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Report No: PPIAF000004

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT PAPER

ON A

PROPOSED ADDITIONAL GRANT
IN THE AMOUNT OF SDR 5.00 MILLION
AND
PROPOSED ADDITIONAL GLOBAL PARTNERSHIP FOR EDUCATION TRUST FUND
IN THE AMOUNT OF US$4.85 MILLION

TO THE

Republic of Djibouti

FOR

Expanding Opportunities for Learning
April 28, 2025

Education

Middle East and North Africa

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CURRENCY EQUIVALENTS

(Exchange Rate Effective February 28, 2025)

Currency Unit = SDR

US$ 1 = SDR 0.760
1 SDR = US$ 1.310

FISCAL YEAR
January 1 - December 31

| | |
|---|---|
| Regional Vice President: | Ousmane Dione |
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| Task Team Leader (s): | Ryoko Tomita, Abdo Said Abdo |

## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| AF | Additional Financing |
| APA | Alternate Procurement Arrangements |
| BEF | Basic education certificate exam (*Brevet de l'enseignement fondamental*) |
| CAP | Corrective Action Plan |
| CERC | Contingency Emergency Response Component |
| CFEN | Training Center for National Education (*Centre de Formation de l'éducation national*) |
| COVID-19 | Coronavirus disease 2019 |
| COT | Class observation tool |
| CPF | Country Partnership Framework |
| CRIPEN | National Education Research and Information Production Center (*Centre de recherche, d'information, et de production pour l'éducation nationale*) |
| DA | Designated Account |
| DEC | Department of examinations *(Département des examens et de concours)* |
| DFIL | Disbursement and Financial Information Letter |
| DGA | Directorate for Central Administration (*Direction générale de l'Administration*) |
| DGE | Department for General Education *(Direction générale de l'enseignement)* |
| DJF | Djiboutian Franc |
| DLRs | Disbursement-linked results |
| EAA | Education Above All |
| EABS | Children with Special Educational Needs (*Enfants à Besoins Spécifiques*) |
| EFA | Education for All |
| EEP | Eligible Expenditure Program |
| E&S | Environmental and Social |
| ESCP | Environmental and Social Commitment Plan |
| ESF | Environmental and Social Framework |
| ESMF | Environmental and Social Management Framework |
| ESP | Education Sector Plan |
| EMIS | Education Management Information System |
| ENI | National Independent Evaluations (*Evaluations Nationales Indépendentes*) |
| FM | Financial Management |
| GDP | Gross Domestic Product |
| GoD | Government of Djibouti |
| GOSE | System of management, orientation and monitoring of students (*système de Gestion, d'Orientation et de Suivi des Elèves)* |
| GPE | Global Partnership of Education |
| GRM | Grievance Redress Mechanism |
| GRS | Grievance Redress Service |
| IBRD | International Bank for Reconstruction and Development |

| | |
|---|---|
| ICT | Information, Communication, Technology |
| IDA | International Development Agency |
| IFC | International Finance Corporation |
| IFR | Interim Financial Report |
| IPF | Investment Project Financing |
| ISR | Implementation Status Report |
| LEG | Local Education Group |
| LMP | Labor Management Procedures |
| M&E | Monitoring and Evaluation |
| MENA | Middle East and North Africa Region |
| MENFOP | Ministry of National Education and Vocational Training (*Ministère de l'Éducation nationale et de la Formation professionnelle*) |
| MSMEs | Micro, small, and medium enterprises |
| OOSC | Out-of-school children |
| OTI | Second- and fifth-year primary school exams (*Objectifs terminaux d'integration*) |
| PAD | Project Appraisal Document |
| PAs | Pedagogical advisers |
| PBC | Performance-Based Condition (formerly named DLI) |
| PBR | Performance-Based Results (formerly named DLR) |
| PEA | Accelerated Learning Program (*Programme d'Education Accélérée*) |
| PDNA | Rapid Post-Disaster Needs Assessment |
| PDO | Project Development Objective |
| PFS | Project Financial Statement |
| PPSD | Project Procurement Strategy for Development |
| POM | Project Operations Manual |
| PRODA | Djibouti Expanding Opportunities for Education Project (*Project de Renforcement des Opportunités d'Apprentissage - PRODA*) |
| PSU | Project Service Unit (*Service de la gestion du projet*) |
| SC | Steering Committee |
| SEP | Stakeholder Engagement Plan |
| SMART classroom | Digitally equipped classroom |
| SMS | Short message service |
| STEP | Systematic tracking of Exchanges in Procurement |
| TC | Technical Committee |
| TORs | Terms of Reference |
| UNICEF | United Nations International Children's Emergency Fund |
| USAID | United States Agency for International Development |
| WB | World Bank |
| WHO | World Health Organization |

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## OPERATION INFORMATION

### BASIC DATA - MAIN

**Product Information - Expanding Opportunities for Learning (P166059)**

| Operation ID | Product/Financing Instrument |
|---|---|
| P166059 | Investment Project Financing (IPF) |
| Task Team Leaders | |
| Ryoko Tomita, Abdo Said Abdo | |
| Beneficiary Country/Countries | Geographical Identifier |
| Djibouti | Djibouti |
| Requesting Unit | Responsible Unit |
| MNC03 (1491) | HMNED (9254) |
| Approval Date | Closing Date |
| 30-Sep-2019 | 30-Jun-2025 |
| Practice Area (Lead) | Approval Fiscal year |
| Education | 2020 |
| Environmental and Social Risk Classification (ESRC) | |
| Moderate | |
| Is there collaboration between Bank and IFC? | |
| No | |
| Implementing Agency | |
| Ministry of Education and Vocational Training | |

### IMPLEMENTATION MODALITIES – MAIN

**Situations of Urgent Need of Assistance or Capacity Constraints**

| | |
|---|---|
| [✓] Fragile State(s) | [ ] Fragile within a non-fragile Country |
| [✓] Small State(s) | [ ] Conflict |
| [ ] Responding to Natural or Man-made Disaster | |



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| Other Situations | |
|---|---|
| [ ] Financial Intermediaries (FI) | [ ] Series of Projects (SOP) |
| [✓] Performance-Based Conditions (PBCs) | [ ] Contingent Emergency Response Component (CERC) |
| [ ] Alternative Procurement Arrangements (APA) | [ ] Hands-on Expanded Implementation Support (HEIS) |

## OPERATION STATUS

### Development Objective (DO)

Current Development Objective (Approved as part of Additional Financing package on 31-Aug-2021)

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

### Key Information from Last ISR

Operation Ratings

| NAME | IMPLEMENTATION | | | | LAST ISR RATINGS |
|---|---|---|---|---|---|
| | 25-Dec-2022 | 28-Jun-2023 | 22-Dec-2023 | 31-May-2024 | 25-Nov-2024 |
| Progress towards achievement of PDO | Moderately Satisfactory | Moderately Satisfactory | Moderately Satisfactory | Moderately Satisfactory | Moderately Satisfactory |
| Overall Implementation Progress (IP) | Moderately Satisfactory | Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| Overall Risk | Moderate | Moderate | Moderate | Moderate | Moderate |
| Overall ESS Performance | | | Satisfactory | Moderately Satisfactory | |
| Financial Management | Moderately Satisfactory | Satisfactory | Moderately Satisfactory | Moderately Satisfactory | Moderately Satisfactory |
| Project Management | Moderately Satisfactory | Moderately Satisfactory | Moderately Satisfactory | Moderately Satisfactory | Moderately Satisfactory |
| Procurement | Moderately Satisfactory | Moderately Satisfactory | Satisfactory | Satisfactory | Satisfactory |
| Monitoring and Evaluation | Satisfactory | Satisfactory | Satisfactory | Satisfactory | Satisfactory |

### Disbursement Summary (in USD million)

| Source of Funds | Net Commitment | Disbursed | Undisbursed | % Disbursed |
|---|---|---|---|---|
| IBRD | -- | -- | -- | 0 |
| IDA | 21.24 | 12.19 | 9.55 | 56.06 |
| Grants | 15.35 | 12.99 | 2.36 | 84.59 |

## BASIC DATA – ADDITIONAL FINANCING

### Additional Financing No. 2

Additional Financing Type

[✓] Activities are being added to expand the scope of the operation, perhaps in geography or in outputs (Scale-up)

[ ] The operation has incurred increased costs due to inflation, exchange rate changes, and factors that were not anticipated at appraisal (Cost-overrun)

[ ] The operation has experienced shortfalls in co-financing, counterpart financing, or cost recovery that were anticipated at appraisal but did not materialize. (Financing gap)

[ ] The design of the operation has changed, and the new designs cost more than the original ones (Change in Project Design)

| Expected Approval Date | Review Type/Corporate Review Level |
|---|---|
| 28-Apr-2025 | Regular Decision Meeting (DM) |
| **Will consulting services be required?** | **Is this an Urgent Need or Capacity Constraint request?** |
| Yes | No |

## IMPLEMENTATION MODALITIES – ADDITIONAL FINANCING

### Situations of Urgent Need of Assistance or Capacity Constraints

| | |
|---|---|
| [✓] Fragile State(s) | [✓] Fragile within a non-fragile Country |
| [✓] Small State(s) | [ ] Conflict |
| [ ] Responding to Natural or Man-made Disaster | |

### Other Situations

| | |
|---|---|
| [ ] Financial Intermediaries (FI) | [ ] Series of Projects (SOP) |

| | |
|---|---|
| [✓] Performance-Based Conditions (PBCs) | [ ] Contingent Emergency Response Component (CERC) |
| [ ] Alternative Procurement Arrangements (APA) | [ ] Hands-on Expanded Implementation Support (HEIS) |

## COSTS & FINANCING

### Summary (Total Financing in US$, Millions)

| | Last Approved | Proposed | |
|---|---|---|---|
| | | Additional | Total |
| **Total Operation Cost** | 30.35 | 11.35 | 41.70 |
| **Total Financing** | 30.35 | 11.35 | 41.70 |
| Of which IBRD/IDA | 15.00 | 6.50 | 21.50 |
| **Financing Gap** | 0.00 | | 0.00 |

