # 5.1 MoE adopted the strategy	EUR	20,516,000.00	Not Achieved	0.00	
5.2i	Regular	DLR # 5.2i MoE adopted in-service	EUR	2,676,000.00	Not Achieved	0.00	
5.2ii	Regular	DLR # 5.2ii MoE adopted in-service	EUR	8,028,000.00	Not Achieved	0.00	
5.3	Regular	DLR # 5.3 MoE established an information	EUR	8,920,000.00	Not Achieved	0.00	



5.4i	Regular	DLR # 5.4i 30% of in-service teachers co	EUR	13,380,000.00	Not Achieved	0.00		
5.4ii	Regular	DLR # 5.4ii 30% of in-service teachers c	EUR	13,380,000.00	Not Achieved	0.00		
54iii	Regular	DLR # 5.4iii 30% of in-service teachers	EUR	13,380,000.00	Not Achieved	0.00		
6.1	Regular	DLR # 6.1 The MOE adopted the model P	EUR	26,760,000.00	Not Achieved	0.00		
6.2	Regular	DLR # 6.2 MOE put in place a system	EUR	19,624,000.00	Not Achieved	0.00		
6.3i	Regular	DLR # 6.3i MOE enters into 6 Performance	EUR	32,112,000.00	Not Achieved	0.00		
6.3ii	Regular	DLR # 6.3ii MOE enters into 6 Performanc	EUR	10,704,000.00	Not Achieved	0.00		
7.1	Regular	DLR # 7.1 MOE adopts a manual	EUR	4,460,000.00	Fully Achieved	4,460,000.00		100 %
7.2	Regular	DLR # 7.2 MOE adopts a Road Map	EUR	13,380,000.00	Not Achieved	0.00		
7.3	Regular	DLR # 7.3 MoE integrates the monitoring	EUR	14,272,000.00	Not Achieved	0.00		
7.4	Regular	DLR # 7.4 at least 50 schools under each	EUR	21,408,000.00	Not Achieved	0.00		

Program Action Plan

Action Description	Establish a Strategic Steering Committee (SSC) to ensure effective monitoring of Program implementation and production of reports on the implementation status.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MOE	Other	No later than 3 months after Loan effectiveness	Completed
Completion Measurement	Ministerial decision note establishing SSC has been submitted to the Bank				
Comments					

Action Description	Establish a Technical Committee (TC) to ensure effective Program Monitoring and Reporting				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MOE	Other	No later than 3 months after Loan effectiveness	Completed
Completion Measurement	Ministerial decision note establishing TC has been submitted to the Bank.				
Comments					



Action Description	Adopt a Program Operation Manual (POM) (including details on verification protocol for each DLI, and provision on clear segregation on expenditure of the Education P4R and Social Protection Project)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MOE	Other	No later than 3 months after Loan effectiveness	Completed
Completion Measurement	POM approved by MOE and no-objected by the Bank is distributed to all entities involved in Program Implementation				
Comments					

Action Description	Implement the Technical Assistance Plan identified in the POM.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MOE	Recurrent	Continuous	In Progress
Completion Measurement	A budget has been allocated by the Ministry of Economy and Finance, Terms of Reference have been established, and procurement has been completed with an efficient monitoring on implementation in place.				
Comments					

Action Description	Monitor timely payment of each tranche of the cash allowance (January, April, July) during Program implementation				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MOE, MOF, WB	Recurrent	Continuous	In Progress
Completion Measurement	Statement of payment of the CCT				
Comments					

Action Description	Carry out an annual external audit by competent bodies, including follow-up regarding the recommendations of previous audit reports.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems		MOE, WB	Recurrent	Yearly	Not Yet Due
Completion Measurement	Updated action plan on the implementation of the audit recommendations				
Comments					

Action Description	Appoint a Social and Environmental Focal Point for the MOE among members of the Technical Committee for the duration of the Program.				
Source	DLI#	Responsibility	Timing	Timing Value	Status



Environmental and Social Systems		MOE	Other	No later than 3 months after Loan effectiveness date	Completed
Completion Measurement	Focal point identified and communicated to the World Bank team.				
Comments					

Action Description	Strengthen the existing Grievance Redress Mechanism (GRM)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems		MOE	Other	No later than 12 months after Loan effectiveness date	Not Yet Due
Completion Measurement	GRM tools are available. An action plan to review and strengthen the existing Grievance Redress Mechanism (GRM) has been developed.				
Comments	During February 2020 mission, the WB and the MOE agreed to identify the current GRM Gaps with the WB's requirements and propose corrective measures to ensure its compliance. The team will assess implementation of activities during the next mission.				