### Financing Details (in US$, Millions)

| Source | Last Approved | Proposed | |
|---|---|---|---|
| | | Additional | Total |
| **International Development Association (IDA)** | **15.00** | **6.50** | **21.50** |
| IDA Credit | 10.00 | 0.00 | 10.00 |
| IDA Grant | 5.00 | 6.50 | 11.50 |
| **Trust Funds** | **15.35** | **4.85** | **20.20** |
| Free-standing Single Purpose Trust Fund | 3.80 | 0.00 | 3.80 |
| Education for All - Fast Track Initiative | 9.25 | 0.00 | 9.25 |
| Global Partnership for Education Fund[NEW] | 0.00 | 4.85 | 4.85 |
| Education for All Supervising Entity | 2.30 | 0.00 | 2.30 |
| **Total Financing** | **30.35** | **11.35** | **41.70** |

### IDA Resources (in US$, Millions)- Additional Financing

| | Credit | Grant | SML | Guarantee | Total |
|---|---|---|---|---|---|
| **Djibouti** | 0.00 | 6.50 | 0.00 | 0.00 | 6.50 |
| National Performance-Based Allocations (PBA) | 0.00 | 6.50 | 0.00 | 0.00 | 6.50 |
| Window for Host Communities and Refugees (WHR) | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| **Total** | **0.00** | **6.50** | **0.00** | **0.00** | **6.50** |

## SYSTEMATIC OPERATIONS RISK- RATING TOOL (SORT)

| Risk Category | Last Approved Rating (ISR Seq. 011) Package - 25 Nov 2024 | Proposed Rating |
|---|---|---|
| Political and Governance | Moderate | Moderate |
| Macroeconomic | Substantial | Substantial |
| Sector Strategies and Policies | Moderate | Moderate |
| Technical Design of Project or Program | Substantial | Substantial |
| Institutional Capacity for Implementation and Sustainability | Moderate | Moderate |
| Fiduciary | Substantial | Substantial |
| Environment and Social | Moderate | Moderate |
| Stakeholders | Moderate | Moderate |
| Overall | Moderate | Moderate |

## CLIMATE

### Climate Change and Disaster Screening

Has this operation been screened for short-term and long-term climate change and disaster risks?

Yes, it has been screened and the results are discussed in the Appraisal Document

Where risks exist, have potential resilience-enhancing measures been identified in the appraisal document?

Yes

Does this operation address specific risks, vulnerabilities, gaps or needs with respect to Climate Change that are identified in the SCD or the CPF?

No

## POLICY COMPLIANCE

| | |
|---|---|
| Does the operation depart from the CPF in content or in other significant respects? | No |
| Does the operation require any waivers from Bank policies? | No |

## TEAM

### Core Team

| Name | Role | Specialization | ADM Responsible? |
|---|---|---|---|
| Ryoko Tomita | Team Leader | Education Specialist | Yes |
| Abdo Said Abdo | Team Leader | Education Specialist | No |
| Francis Tasha Venayen | Financial Management Specialist | Financial Management | Yes |
| Mohammed Bennani | Procurement Specialist | Procurement | Yes |
| Fadoumo Ali Malow | Environmental Specialist | Environment | Yes |
| Jessey A. Niyongabo | Environmental Specialist | Environmental | No |
| Dirieh Farah Souldan | Social Specialist | ESF social (back up) | Yes |
| Marouan Maalouf | Counsel | LEGAL | No |
| Youmna Sfeir | Team Member | Education | No |
| Maria Elena Paz Gutzalenko | Team Member | Operations | No |
| Zoe Cybele Allier Gagneur | Team Member | Economist | No |
| Oni Lusk-Stover | Team Member | Gender | No |
| Ibrahima Samba | Team Member | Education ECD | No |
| Jihane Obeid | Team Member | Financing | No |
| Nagad Khaireh Allaleh | Team Member | Operations | No |

| | | | |
|---|---|---|---|
| Mariama Youssouf Darar | Team Member | Consultant | No |
| Lanny Isimbi | Team Member | Legal | No |

## I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

### A. Introduction

1. This Project Paper seeks the approval of the Regional Vice President for an Additional Grant of US$4.85 million from the Global Partnership for Education (GPE), and an Additional Grant equivalent to US$6.50 million from the International Development Association (IDA) to the Republic of Djibouti ('Djibouti') for the Expanding Opportunities for Learning Project (PRODA, P166059). The proposed additional financing (AF) aims to scale up the scope and financing of the Project.

2. As part of the AF, a restructuring is proposed to (a) extend the Project closing date from June 30, 2025, to June 30, 2029, (b) modify the results framework and performance-based conditions to reflect changes in government priorities and the activities financed by the AF, (c) extend the current GPE-financed grant agreements (TF0B1108 and TF0B6054) until December 15, 2026, (d) establish June 30, 2029 as the closing date for all new AF sources, including IDA Credit Number 6449-DJ and IDA Grant Number D485-DJ, and (e) allow TF0B6054 to support all components except for Performance Based Conditions (PBCs). The Education for All Foundation (EAA) financing (TF0B6756) will close as planned, with the Trust Fund's (TF) end disbursement date on December 31, 2025. However, the TF closing date will be extended from June 30, 2025, to August 31, 2025, reducing the grace period from four months to two months.

### B. Parent Project Design and Scope

3. **PRODA was approved on September 30, 2019,** and became effective on February 14, 2020, with a total financing of US$24.25 million equivalent (US$10 million from IDA Credit, US$5 million from Window for Host Communities and Refugees (WHR), and US$9.25 million from GPE Grant). While funding from the EAA was included in the parent project's estimated total cost of US$28.05 million, it was not secured at that time and thus not reflected in the disbursement summary. The first GPE-financed AF of US$2.3 million was declared effective on October 21, 2021, **bringing the current project envelope to US$30.35 million**.

4. **PRODA's Project Development Objective (PDO) is to increase equitable access to basic education, improve teaching practices, and strengthen MENFOP's management capacity.** Project beneficiaries include: (a) preprimary, primary and lower secondary students, particularly those in vulnerable groups (refugees, rural students, girls, special needs students); and, indirectly, their families; and (b) teachers, school leaders, Pedagogical Advisors (PAs), inspectors, and teachers' trainers who will benefit from professional development. It is implemented by the Ministry of National Education and Vocational Training (MENFOP).

5. **PRODA consists of the following four components:**

- *Component 1*. Establishing foundations for quality preschool education
- *Component 2*. Expanding access to and improving retention in primary and lower secondary education
- *Component 3*. Building capacity to support teaching and learning
- *Component 4.* Strengthening MENFOP's management capacity and data systems



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## C. Project Performance and Results

6. **Over the past four years, PRODA has supported the Government's reform program aimed at transforming its education system with a focus on improving learning.** Shortly after the Project became effective, the COVID-19 outbreak emerged, limiting external technical support and causing delays in implementation. MENFOP responded proactively to COVID-related school closures, other challenges of the pandemic, and the reopening of schools. Despite the unprecedented disruptions caused by COVID-19, which placed additional pressure on the Ministry team, MENFOP's leadership maintained a strong focus on project delivery and building resilience to handle subsequent COVID-19 waves and related disruptions. PRODA is the largest Project managed by MENFOP and has been pivotal in ensuring a more harmonized and impactful approach among partners, bringing together funding from IDA, WHR, the GPE and the EAA initiative to align with the governments reform program and national implementation systems. Pioneering a results-based financing approach has proven effective at incentivizing policy evolution and prioritizing delivery and results. The Project has adopted a multi-pronged approach to support complementary reforms designed to expand learning opportunities and strengthen the system. PRODA has also helped accelerate the government's efforts to leverage the use of digital tools across the education system, from in-service training to classroom instruction and monitoring system performance. Based on the principle that effective improvement in the quality of education requires a whole system approach centered around the school itself, the Project aims to encourage school leaders, teachers and communities to work together to improve student outcomes and the school environment.

7. **Progress towards achievement of the Project Development Objective (PDO) is rated Moderately Satisfactory and Implementation Progress is rated Satisfactory in the latest implementation status report (ISR).** PRODA is making steady progress across all components, with the Project Implementation Unit (PIU) working diligently to achieve the Project PDOs. MENFOP has adapted well to the results-based financing approach: of the Project's 18 Performance Based Results (PBRs), 12 have been disbursed, three have been partially disbursed, and three are being verified. The 2023-24 school year saw substantial improvement in school enrolment (PDO Level Indicator #1) and national assessments (PDO Level Indicator #4). Initial data from July 2024 assessing improvement in teacher skills (PDO Level Indicator #3) shows that 75 percent of pre-school teachers and 59 percent of primary schoolteachers improved their competencies. Meanwhile there has also been tangible progress on gender parity (PDO Level Indicator #2). Overall, 10 out of 31 intermediate indicators have been achieved.[1] The overall disbursement is US$24.77 million out of US$30.35 million.[2]

8. Procurement is rated Satisfactory in the latest ISR, while Financial Management (FM) and Environmental and Social (E&S) safeguards are rated Moderately Satisfactory due to some shortcomings that are currently being addressed. There are no overdue external audit reports. Additionally, there have been no changes under the legal covenants.

9. **Over the past four years, the Project has supported the achievement of a series of results, notably the expansion of quality preschool education with standards and a quality assurance mechanism, the enrolment of over 22,000 out-of-school young people, and the revision of the curriculum for grades 1 to 9**. The main results achieved are summarized by component below.

- **Component 1. Establishing foundations for quality preschool education.** An emerging area for the country, the Project has supported Djibouti's preschool policy. This support includes developing quality standards and a quality assurance mechanism to regulate public and private provision, training, coaching and supervising

[1] The moderate level of achievement in terms of intermediary indicators is due to PRODA's results framework containing a large number of intermediary indicators (18 for Component 3 only), complicating results tracking for the PIU. To address this, changes to the RF are proposed as part of this AF, as described in paragraph 26.
[2] As of March 25, 2025.

228 teachers, as well as constructing and equipping 41 classrooms, facilitating the preschool enrolment of over 1,000 children. The gross enrolment rate in preschool has more than doubled since 2016, reaching 26.1 percent. MENFOP's commitment to providing one year of pre-primary education for all children by 2030 requires a concerted effort to ensure that all 5-year-old children can benefit from the early development of cognitive and social-emotional skills, with a focus on rural areas and vulnerable children, for the highest return on investment (all under Sub-component 1.1: Improving the quality of and access to preschool education).

- **Component 2. Expanding access to and improving retention in primary and lower secondary education**. More than 22,000 out-of-school children have been enrolled so far under PRODA, with an additional 8,000 children estimated to have been enrolled in 2024-25. This reflects MENFOP's efforts to increase enrollment, including a new accelerated learning program (*Programme d'Education Accélérée* or PEA) for those who have never been to school and early school dropout students, strategies to improve girls' enrollment (the gender parity index has increased from 0.82 to 0.87 over the lifespan of the project), and the integration of children with special needs into public schools. The reduction of the grade 5 repetition rate from 24.5 percent to six percent, achieved by implementing a policy that secures automatic enrollment to secondary school, making repetition the exception rather than the norm, represents significant progress toward improving the efficiency of the education system. As part of Djibouti's progressive approach to refugee education, the project has funded the equipment and construction of new classrooms (such that 74 percent of primary and middle schools are now equipped with adequate installations), as well as the translation of the revised curriculum, and learning materials into the refugees' languages (all under Sub-component 2.1: Expanding access to primary and lower secondary education and improving retention of vulnerable and underserved groups)

- **Component 3. Building capacity to support teaching and learning.** To date, the Project has supported the revision of the basic education curriculum from the first to the ninth grade (which culminated into the roll out of the revised Brevet exam), a redesign of teacher professional development, including pre-service training, and the deployment of a comparative model of coaching adapted from the World Bank's TEACH/COACH approach. In parallel, MENFOP has prioritized promoting Djibouti's first national learning assessments (*Evaluations Nationales Indépendentes*, ENI) in literacy and numeracy to establish minimum thresholds, monitor progress, and identify where additional support is needed to improve basic learning outcomes. The first results show that 67 percent of students meet the minimum learning standards in French (a 3-point improvement compared to 2023) and 35 percent in mathematics (a 4-point improvement) for the second grade in 2024. The results also show that efforts to strengthen teaching in French have led to a positive impact and that a similar targeted effort is needed in numeracy, where results are lower (all under Sub-component 3.1: Improving the quality of learning assessments, professional development, and pedagogical resources).

- **Component 4. Strengthening MENFOP's management capacity and data systems.** A major achievement is the successful deployment of a digital Education Management Information System (EMIS) at the national level, starting with all public primary schools. The introduction of a unique student identifier allows for digitized and real-time monitoring of student enrolment and attendance and enables school principals to manage student enrolment and retention, allowing for early follow-up of children at high risk of dropping out. In addition, the Project supports digital literacy for early grades and an online platform that provides teacher training and digitalized learning materials to strengthen distance learning opportunities and the system's resilience in the event of a future crisis (all under Sub-component 4.1: Modernization of the education management information systems).

10. **Key lessons learned from PRODA**: The initial Project was designed to reflect MENFOP's ambition to simultaneously transform its education system and target priority areas of intervention. The disruption caused by the COVID-19 crisis, coinciding with the start of PRODA implementation, limited technical support and caused some schedule shifts as MENFOP prioritized addressing school closure effects. This demonstrates the importance of adaptability in project design and close engagement between MENFOP and Bank teams to adjust to changing priorities created by the pandemic[3] whilst maintaining the focus on delivering its reform agenda and project results. PRODA's success can be attributed to the:

a. Strong ownership and leadership of the Project and the establishment of a dedicated MENFOP team at the start of program preparation.
b. Delegation of responsibility to technical directorates to facilitate the delivery of results, supported by an active technical committee to provide strategic direction.
c. Concerted effort by MENFOP to strengthen the internal capacities of its PIU in terms of public procurement management, financial management, and environmental and social guarantees rather than rely on consultant inputs, with close support and monitoring by the Bank's team and mobilization of strategic technical advice in Edtech, national assessment, ECD, and TEACH/COACH.
d. Alignment of results, performance, and management of funds with project objectives. While the results-based approach proved effective at keeping the focus on delivery and impact, a lesson is that fewer, more strategic PBRs and intermediate indicators would have facilitated targeted monitoring.
e. Importance of building the system's resilience to better cope with climate crises and shocks to which Djibouti is particularly prone.

11. **Despite the progress made under the Parent Project, Djibouti's education sector continues to face challenges**. Although primary gross enrollment rose from 44 percent in 2005 to 96 percent in 2021, and lower secondary from 28 percent to 76 percent, the average years of schooling remain low at 9.2 years. Girls face disproportionate challenges, with only 71 percent completing primary school compared to 80 percent of boys, and transition rates to lower secondary lagging at 90 percent for girls versus 98 percent for boys. The persistent dropout rates are explained by social norms, early marriage, and limited support in disadvantaged regions. Foundational learning outcomes remain weak, as demonstrated by the fact that over 54 percent of second graders scored zero in comprehension in the 2024 Early Grade Reading Assessment (EGRA), and only 35 percent of students meet minimum proficiency in mathematics by Grade 5. The learning environment is also constrained by disparities in infrastructure and access. Only 7.6 percent of students report having reading books (not textbooks) at home, with this number dropping to 1.9 percent in remote regions. Rural areas have limited pedagogical support and infrastructure, including electricity access, which is available to only 50 percent of schools outside urban centers. Refugee children also face barriers, with many relying on under-resourced schools. Malnutrition further exacerbates these challenges, as undernutrition affects 17 percent of children under five and is linked to high food prices, recurrent droughts, and inadequate sanitation, contributing to poor learning outcomes and limiting human capital development, reflected in a Human Capital Index (HCI) of just 0.41.[4]

12. **This AF is a unique opportunity to capitalize on the lessons learned and scale-up the innovations tested under PRODA, to further embed the government's reform and address sectoral challenges.** For example, PRODA pioneered the creation of an Accelerated Learning Program that was instrumental in bringing children who have never been to school or children who dropped out early back into the school system. This innovation will be extended under the AF. The GOSE platform (System for the Management, Orientation and Monitoring of Students, *système de Gestion, d'Orientation et de Suivi des Elèves)*, developed under PRODA, is in the process of improving sectoral efficiency and

[3] MENFOP and the Bank mobilized an Emergency COVID Education grant from GPE.
[4] Further information is available in the education sector context analysis in Annex 1.

decision-making. The AF will further finance this innovation, ensuring it is fully embedded in the school and ministry's functioning. Additionally, since the Parent Project's approval, MENFOP has further refined its sectoral strategy, through its 2023 Partnership Compact that places a renewed focus on equity. The AF is an opportunity to strategically finance priority activities that have the potential for exponential impacts. For example, preliminary discussions with MENFOP have identified the financing of the establishment of the Regional Directions for Education (*Directions Régionales de l'Éducation,* DRE) as a key sectoral priority. The DRE will regroup regional policymakers and will be instrumental in deconcentrating sectoral decision-making, ensuring policies designed in Djibouti ville are effectively adapted to the regions, and promoting bidirectional information flow.

13. **This AF is an opportunity for the Bank to exercise its convening power and align financing around national and MENFOP reform priorities for enhanced impact.** It is a chance to ensure that funding from stakeholders (IDA and GPE) is used in a complementary way, thus making efficient use of resources. Proposed Project activities have been discussed with and approved by the Local Education Group (LEG), ensuring all stakeholders' buy-in. Activities proposed under the AF are also aligned with corporate priorities, especially ensuring job creation and employment. Studies have shown that in Djibouti's undiversified economy, youth's skills often do not match the private sector's needs, contributing to the country's high unemployment rate. Given the indissociable link between foundational skills and future employment, investing in strengthening the basic education sector is investing in the economy's future productivity.

## II. DESCRIPTION OF ADDITIONAL FINANCING

### A. Program Development Objective

14. **PRODA's PDO** is to increase equitable access to basic education, improve teaching practices, and strengthen MENFOP's management capacity. There are no proposed changes in PDO.

### B. Additional Financing Project Activities

15. **Building on the momentum created by the Parent Project, the goal of the AF is to further increase equitable access to preschool and basic education while enhancing how much each child learns while in the classroom.** This will be achieved by taking a whole-of-system approach, targeting key challenges at every level of the school system. Access will be boosted by improving the availability and quality of the school provision and the demand for schooling, addressing barriers to enrollment. Every child will be supported to learn, by providing solutions that target their specific needs, focusing on building foundational skills, strengthening teachers' competencies, training and support, and heightening the efficiency of the sector's management. Recognizing the interconnected nature of children's development, a multi-sectoral approach is proposed where relevant, building bridges to health and social protection. To make the most of the sector's limited resources, the activities proposed have been designed to complement and build upon what is being done by other donors and stakeholders. The AF will place a strong emphasis on supporting vulnerable populations by, for example, expanding the accelerated learning program in rural areas, establishing a remedial education program for academically struggling students, constructing classrooms according to climate-resilience standards in underserved regions, providing quality education to refugees, and offering support to students with special needs. The theory of change for how the AF activities will contribute to the PDO is in Annex 2.

**Component 1: Establishing foundations for quality preschool education (***IDA US$1.15M***)**

16. **Preschool education takes place during a critical period of children's development, creating the foundations upon which future success is built.** To seize this opportunity and ensure all children are ready for future learning, the

AF will contribute to the Government's aim of achieving one year of quality preschool education for all by 2030, targeting rural and remote areas where the expansion of preschool education has the highest return on investment. Activities were strategically chosen to balance the need to improve access while retaining quality and to continue financing proven interventions developed under the Parent Project while investing in innovations.

17. **Sub-component 1.1 Improving the quality of and access to preschool education.** Two key actions will contribute to achieving MENFOP's target of promoting better school readiness and outcomes for children in the critical early years:

a. **Transforming early childhood development by expanding access and driving demand for preschool in vulnerable areas.** Continuing efforts started under the Parent Project, additional classrooms will be built and equipped, and existing classrooms will be rehabilitated in the most vulnerable rural, remote, and peri-urban areas. All constructions/rehabilitation will follow best practice in green infrastructure to ensure their resilience and adaptability to climate change (*see Annex 4*). Awareness campaigns will be conducted among communities unfamiliar with preschool education to communicate on the developmental benefits of the intervention and promote equitable demand.

b. **Elevating standards for impactful preschool education.** The quality assurance mechanism developed under the Parent Project will be further rolled out to all public and private preschools. The competencies of preschool teachers will be further strengthened through the expansion and institutionalization of the local adaptation of TEACH/COACH, which, between 2023 and 2024, led to 75 percent of teachers demonstrating improvements in key competencies. Efforts to improve preschool quality will be supported by the national budget through regular pre-service and in-service teaching training according to the Inspectorate training plan based on regular assessments and undertaken by the Training Center of National Education (CFEN).