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"/> Substantial	<input type="checkbox"/> Substantial
Sector Strategies and Policies	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
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"/> Low	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Stakeholders	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Other	--	--	--
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

Results



PDO Indicators by Objectives / Outcomes

Establish an enabling environment for quality Early Childhood Education service delivery				
▶PDO#1: Number of classrooms for which data on quality of Early Childhood Education environment is collected and published by AREF (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	150.00
Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	The quality framework has been adopted. The MOE is in the process of developing the tools to measure the quality of ECE services.			
Support improved teaching practices in primary and secondary education				
▶PDO#2: Improved teacher practices in the classroom for all active teachers in primary and secondary education (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	The baseline (index of teacher practices) will be determined by a reliable and valid classroom observation tool in Year 2.	To be determined.	To be determined.	Baseline + increase in the index of teacher practices. The end target will be specified once the baseline data has been determined.
Date	30-Sep-2020	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	As noted above, this indicator is delayed. The client has been encouraged to use TEACH which is an open source software developed by the Bank to measure teachers' practices rather than creating a new tool.			
Strengthen management capacity and accountability along the education service delivery chain				
▶PDO#3: Implementation of performance contracts at AREF and DP level. (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No performance contracts.	No performance contracts have been signed.	No performance contracts have been signed.	6 AREFs and 2 Provincial Directorates per AREFs have signed their performance contracts.
Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	The achievement of this indicator is still on track, but risks being delayed due to COVID-19. The November 2020 mission will devise an action plan to accelerate this activity.			

Intermediate Results Indicators by Results Areas

Results Area 1: Establish an enabling environment for quality ECE service delivery				
▶IRI 1.1 Criteria and process for approval of existing preprimary educator's professional development programs established (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	No	No	No	Yes
Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	The MOE is currently developing the Professional Competency Framework for preschool educators with technical support from UNICEF. Unless delayed by the ongoing shutdown due to COVID 19 crisis, the framework should be ready by June 2020.			
► IRI 1.2 Number of preschool educators who completed an in-service training program approved by the MOE (disaggregated by gender) (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20,000 (of which at least 50 percent are women).
Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	The Professional Competency Framework is under development. In the meantime, MoE organized some on-the-job trainings, albeit non qualifying.			
► IRI 1.3 Number of additional children age 4 and 5 enrolled in preprimary education, disaggregated by area (rural/urban) and gender (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	699,634.00 (313,672 are girls and 217,175 children in rural area)	799,937.00 (366 974 are girls, and 272 367 children in rural areas)	799,937.00 (366 974 are girls, and 272 367 children in rural areas)	1,010,742 (of which 50 percent are girls)
Date	28-Feb-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	Updated numbers are sourced from MOE statistical booklet for the school year 2018-2019.			

Results Area 2: Support improved teaching practices in primary and secondary education

► IRI 2.1: Increased average score of admitted CLE students, by gender (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Average BAC score for those admitted in CLE (x/20) in 2019.	To be determined.	To be determined.	Average BAC score for those admitted in CLE (x/20) = baseline year (2019) + 0.5 points.
Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	Data has yet not been provided by the client.			
► IRI 2.2: In-service teachers receive and access personalized professional development opportunities through their AREF, by gender (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	30% of in-service teachers receive support; 30% receive face-to-face teacher training; 30% benefit from distance learning.



Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	This indicator is expected to start changing in 2022			
► IRI 2.3. Improvement of learning outcomes, by gender (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2019 learning outcomes (average of main subjects)	To be determined.	To be determined.	Baseline + 10 percentage point increase. A gender-specific target will be introduced once the baseline has been determined.
Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	This indicator is based on the National Program for Student Learning Assessment (PNEA) which measures students' competencies in languages, sciences and mathematics in the 4th and 6th year of primary school, and the 2nd and 3rd year of lower secondary school.			

Results Area 3: Strengthen management capacity and accountability along the service delivery chain

► IRI 3.1 Number of AREF preparing their annual budget based on the performance contract approach (Circular No. 4509 on financial management parastatals) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	6.00
Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	The 2021 Budget process was just launched and is on-going. No information on AREFs 2021 budget is available yet, most likely, be delayed due to the COVID 19 crisis.			
► IRI 3.2 Share of parents participating in the development and implementation of school improvement projects. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	30-Sep-2019	07-Apr-2020	20-Oct-2020	30-Sep-2024
Comments	In schools where school improvements plans are developed, parents, via the parents association, were consulted on the priorities for the school improvement plan. Data on their participation in the implementation of school improvement plans is not available yet.			