**Component 2: Expanding access to and improving retention in primary and lower secondary education (***TOTAL US$5.58M - IDA US$2.87M, GPE US$2.71M***)**

18. **While enrollment in basic education has increased since the early 2000s, children still remain out-of-school. Those who enroll are at risk of dropping out due to compounded challenges such as poverty, gender disparities, special educational needs, refugee status, nomadic lifestyles, and the distance to school.** Acknowledging the diverse obstacles children face, the AF will finance interventions tailored to meet their unique needs, fostering equitable access while addressing the root causes of school dropouts. This component will prioritize the most vulnerable groups, including refugee children, children with special educational needs, and those at risk of dropping out. Recognizing the importance of physical health for school attendance and learning, exacerbated by droughts and climate change-induced food insecurity, MENFOP will collaborate with the Ministry of Health to develop an in-school health screening and remediation mechanism. The Project will finance the rehabilitation of school canteens, which are vital in encouraging families to send their children to school, supporting student well-being and enhancing retention. Additionally, these canteens serve as a key mechanism for MENFOP to provide meals to students' families during extreme droughts, acting as a form of social protection that bolsters the country's resilience in the face of shocks.

19. **Sub-component 2.1 Expanding access to primary and lower secondary education and improving the retention of vulnerable and underserved groups.** Two key actions will contribute to MENFOP's goal of equitably increasing access to fundamental education and, critically, ensuring pupils remain in school.

a. **Reducing school exclusion to ensure every child's access to education.** The PEA, MENFOP's accelerated learning program started under the Parent Project, will be extended to rural and remote areas. An informal education policy

will be designed to facilitate the return to school of out-of-school youth and formalize informal schools[5] in light of the needs expressed in the sub-regional plans.[6] To respond to the demographic pressures and promote the transition of students, especially girls, to secondary education, a new lower secondary school will be built in the poor, peri-urban area of Balbala, following climate resilience and adaptation standards.[7] With the same goals in mind, new classrooms will be built, and existing classrooms will be rehabilitated and equipped in the rural regions and peri-urban area of Djibouti City, as was the case under the Parent Project, to ensure they meet the minimum quality standards. School/classroom construction includes WASH facilities, such as separate toilets for boys and girls, and handwashing stations. They too will follow best green practices.

b. **Supporting students' individual needs to promote access and retention**. Actions to address the underlying causes of girls' school dropout will be implemented based on the sub-regional plans developed under the Parent Project and the upcoming findings of a recent study.[8] Clubs for adolescent girls and boys will be established to promote dialogue on topics such as hygiene (especially menstrual hygiene management), promote positive behavior, and reduce violence (especially gender-based violence) in and around school. Hygiene kits will be distributed to girls. Awareness campaigns with communities on the importance of schooling for all will be implemented. MENFOP will also engage with the Ministry of Health to pilot a health screening system, with the aim of identifying early and targeting health conditions that influence students' ability to learn and attend school.[9] Interventions targeting refugee children and children with Special Educational Needs (EABS) will be implemented, including implementing the EABS strategy, training trainers, acquiring specialized equipment and building/rehabilitating classrooms.

**Component 3: Building capacity to support teaching and learning (***TOTAL US$2.46M - IDA US$1.18M, GPE US$1.28M***)**

20. **Competencies ultimately determine young people's employment opportunities and the economy's productivity.** Simply ensuring that all children go to and stay in school is not enough. Learning will be at the very core of the AF. The activities proposed address the multitude of factors that influence children's learning, ranging from interventions that directly target the skills of children who are struggling, to interventions that focus on encouraging the use of evaluations to ensure educational decision-making is data-backed, via interventions that strengthen teachers' skills and support.

21. **Sub-component 3.1 Improving the quality of learning assessments, professional development, and educational resources.** Three key actions will contribute to MENFOP's goal of improving teaching and learning:

a. **Closing learning gaps to build a stronger foundation for every child.** A remedial education program for vulnerable primary and secondary school students will be developed and implemented, with particular attention paid to girls. This will require: (i) a needs assessment to identify target students and assess their academic needs, (ii) curriculum

[5] There are informal schools, such as Koranic schools and Madrassa, that do not follow the formal curriculum endorsed by MENFOP. Children attending these informal schools are currently classified as out-of-school children. An informal education policy will outline the steps needed to transition these informal schools into formal ones.
[6] The sub-regional plans are action plans developed under the Parent Project for each of Djibouti's five regions, based on a local analysis of key factors that prevent children, especially girls, to attend school.
[7] 52 percent of the population of Djibouti lives in Balbala. There, increasing access and completion of primary school has not yet translated into an increased supply of secondary schools. Many children in the area of Balbala graduate from primary school without options for further schooling at a reasonable distance. Distance is especially an issue for vulnerable girls. This prompted MENFOP to transform certain primary classrooms into grade 6 classrooms (first year of collège), but this can only be a temporary solution. Construction of a collège is indispensable to respond to this pressure and ensure the retention of vulnerable students. Additionally, MENFOP is also planning to use government funds to build a complementary collège in the area, given the scale of the demand.
[8] Study on strategies for girls schooling undertaken part of the SEFA project financed by the AFD and supported by UNICEF. For a mapping of technical and financial partners in the education sector in Djibouti, see Annex 7
[9] Improving Inclusion of Vulnerable Children with Disabilities Project (Project ID: P180999)

design and content development, (iii) qualified teachers and support staff, including professional development and ongoing teacher support, and (iv) monitoring and evaluation. School remediation mechanisms will be tested in target areas (defined based on learning evaluation results) before being expanded nationwide. The system will be supplemented by psychosocial support for teachers (rural and remote areas) and students (vulnerable and facing learning difficulties). Additional interventions will also be developed, based on international evidence, to target learning gaps in the early primary grades in reading, writing and math skills to ensure a strong foundation for future learning.

b. **Inspiring excellence in teaching through skill-building and dedicated support**. Under the AF, the TEACH and COACH initiatives, which started under the Parent Project, will be scaled up and integrated into MENFOP's core training. They provide a harmonized approach to in-service teacher training by pedagogical advisors, supported by regular monitoring of teachers' skills. Support will be provided to the CFEN to strengthen its ability to equip teachers with the skills they need, including support for action-research activities. Pedagogical support to teachers in vulnerable areas will be reinforced by improving inspectors' and pedagogical advisors' ability to provide mentoring and providing hands-on support to teachers completing their initial placement.

b. **Driving system-wide improvements through the strategic use of evaluation results.** The AF will support Djibouti's participation in the 2025-26 *Programme d'Analyse des Systèmes Educatifs de la CONFEMEN* (PASEC) international learning assessment to benchmark learning levels in primary and secondary schools with international standards, and ensure greater use of learning results for policymaking at the central and school level. Support will continue to be provided for the transformation of Djibouti's national evaluation system, improving rigor and results dissemination and use.

**Component 4: Strengthening MENFOP's management capacity and data systems (***TOTAL US$2.16M – IDA US$1.3M, GPE US$0.86M***)**

22. **Thanks to support from the Parent Project, MENFOP has embarked on an overhaul of its functioning to improve sectoral efficiency.** Building on this progress, activities proposed under this AF have been strategically selected as they present an opportunity to support a paradigm shift in service delivery, whether that is adopting a results-based approach for the empowerment of schools, promoting the deconcentration of decision-making, reorganizing the ministry to enable it to respond to its growing responsibilities, or embedding systems that allow for the instantaneous flow of information between sectoral actors. Activities for this component are split under three sub-components.

23. **Sub-component 4.1 Modernization of the education management information systems.** The EMIS MENFOP developed in-house under the Parent Project, called GOSE, will be further developed to ensure all functionalities are integrated into one platform, all schools are able to use the system fully, encourage regular use by all schools, and modernize the technology behind the platform so it can meet the growing demands on the system.

24. **Sub-component 4.2. Support to project management and M&E.** Building on the lessons learned from PRODA, the internal capacities of its PIU will be reinforced in terms of public procurement management, financial management, and environmental and social guarantees rather than relying on consultant inputs. The Project's mechanisms will be strengthened, including updating the Project Operations Manual (POM). Based on the communications strategy developed under the Parent Project, the Ministry will conduct communication activities for project visibility.

25. **Sub-component 4.3. Catalyzing a more impactful approach to service delivery (new sub-component).** Two key actions will work to shift the sector towards decision-making adapted to the local context:

a. **Enabling central directorates and the Regional Education Directorates to thrive under the new MENFOP organizational changes.** This activity involves capacity building and the allocation of adequate equipment for the central directorates newly established thanks to the Parent Project,[10] as well as engaging with the implementation of the delegation of authority to the regions. It also involves fostering the establishment and effectiveness of Regional Education Directorates. The DRE will be the relay of the central technical directorates at the regional level and be responsible for managing the implementation of the sub-regional plans, aggregated into regional plans. Special attention will be given to evidence and gender-based planning, cross-sectoral coordination, as well as pedagogical support.

b. **Empowering schools using results-based mechanisms.** A performance contract mechanism will be piloted with schools. This will involve the professionalization of school directors, the reinforcement of the role of school management committees and the testing of results-based school projects to address targeted needs and teaching and learning challenges.

26. **In addition to the activities described above, modifications are needed to the results framework and to the Performance Based Conditions (PBCs) to reflect changes in government priorities and the activities financed by the AF.** While the AF will restructure one of the Parent Project PBC (#4.3), the additional financing will be disbursed as an IPF, and the overall Parent Project PBC amount remains unchanged. Notable changes include:

- **PBC #4.3**: Gender parity index in lower secondary enrollment. While the reform supported by PRODA has led to large improvements in gender parity in lower secondary enrollment, reaching the "last mile" out-of-school girls is exponentially challenging due to perversive social norms, poverty that pushes families to prioritize boys' education, and the long, sometimes unsafe, journeys that girls need to complete in order to attend school. To incentivize the increased efforts required to bring girls into school, the funding formula for PBC #4.3 will be revised. To date, US$500,000 has been disbursed, based on a calculation of US$250,000 for each 0.02-point increase. The formula will be adjusted to allocate US$250,000 for every additional 0.01-point increase, until a total of US$1,000,000 is reached. This change has been approved by the GPE, the sole financier of this PBC.
- **PDO Level Indicator #2**: Additional primary school-level OOSC enrolled. The target number of out-of-school children schooled will be increased from 35,000 to 37,000 to reflect the AF's increased ambition.
- **PDO Level Indicator #3**: The indicator will be reformulated to focus on the average score of fundamental education teachers whose competencies have been measured using a classroom observation tool. The indicator's previous wording, which focused on the percentage of teachers with improved competencies, required the matching of teachers from one evaluation to the next, which would prove challenging over the Project's extended life and prevent MENFOP from using a random, representative sample that includes newly recruited teachers, thus making future evaluations less relevant for national policymaking.
- **Additional indicators are introduced to monitor progress on the new activities proposed under the AF**. This includes:
    - Number of children enrolled in public preschool each year
    - Number of annual Regional Directorate for Education workplans validated by a service note

[10] This includes the new General Directorate of Planning and Data that replaces the Planning Directorate, the General Directorate of exams, contests and evaluations, the General Directorate for the development of information and digital technology, the Central Directorate of the regions, legal directorates and internal audit, as well as Gender Service and its regional branches

- **Six indicators from component 3 will be deleted**[11] to respond to the overly large number of indicators present under the Parent Project and improve MENFOP's ability to report on progress. The revised results framework was designed, in consultation with MENFOP, to ensure that all key activities and outcomes are monitored, with a mix of indicators related to activities, short-term, medium-term and long-term outcomes.

**Table 1. Summary of Parent Project activities that will continue under the Additional Financing**

| Component | Parent Project | AF |
|---|---|---|
| 1 | Establishing quality standard for preschools | Rolling out to all schools |
| 1 | Strengthening preschool teacher capacity using TEACH&COACH in preschools | Continuing (all teachers already included) |
| 1 | Construction and rehabilitation of preschool classrooms | Continuing |
| 2 | Accelerated Learning Program | Expanding to remote areas |
| 2 | Construction and rehabilitation of primary and lower secondary schools | Expanding to remote/disadvantage/high density areas |
| 2 | Support to special educational needs children and refugees | Continuing |
| 2 | Rolling out sub-regional plans to promote enrollment, especially of girls | Continuing |
| 3 | Strengthening primary school teacher capacity using TEACH&COACH in primary schools | Expanding to all teachers |
| 3 | Reinforcement of support to teachers | Continuing |
| 3 | Using assessments to monitor student learning and improve pedagogical practices | Continuing. First participation in PASEC |
| 4 | Enhancing MENFOP's capacity | Continuing |
| 4 | Promoting the use of the EMIS | Continuing |

[11] The indicator "Reinforce the use of ICT for learning" was deleted as data on the "percentage of student who have used ICT for learning" is not available and given other indicators measure the Project's impact on digital skills.
The indicator "Percentage of pedagogical advisors and inspectors who conduct classroom observations using an updated tool" was deleted as another indicator measures the impact of the COACH initiative and the Project's impact on the work of inspectors. This also explains why the indicator "Percentage of inspectors and pedagogical advisors evaluated" was deleted.
The indicator "Percentage of school directors that participate in a community of practice" was deleted as the data is not available.
The indicator "Number of exam copies produced by the DEC" was deleted as the usefulness of the indicator to measure the Project's impact was deemed low.
The indicator "Percentage of trainers trained in the analysis of practical teaching methods" was deleted given that other indicators measure the Project's impact on training for distance teaching and learning.
The indicator "Percentage of school management committees trained and capable of helping parents to support their child's learning through distance methods" was deleted as the data is not available and other indicators measure the Project's impact on school management committees.

## III. KEY RISKS

| Risks | Level | Description | Mitigation measures |
|---|---|---|---|
| **Overall** | Moderate | The AF will ensure continuity for the Parent Project, which has proven effective. It will support a key government-backed reform aimed at advancing education system transformations, with a particular focus on equity, regions outside the capital, and vulnerable groups. | To mitigate the risk of not achieving the targeted transformation, technical assistance has been included in the project design, that will be combined with sustained support from the World Bank. |
| **Political and Governance** | Moderate | The current Education Minister, in office since 2016, has formed an effective team within MENFOP. The Project is steered by the Ministry's General Directors, ensuring strong governmental ownership of the activities and long-term stability. The next presidential elections are programmed for 2026, during the lifespan of the AF. | Political changes is mitigated by strong ownership from MENFOP's technical team during the design and implementation of the project. |
| **Macroeconomic** | Substantial | The country's economic growth remains stable yet exposed to exogenous shocks such as conflicts and fluctuations in the global economy. Economic slowdowns could undermine the fiscal space and the sector's reform efforts. | Sectoral objectives have been prioritized to respond to the limited fiscal space. |
| **Program design** | Moderate | The encouraging results of the initial phases of PRODA demonstrate MENFOP's capacity to adopt new approaches and manage a complex reform. The AF capitalizes on this, taking transformation to the next level, with a renewed focus on equity and a delegation of authority to regions and schools. Strategic choices had to be made to accommodate limited timeline and budget that could impact the achievement of intermediary results. | To mitigate this risk, the AF will build on the Parent Project's strong foundations combined with new approaches. It will adopt a catalytic design to renew the focus on leveling up provision for vulnerable groups. Technical assistance and sustained implementation support from the World Bank have been included in the project design. |
| **Institutional Capacity** | Substantial | MENFOP has strengthened its institutional capacity under PRODA. A new institutional organigram was validated in February 2024. The AF will operationalize plans to deconcentrate responsibility to the regions, | To mitigate this risk, deconcentration will be introduced progressively, helped by technical assistance and MENFOP's commitment to strengthen local capacity, including in topics such as planning or |



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|---|---|---|---|
| | | requiring regional capacity to be built and the ministry to engage in change management. | monitoring and evaluation. Capacity building activities have been included in relevant components. |
| **Fiduciary** | Moderate | Internal controls are limited within MENFOP and the Ministry of Budget. The AF will capitalize on the FM and procurement skills built within the MENFOP team under PRODA. | The project operations manual (POM) will be updated to reflect changes in FM, internal control and other features. Internal audit function will be implemented by outsourcing the function |

## IV. APPRAISAL SUMMARY

### A. Economic and Financial (if applicable) Analysis

27. **The economic analysis that underpins the proposed AF and related activities is the same as that for the Parent Project**. Much like the original PRODA project, this AF aims to improve student learning outcomes, especially those of disadvantaged students, which in turn works to decrease repetition and dropout rates and raise the future employability and wages of students. Looking only at private returns, an additional year of schooling has been estimated to have a 9 percent rate of return.[12] The total benefits of the project are likely to be higher when accounting for social returns such as increased population productivity, reduced crime, increased social cohesion, and better health and nutrition.

28. **Financing is targeted at evidence-based interventions known to have high returns on investments.** Investments in early education, especially for disadvantaged children as is the case in Component 1, help reduce the achievement gap, increase the chance of healthier lifestyles, and reduce overall social costs. Evidence from the US suggests a 7-10 percent per annum return on investment for high-quality early childhood education.[13] Unequal access to education for disadvantaged individuals, as is targeted by Component 2, leads to heavy losses in human capital accumulation and wealth. For example, such losses caused by women's unequal access to secondary education have been estimated to range between US$15 and US$30 trillion globally.[14] Ensuring that all children, regardless of their gender, refugee, and special needs status, have access to quality schooling is thus cost-effective. Low and lower-middle-income countries like Djibouti spend about 75 percent of their education budget on teachers' costs.[15] Increasing their productivity, as Component 3 aims to do, thus has the potential to transform the system's efficiency. Finally, Component 4 aims to support the deconcentration of decision-making to the regions and improved system efficiency, thus ensuring that the national education policy is enacted in ways that correspond to the local reality and multiplying the impact potential of future initiatives.

[12] Psacharopoulos and Patrinos. 2018. Returns to investment in education: a decennial review of the global literature.
[13] Hackman. 2011. The Economics of Inequality: The Value of Early Childhood Education.
[14] Wodon et al. 2018. Missed opportunities: The High cost of Not Educating Girls.
[15] UNESCO. 2024. Global Report on Teachers: Addressing teacher shortages and transforming the profession.

## B. Technical

29. **This AF is expected to play a catalytic role in the education sector, supporting activities that are key to the success of Djibouti's Schéma directeur de l'éducation et de la formation, 2021-2035.** It balances much-needed investments in the supply of education that will unlock children's access to schooling with activities aimed at improving school quality and students' learning outcomes, to address systemic issues linked to school dropout and low transition to upper secondary education. Threaded throughout all activities is the common theme of equity, with activities targeted at disadvantaged students to ensure those who need it the most can benefit from learning. Activities that target the efficiency of the system are also proposed, such as investments in international learning assessments and deconcentration initiatives. Finally, this proposed AF capitalizes on lessons learned during the implementation to date of PRODA and makes further investments in tried and tested initiatives such as the preschool quality assurance mechanism, the TEACH survey and its associated COACH initiative, the PEA, and the sub-regional that target root causes of student enrollment. The proposed activities are in line with international standards and the country's needs and capacities.

## C. Financial Management

30. **The Financial Management (FM) assessment of the MENFOP was conducted in compliance with the World Bank policy and directives on investment financing**. The objective of the assessment was to determine whether these entities have an acceptable FM arrangement, which will ensure (a) that funds are used for the intended purposes efficiently and economically; (b) the preparation of accurate, reliable, and timely periodic financial reports; and (c) safeguarding of the entity's assets.

31. **The existing FM arrangements provide reasonable assurance that the financing proceeds will be used for the intended purpose in a transparent, effective, and efficient manner**. MENFOP is experienced in World Bank-financed projects (P166059, P175483) management, is staffed with one FM specialist, and has developed acceptable FM procedures. An additional FM staff – as needed - may be agreed upon with the World Bank to absorb the workload generated by the Project.