Disbursement Linked Indicators

► DLI 1 DLI #1: A training program for preschool educators has been established. (Intermediate Outcome, 65,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	0.00	0.00	0.00	DLR 1.2 20,000 educators have completed the



				training program for preschool education.
Date	--	07-Apr-2020	20-Oct-2020	--
Comments	The Professional Competency Framework is under development. It is a necessary prior step to the development and establishment of a qualifying training program whose quality will be deemed adequate.			

► DLI 2 DLI #2: The framework for measuring the quality of preschool environment has been strengthened. (Intermediate Outcome, 50,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	0.00	No.	No.	DLR 2.3 The MOE has tested the piloted tool under DLR 2.2 on 150 preschool classrooms in the AREFs.
Date	--	07-Apr-2020	20-Oct-2020	--
Comments	The quality framework has been adopted. The MOE is in the process of developing the tools to measure the quality of ECE services.			

► DLI 3 DLI #3: The Borrower's capacity to manage preschool education has been strengthened. (Intermediate Outcome, 35,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	No	No.	No.	DLR 3.4 At least 70% of public and modern-private preschools under the AREFs are registered in MASSAR.
Date	--	07-Apr-2020	20-Oct-2020	--
Comments	MOE established a Pre-School Education Unit (UCEP) at the central level on 28 January 2020, whose role is to ensure co stakeholders supporting the generalization of a quality preschool. Similar structures are expected to be established at the levels. MOE has started registering preschool units and enrolled children in MASSAR.			

► DLI 4 DLI #4: The model of pre-service training and professional induction of teachers is implemented. (Outcome, 100,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	0.00	0.00	0.00	DLR 4.4 At least 40% of the newly recruited teachers at all AREF have taken the Education 3-year License (CLE).
Date	--	07-Apr-2020	20-Oct-2020	--
Comments	The MOE is developing a predictive psychotechnical test that ensures that candidates for the teaching profession have the necessary predispositions and socio-emotional skills for the teaching profession.			



Technical assistance to support this effort is being financed by a UK funded BETF. The test is expected to be developed and ready to be used by June, 2021.

► DLI 5 DLI #5: A strategy for in-service teacher training and professional development is implemented. (Outcome, 90,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	0.00	0.00	0.00	DLR 5.4 (i) 30% of in-service teachers received coaching support in instructional practice and pedagogic content knowledge; (ii) 30% of in-service teachers benefit from face-to-face training in instructional practice and pedagogic content knowledge; (iii) 30% of in-service teachers used Distance Learning.
Date	--	07-Apr-2020	20-Oct-2020	--
Comments	Unless delayed by the COVID 19 pandemic, the in-service teacher professional strategy should be available by June 30th. 2020.			

► DLI 6 DLI #6: Performance Contracts are implemented (Intermediate Outcome, 100,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	0.00	0.00	0.00	DLR 6.3 (i) MOE enters into 6 Performance Contracts with 6 AREF; (ii) each of the 6 AREFs enter into 2 Performance Contracts with 2 selected Provincial Directorates, all said contracts are following the Performance Contract Model developed in DLR #6.1.
Date	--	07-Apr-2020	20-Oct-2020	--
Comments	The progress towards the achievement of DLI # 6 risks being delayed. ToRs are developed and consultants supporting the design of performance contract models are identified. However, the MoE and the Bank need to agree on a methodology to involve AREFs and DPs in the process despite of constraints resulting from COVID-19 restrictions.			



► DLI 7 DLI #7: School improvement plans are defined and implemented. (Intermediate Outcome, 60,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	0.00	0.00	0.00	DLR #7.4: At least 50 schools under each of the 6 different AREFs, have implemented a School Improvement Plan.
Date	--	07-Apr-2020	20-Oct-2020	--
Comments	<p>The progress towards the achievement of DLI # 7 is on track. The first result has been achieved. During a technical workshop held in October 2019, the client developed an action plan, timeline and required technical assistance to achieve the expected results under this component. As next step, it was agreed during the mission in February 2020 to present the action plan and timeline to education officials at regional and provincial, as well as school principals for their input and validation. Furthermore, to maximize the impact of the ongoing effort, it has been agreed with the DSSP and the DVS to complement ongoing activities of the Millennium Challenge Corporation (MCC) and the EU. The MCC supports the implementation of SIP at secondary education level, while the EU is planning to support SIP at lower-secondary education level. Therefore, efforts under the PforR will focus at primary education level in the same regions. Currently there are activities in three regions: Fes-Meknes, Tangier-Tetouan and Marrakech-Safi. Given that the PforR supports the implementation of SIPs in six regions, the Bank team recommended that the client identifies the remaining three regions where SIPs will be implemented as soon as possible.</p>			