32. **The proposed grant will continue to be implemented in line with standard WB internal policies and procedures.** The FM assessment conducted during appraisal found the FM risk, as a component of the fiduciary risk, was rated as Substantial. MENFOP will continue being responsible for project management, including FM aspects. Proposed mitigating measures, detailed in Annex 5, will enable MENFOP to put in place an acceptable FM system that is aligned with financial management requirements of the World Bank Policy/Directive on IPF. With the proposed mitigating measures MENFOP will have met financial management requirements as per World Bank directives/guidelines.

33. **Two segregated Designated Accounts (DA) in US dollars, one for IDA Grant and one for GPE Grant, will be opened at a commercial bank in Djibouti acceptable to the WB**. Preferably, the same commercial bank for the Payments and withdrawals of eligible expenditures will be accompanied by supporting documents or statements of expenditure (SOE) for each expenditure category, following the applicable procedures and the WB's Disbursement Guidelines for IPF. MENFOP will be responsible for submitting replenishment requests monthly. All requests for withdrawals will be fully documented, maintained, and made available for review by the WB and project auditors. All disbursements will be subject to the terms of the Financing Agreement and the procedures defined in the Disbursement and Financial Information Letter. The AF will have separate & distinct additional designated accounts to facilitate accounting distinction in the financing sources and maintain similar accounting processing facilities with which the PIU is already familiar. The new designated accounts will be opened after the lapsed loans issue is resolved.

34. This second additional financing is financing continuing and new activities. The new activities to be financed through IDA are different than those financed under GPE, therefore, the funds allocated to the financing of the new activities will be available simultaneously. On the other hand, the disbursement for the continuing activities will be sequential, starting from the TF0B1108, then TF0B654, and once these TFs are fully disbursed, the second additional financing kicks in starting with IDA first, and then GPE.

35. **The financial management performance of the parent project has been consistently rated Moderately Satisfactory**, with the most recent FM performance as of November 2024 maintaining that rating. The MS rating is attributable to moderate deficiencies noted in (i) the limited projection horizon of budget monitoring which doesn't cover the entire duration of the project, and (ii) the inadequate structuring of the internal audit function caused by the conflation of two distinct roles and functions: internal control and internal audit, creating an internal audit function which is not in compliance with the applicable standards of the Institute of Internal Auditors. Detailed and documented recommendations on how to resolve both issues have been provided to the PIU, and it is presumed that implementation should be forthcoming soon. There are no overdue audit reports. The most recent audit report, due on June 30, 2024, has already been submitted and received an unqualified opinion.

36. **The overall FM residual risk of the project is Substantial because of the need to strengthen the governance and internal control system of the MENFOP to the new scale of the Project**. The risk will be reviewed and revised as necessary during the project implementation. The proposed mitigation measures for MENFOP are (a) opening two new Designated Accounts (DA) in a financial institution acceptable to the World Bank; (b) upgrading the accounting system to record the project transactions and prepare the financial reports; (c) agreeing with the World Bank on minimal financial and accounting procedures to be included in the POM that will consider the grant and loan specificities and the World Bank's FM guidelines; and (d) agreeing with the World Bank on ToRs for the recruitment of an external auditor and subsequent recruitment. Once the AF becomes effective, the World Bank's task team will review whether these requirements have been fulfilled.

## D. Procurement

37. **Applicable Procurement Rules and Procedures as well as Institutional arrangements for the parent Project remain unchanged for this additional financing**. It's worth noting that the procurement undertaken to achieve the PBRs is subject to WB Procurement regulations as well.

38. **Procurement Capacity**: The implementation of this additional financing will leverage the experience gained over the 4.5-year period of the parent project. The implementing agency is staffed with three procurement specialists who have significantly enhanced their capacity in project procurement management. These specialists have already participated in training sessions on procurement procedures and contract management. Given that the procurement activities envisioned in this additional financing are comparable in size and nature to those of the parent project, the execution of the procurement plan is expected to be expedited within the project life period.

39. **Scope of Procurement**: The additional financing will cover (a) small works contracts for the construction or improvement of schools; (b) small learning equipment and furniture for schools; (c) consultancy services, primarily individual consultants; and (d) strengthening management information systems. Procurement will mainly target the national market due to the small size and simplicity of the contracts, with no individual contract estimated to exceed $500,000. All contracts will be subject to post-review, and no procurement will use rated criteria. The Borrower has

prepared a simplified project procurement strategy for development, from which a procurement plan will be prepared for review and approval prior to negotiations.

40. **Main Procurement Risk and Mitigation Measures**: The procurement risk encompasses both the parent project and the additional financing, with the risk level maintained as "Moderate." However, certain risk factors need to be monitored, such as delays in procurement processing and data recording, as well as the technical quality of school construction and improvement works. Mitigation measures will include the agency's proactive approach and close technical supervision of works by the hired Engineer to support the infrastructure department of the Ministry of Education.

## E. Legal Operational Policies

| | Triggered? |
|---|---|
| Projects on International Waterways OP 7.50 | No |
| Projects in Disputed Areas OP 7.60 | No |

## F. Environmental & Social

41. **The environmental and social risk rating of the Additional Financing (AF) has been retained as Moderate,** consistent with that of the parent project, and will be managed in accordance. The ESMF will be updated to reflect new activities, risks, and potential impacts associated with the AF.

42. **The AF will finance various initiatives,** including the provision of equipment for existing preschool classrooms, construction and furnishing of additional classrooms in both rural and urban areas, and community awareness campaigns to familiarize communities with preschool programs. It will also support the creation of school canteens, implement strategies for children with special needs, and offer psychological support for teachers and students. Additionally, the AF will support the establishment and capacity-building of the new General Directorates, provide training and coaching tools for teachers, and develop a performance contractor mechanism for schools. Overall, the AF is expected to generate positive impacts, particularly by enhancing the quality of early childhood education, increasing enrollment and retention, and improving access to preschool education in remote areas. The project will also ensure that newly constructed classrooms are climate change-resilient, mitigating risks related to extreme weather events and ensuring long-term sustainability of infrastructure. Water resource management will be integrated into construction activities to prevent overuse or contamination of local water supplies, particularly in areas with limited access to safe drinking water. Although the project involves activities across multiple sites, the cumulative environmental impacts are not expected to exceed manageable levels if appropriate mitigation measures are applied. The impacts are predictable and reversible with appropriate mitigation measures, such as implementing site-specific Environmental Social Management Plans (ESMPs) and conducting regular environmental monitoring. While MENFOP has some experience in managing environmental risks through prior projects, capacity at the regional level may require strengthening to ensure compliance and effective implementation of mitigation measures.

43. **Key environmental risks** are associated with minor civil works, such as occupational and community health and safety risks, noise and vibration, dust generation, and construction waste management. The potential generation of construction waste, hazardous materials (e.g., paint, solvents), and food waste from canteens requires proper disposal to avoid environmental harm.

44. **Key social risks include** labor-related risks, insufficient stakeholder engagement, risks related to land access and potential resettlement, the possibility of accidental discoveries (chance finds), risks exclusion of beneficiaries, exclusion of vulnerable groups (persons with disability, refugee, minorities, etc), especially where preschool enrollment capacity is limited and non-functional grievance mechanisms. There is also a risk of sexual exploitation, abuse, and harassment (SEA/SH) by project workers, who may interact with school communities, including children. There is also risk related to labor conditions, including child and forced labor, occupational health and safety for those involved in the constructions.

45. **The Environmental and Social Commitment Plan (ESCP), Stakeholder Engagement Plan (SEP), Resettlement Policy Framework (RPF), Environmental and Social Management Framework (ESMF), and Labor Management Procedures (LMP) from the parent project will be updated to apply to the AF.** The existing Grievance Redress Mechanism (GRM) will also extend to the AF. The MENFOP held a stakeholder engagement meeting on December 19, 2024, where they discussed the significance of the GRM and outlined plans for its implementation. This includes establishing channels for submitting complaints, registering and documenting them, and communicating responses with follow-ups, feedback, and resolution mechanisms. In the stakeholder meeting, launching awareness campaigns in schools and communities to promote the GRM was also discussed. These campaigns will utilize various media, such as posters, radio, digital platforms, an online form, and secure complaint boxes, while ensuring anonymity and confidentiality.

46. To mitigate the SEA/SH risks, the GRM will have specific procedures for gender-based violence (GBV) including confidential reporting with safe and ethical documenting of GBV cases. In addition, as part of the project's stakeholder consultations, those affected by the project should be properly informed of GBV risks and project activities to get their feedback on project design and safeguard issues. The Stakeholder Engagement Plan of the project, which will be implemented over the life of the project to keep the local communities and other stakeholders informed about the project's activities, to specifically address GBV-related issues.

47. Additionally, a GBV Action Plan will be developed following the AF's effectiveness. All environmental and social instruments will be updated, disclosed, and applied to both the parent project and the AF. The inclusive targeting plan includes clear communication around eligibility criteria ensuring that all residents regardless of their status and socio-economic background can benefit from the projects. Addressing these risks with appropriate management measures, the project can ensure that it achieves its objective while minimizing adverse social impacts.

## G. Paris Alignment

48. **The proposed AF is aligned with the goals of the Paris Agreement (PA) on adaptation and mitigation.** The AF has been assessed to be 'Not Complex' with respect to PA and most of the project activities are universally aligned. The AF is consistent with Djibouti's Country Climate and Development Reports (CCDR). Risks from climate hazards are unlikely to have a material impact on the AF and its objectives, and the AF is not at material risk of having a negative impact on the country's low-GHG-emissions development pathways.

- **Assessment and reduction of adaptation risk:** The AF has undergone a thorough screening for climate and disaster risks, with its location identified as highly vulnerable to climate and geophysical hazards in Djibouti. Key risks identified highlight the significant vulnerability of Djibouti to extreme weather events, which pose substantial risks to the country's infrastructure and overall development. The region is characterized by consistently high temperatures, which can exacerbate the challenges faced by communities and ecosystems. Additionally, the capital city has a history of flooding, a phenomenon that not only disrupts daily life but also has the potential to damage critical infrastructure, lead to school closures, and delay the

implementation of ongoing projects. These extreme weather events are anticipated to recur, creating a challenging environment for project execution. However, while the risks associated with these climatic factors are well documented and understood, their immediate effects on the Project's progress are expected to be limited. The proposed AF will continue to align with the adaptation co-benefit activities detailed in Annex 2 of the PRODA PAD and in Annex 4 of this project paper.

- **Activities around climate change adaptation and mitigation include:** (a) Construction and rehabilitation: ensuring that the constructed education facilities are built outside of the flood line and have north facing windows; encouraging the use of solar panels; ensuring energy-efficiency in pre-schools; and encouraging the use of rainwater harvesting tanks to collect water for irrigating playgrounds, flushing toilets and washing hands. To alleviate heat, the construction design will recommend roofs that are not pitched but flatter to reduce the surface area for heat absorption. In addition, the buildings will be painted white to reflect the heat. The roof material used will be robust enough to allow the roofs to sustain strong winds and rain during cyclone periods. (b) Disaster risk management capacity building of schools through training of the school leaders and include this in the required competency test for school directors. (c) Information systems resilience to climate risks will be enhanced through the use of cloud services.

## V. WORLD BANK GRIEVANCE REDRESS

***Grievance Redress:*** Communities and individuals who believe that they are adversely affected by a project supported by the World Bank may submit complaints to existing project-level grievance mechanisms or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted to the AM at any time after concerns have been brought directly to the attention of Bank Management and after Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), visit http://www.worldbank.org/GRS. For information on how to submit complaints to the Bank's Accountability Mechanism, visit https://accountability.worldbank.org.

## VI. PROPOSED CHANGES

| Operation Information | Proposed Changes | Operation Information | Proposed Changes |
|---|---|---|---|
| Results | Yes | Loan Closing Date Extension | Yes |
| Implementation Modalities | Yes | Implementation Schedule | Yes |
| Disbursements Estimates | Yes | Implementation Modalities | Yes |
| Disbursements Arrangements | Yes | Loan Cancellations | No |
| Components | Yes | Reallocations | No |

| | | | |
|---|---|---|---|
| Development Objective | No | Financial Management | No |
| Summary Description (Operation Abstract) | No | Procurement | No |
| Legal Operational Policies | No | Institutional Arrangement | No |
| MFD/PCE | No | | |
| Legal Covenants | No | | |
| Conditions | No | | |
| Additional Regional Institutions | No | | |
| Clients | No | | |
| Beneficiary Countries | No | | |

## VII. DETAILED CHANGE(S)

### COMPONENTS

| Last Approved | | | Proposed | |
|---|---|---|---|---|
| **Component Name** | **Cost (USD)** | **Action** | **Component Name** | **Cost (USD)** |
| Component 1: Establishing foundations for quality preschool education | 3,000,000.00 | No Change | Component 1: Establishing foundations for quality preschool education | 4,150,000.00 |
| Component 2: Expanding access to and improving retention in primary and lower secondary education | 14,750,000.00 | No Change | Component 2: Expanding access to and improving retention in primary and lower secondary education | 20,330,000.00 |
| Component 3: Building capacity to support teaching and learning | 10,050,000.00 | No Change | Component 3: Building capacity to support teaching and learning | 12,510,000.00 |
| Component 4: Strengthening MENFOP's management capacity and data systems | 2,550,000.00 | No Change | Component 4: Strengthening MENFOP's management capacity and data systems | 4,710,000.00 |
| **TOTAL** | **30,350,000.00** | | | **41,700,000.00** |

### COSTS & FINANCING

### Private Capital Facilitation

**Is this an MFD-Enabling Project (MFD-EP)?**

**Is this project Private Capital Enabling (PCE)?**

## LOANS

### Loan Closing

| Loan/Credit/Trust Fund | Status | Original Closing | Revised Closing(s) | Proposed Closing | Proposed Deadline for Withdrawal Applications |
|---|---|---|---|---|---|
| IDA-E4390-001 | Not Effective | | | | |
| TF-C7810-001 | Not Effective | | | | |
| IDA-64490-001 | Effective | 15-Dec-2024 | 30-Jun-2025 | 30-Jun-2029 | 30-Oct-2029 |
| IDA-D4850-001 | Effective | 15-Dec-2024 | 30-Jun-2025 | 30-Jun-2029 | 30-Oct-2029 |
| TF-B1108-001 | Effective | 15-Dec-2024 | 30-Jun-2025 | 15-Dec-2026 | 15-Apr-2027 |
| TF-B6054-001 | Effective | 15-Dec-2024 | 30-Jun-2025 | 15-Dec-2026 | 15-Apr-2027 |
| TF-B6756-001 | Effective | 30-Jun-2024 | 30-Jun-2025 | 31-Aug-2025 | 31-Dec-2025 |

## DISBURSEMENTS

### Operation Dates & Projection Details

Reasons to change the full Disbursement date and/or the projection

Additional Financing

| Implementation Start Date | Operation Closing Date |
|---|---|
| 30-Sep-2019 | 30-Jun-2029 |

Projected Date for Full Disbursement

31-Oct-2029

### Expected Disbursements (in US $) (Absolute)

| Year | Original Estimation at Preparation (Approval Package – 16 Jun 2020) | Revised Estimation | Actual |
|---|---|---|---|
| FY2020 | 1,666,666.66 | 338,923.00 | 338,923.00 |

| | | | |
|---|---|---|---|
| FY2021 | 3,800,000.00 | 4,200,863.14 | 4,200,863.14 |
| FY2022 | 7,600,000.00 | 5,678,118.89 | 5,678,118.89 |
| FY2023 | 6,600,000.00 | 4,820,420.68 | 4,820,420.68 |
| FY2024 | 4,350,000.00 | 5,955,711.46 | 5,955,711.46 |
| FY2025 | 3,700,000.00 | 4,355,962.83 | 4,178,492.52 |
| FY2026 | 0.00 | 4,200,000.00 | 0.00 |
| FY2027 | 0.00 | 4,000,000.00 | 0.00 |
| FY2028 | 0.00 | 4,000,000.00 | 0.00 |
| FY2029 | 0.00 | 4,000,000.00 | 0.00 |
| FY2030 | 0.00 | 150,000.00 | 0.00 |

## ENVIRONMENTAL & SOCIAL

### Overview

**Operation Location**

Operation location and salient physical characteristics relevant to the ESS Assessment (geographic, environmental, social) (if known)

Rural regions and peri-urban area of Djibouti City

Detailed operation location(s) and salient physical characteristics relevant to the ESS Assessment (geographic, environmental, social)

The Additional Financing Project will be implemented in urban centers and rural areas nationwide, focusing on regions not included in the initial project. The beneficiaries include (a) pre-primary, primary, and lower secondary students, particularly those in vulnerable groups such as refugees, rural students, girls, and special needs students; and indirectly, their families; and (b) teachers, school leaders, Pedagogical Advisors (PAs), inspectors, and teacher trainers who will receive professional development. This project is being carried out by the Ministry of National Education and Vocational Training (MENFOP). Education access disparities exist due to region, gender, and income. Vulnerable groups include out-of-school children, those in remote areas, refugees, and children with special needs. Gender gaps remain significant, with lower enrollment rates for girls. Refugees, including Somalis, Yemenis, Ethiopians, and Eritreans, face educational challenges, with low attendance rates among refugee children. MENFOP has developed programs to support special needs students and addressed challenges from COVID-19 through distance learning and e-Learning platforms. The World Bank supports MENFOP with projects like PRODA, the Education COVID-19 Emergency Project, and additional financing. These initiatives aim to improve education quality, access, and retention, focusing on vulnerable groups and enhancing MENFOP's capacity. PRODA finances construction and rehabilitation of schools, sanitation facilities, and cafeterias, and provides curriculum development for special needs students. It also funds meal programs and outreach activities. Current implementation includes civil works at about 50 sites. The first Additional financing supports IT equipment, consultancy services, and minor civil works. This second Additional Financing is partially funded by the GPE. It will support, for example, the construction and rehabilitation of classrooms, efforts to bring out-of-school children into education, assistance for children with special needs and vulnerable groups, provision of learning support to improve outcomes, and enhancement of local supervision for teachers and teacher trainees.

Borrower's Institutional Capacity

The Ministry of Education (MENFOP) will implement the project. MENFOP has experience with bank-financed projects, currently managing the PRODA and SKILLS projects. The PIU has an environmental consultant and a gender focus person handling E&S risks. MENFOP handled project preparation and implementation, including World Bank projects like PRODA (P166059) and its Additional Financing (P175464). Despite strengthening its DGA and PSU, MENFOP's regional capacity to manage environmental and social risks remains limited, with moderate performance on current projects, particularly the weak GRM mechanism. MENFOP hired a part-time E&S expert in 2020 and plans further training and hires. With two existing projects, this new project will add social assistant to support the implementation of the Stakeholder Engagement Plan, grievance mechanisms. Additionally E&S focal points will be designated among regional inspection teams and beneficiary schools, as well as within CIPREN and CFEEF offices due to planned rehabilitation works. These focal points will help monitor the implementation of the E&S instruments, ensure COVID-19 protocol compliance, operate grievance mechanisms, and enforce anti-violence measures in schools.

## Assessment

### Environmental & Social Risk Classification

Environmental Risk Rating
Moderate

Social Risk Rating
Moderate

Original Environmental and Social Risk Rating (ESRC)
Moderate

Revised Environmental and Social Risk Rating (ESRC)
Moderate

### Environmental & Social Standards

| E & S Standards | Relevance |
|---|---|
| ESS 1: Assessment and Management of Environmental and Social Risks and Impacts | Relevant |
| ESS 10: Stakeholder Engagement and Information Disclosure | Relevant |
| ESS 2: Labor and Working Conditions | Relevant |
| ESS 3: Resource Efficiency and Pollution Prevention and Management | Relevant |
| ESS 4: Community Health and Safety | Relevant |
| ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement | Relevant |
| ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources | Not Currently Relevant |
| ESS 7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities | Not Currently Relevant |
| ESS 8: Cultural Heritage | Relevant |
| ESS 9: Financial Intermediaries | Not Currently Relevant |

Summary of Assessment of Environmental and Social Risks and Impacts

The environmental and social risk rating of the Additional Financing (AF) has been retained as Moderate, consistent with that of the parent project, and will be managed in accordance. The parent project's environmental and social instruments will continue to apply to the AF, with necessary addition made into the Project Operating Manual (POM) if needed to reflect new activities, risks, and potential impacts. The ESMF will be updated, as needed, within two months after effectiveness to ensure appropriate risk mitigation measures. The AF will finance activities such as provision of equipment for preschool classrooms, construction and furnishing of additional classrooms in rural and urban areas, and community awareness campaigns on preschool education. It will also support the establishment of school canteens, strategies for children with special needs, psychological support for teachers and students, capacity-building for the new General Directorates, training and coaching for teachers, and a performance contractor mechanism for schools. These activities are expected to generate positive impacts, including enhanced quality of early childhood education, increased enrollment and retention, and improved access in remote areas. Newly constructed classrooms will incorporate climate-resilient designs to withstand extreme weather conditions, ensuring the long-term sustainability of infrastructure. Water resource management measures will be integrated into construction activities to prevent overuse or contamination of local water supplies, particularly in areas with limited access to safe drinking water. Although the project involves activities across multiple sites, the cumulative environmental impacts are not expected to exceed manageable levels if appropriate mitigation measures are applied. The impacts are predictable and reversible with appropriate mitigation measures, such as implementing site-specific Environmental Social Management Plans (ESMPs) and conducting regular environmental monitoring. While MENFOP has some experience in managing environmental risks through prior projects, capacity at the regional level may require strengthening to ensure compliance and effective implementation of mitigation measures. Key environmental risks are associated with minor civil works, such as occupational and community health and safety risks, noise and vibration, dust generation, and construction waste management. The potential generation of construction waste, hazardous materials (e.g., paint, solvents), and food waste from canteens requires proper disposal to avoid environmental harm. Key social risks include labor-related risks, insufficient stakeholder engagement, risks related to land access and potential resettlement, the possibility of accidental discoveries (chance finds), risks exclusion of beneficiaries, exclusion of vulnerable groups (persons with disability, refugee, minorities, etc), especially where preschool enrollment capacity is limited—and non-functional grievance mechanisms. There is also a risk of sexual exploitation, abuse, and harassment (SEA/SH) by project workers, who may interact with school communities, including children. There is also risk related to labor conditions, including child and forced labor, occupational health and safety for those involved in the constructions. Measures proposed in the project parent SEP, ESMF, and LMP to mitigate these risks will remain relevant and continue to apply to the AF. The AF will continue to use the parent project's instruments, with addition made to the POM, if deemed necessary, to reflect new activities and risks. The existing Grievance Redress Mechanism (GRM) will also extend to the AF. To mitigate the SEAH risks, the GRM will strengthen the specific procedures for GBV including confidential reporting with safe and ethical documenting of GBV cases. In addition, part of the project's stakeholder consultations, those affected by the project should be properly informed of GBV risks and project activities to get their feedback on project design and safeguard issues. The Stakeholder Engagement Plan of the parent project, including the GBV Action Plan, will be implemented throughout the project's duration. This plan aims to keep local communities and other stakeholders informed about the project's activities and specifically address issues related to gender-based violence (GBV). All environmental and social instruments will be updated, disclosed, and applied to both the parent project and the AF. The inclusive targeting plan includes clear communication around eligibility criteria ensuring that all residents regardless of their status and socio-economic background can benefit from the projects. Addressing these risks with appropriate management measures, the project can ensure that it achieves its objective while minimizing adverse social impacts.

| Last Finalized Date | Is a common approach being considered? |
|---|---|
| 10-Mar-2025 | No |

**RESULTS**

**COUNTRY: Djibouti**
**Expanding Opportunities for Learning**

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**Project Development Objective(s)**

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

## PDO Indicators by PDO Outcomes

| Baseline | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 | Period 8 | Period 9 | Completion Period |
|---|---|---|---|---|---|---|---|---|---|---|
| **Increased equitable access to basic education** | | | | | | | | | | |
| Revise**PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students)** (Number) PDO Outcome | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0.00 | 0.00 | 4,000.00 | 11,000.00 | 16,000.00 | 22,000.00 | 25,000 | 28,000 | 31,000 | 34,000 | 37,000 |
| Revise**PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator** (Number) PDO Outcome | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0.82 | 0.82 | 0.83 | 0.84 | 0.86 | 0.87 | 0.87 | 0.88 | 0.89 | 0.89 | 0.90 |
| **Strengthened MENFOP's management capacity** | | | | | | | | | | |
| Revise**PDO #4: Learning assessments are revised and administered** (Text) PDO Outcome | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | National primary learning assessment | Year 2 and year 5 OTIs evaluation frameworks | Revised year 2 and year 5 OTI administered | Revised OTIs (years 2 and 5) and at least one | Revised OTIs (years 2 and 5) and at least one | Revised OTIs (years 2 and 5) and at least one | Revised OTIs (years 2 and 5) and at least one | Revised OTIs (years 2 and 5) and at least one | Revised OTIs (years 2 and 5) and at least one national learning |



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|---|---|---|---|---|---|---|---|---|---|---|
| | | frameworks are officially approved and national primary learning assessment administered. | officially approved. | | national learning assessment are administered | national learning assessment are administered | national learning assessment are administered | national learning assessment are administered | national learning assessment are administered | assessment are administered |
| **Improved teaching practices** | | | | | | | | | | |
| Revise**PDO #3: Average score of teachers whose competencies have been measured using a classroom observation tool, disaggregated by primary and preschool** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0.00 | 0.00 | 0.00 | 0.00 | 3/5 for primary and 2.71/5 for preschool teachers according to the 22/23 TEACH survey | 3.28/5 for primary and 3.2/5 for preschool teachers according to the 23/24 TEACH survey | 3.28/5 for primary and 3.2/5 for preschool teachers according to the 23/24 TEACH survey | +0.4/5 compared to baseline for primary and +0.5/5 preschool teachers | +0.4/5 compared to baseline for primary and +0.5/5 preschool teachers | +0.5/5 compared to baseline for primary and +0.7/5 for preschool teachers | +0.5/5 compared to baseline for primary and +0.7/5 for preschool teachers |

## Intermediate Results Indicators by Components

| Baseline | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 | Period 7 | Period 8 | Period 9 | Completion Period |
|---|---|---|---|---|---|---|---|---|---|---|
| Revised**Component 1: Establishing foundations for quality preschool education** | | | | | | | | | | |
| Revise**Preschool quality standards approved** (Text) Component | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | No | Quality standards for pre-schools are | Instrument to measure quality | At least 20 percent of public and private | At least 30 percent of public and private | At least 40 percent of public and private | At least 50 percent of public and private | At least 55 percent of public and private | At least 60 percent of public and private |

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|---|---|---|---|---|---|---|---|---|---|---|
| | | | developed and approved | standards is piloted | preschools meeting quality standards | preschools meeting quality standards | preschools meeting quality standards | preschools meeting quality standards | preschools meeting quality standards | preschools meeting quality standards |
| Revise **Number of preschool teachers trained on the new curriculum (CRI)** (Text) Component | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | A competency framework for pre-school teachers is adopted. | Training programs for public and community school teachers are approved, 25 public pre-school teachers are trained. | 35 public preschool teachers are trained. | 60 public preschool teachers are trained. | 60 public preschool teachers are trained. | 60 public preschool teachers are trained. | 60 public preschool teachers are trained. | 60 public preschool teachers are trained. | 60 public preschool teachers are trained. |
| Revise **Additional public preschool classrooms built or rehabilitated** (Number) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0.00 | 0.00 | 11.00 | 15.00 | 15.00 | 41.00 | 41.00 | 48 | 55 | 63 | 70 |
| New **Number of children enrolled in public preschool each year** (Number) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0 | 0 | 0 | 0 | 0 | 3,800 | 3,950 | 4,100 | 4,250 | 4,400 | 4,550 |
| Revised **Component 2: Expanding access to and improving retention in primary and lower secondary education** | | | | | | | | | | |
| **Percentage of rural primary and lower secondary schools that have adequate facilities (water point, latrines, electrical or solar power source)** (Percentage) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 47.00 | 50.00 | 60.00 | 65.00 | 67.00 | 70.00 | 75.00 | 80.00 | 85.00 | 90.00 | 90.00 |
| **Number of school canteens upgraded to standards (storage and refectory)** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0 | 0 | 15 canteens | 30 canteens | 40 canteens | 45 canteens | 55 canteens | 60 canteens | 65 canteens | 70 canteens | 70 canteens |
| **Sub-regional plans to promote enrollment and reduce dropout are approved** (Text) | | | | | | | | | | |

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| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
|---|---|---|---|---|---|---|---|---|---|---|
| No strategy | No strategy | Sub-regional plans to promote enrollment and reduce dropout are approved. | Pilot interventions in five sub-regions. Evaluation study of the pilot interventions | Scale up of adapted interventions in all five regions | Adapted interventions in all five regions are implemented | Adapted interventions in all five regions are implemented | Adapted interventions in all five regions are implemented | Adapted interventions in all five regions are implemented | Adapted interventions in all five regions are implemented | Adapted interventions in all five regions are implemented |
| Revise **Grade 5 repetition rate** (Percentage) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 24.40 | 22.00 | 20.00 | 18.00 | 16.00 | 14.40 | 14.40 | 14.40 | 14.40 | 14.40 | 14.40 |
| Revised **Component 3: Building capacity to support teaching and learning** | | | | | | | | | | |
| **Assessment levels in math and at least one language are officially approved in primary and lower secondary education** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | Assessment levels for the first cycle of primary education in math and at least one language is officially approved. | Assessment levels for the second cycle of primary and lower secondary education in math and the languages French and Arabic are officially approved. | Primary and lower secondary assessment levels in math and at least one language are officially approved. | Primary and lower secondary assessment levels in math and at least one language are officially approved. | Primary and lower secondary assessment levels in math and at least one language are officially approved. | Primary and lower secondary assessment levels in math and at least one language are officially approved. | Primary and lower secondary assessment levels in math and at least one language are officially approved. | Primary and lower secondary assessment levels in math and at least one language are officially approved. | Primary and lower secondary assessment levels in math and at least one language are officially approved. |
| **Administration of a digital evaluation of digital literacy skills** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | No | No | No | No | Digital evaluation | Administration of the digital | Development of an action | Development of an action | Implementation of actions |

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|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | framework is developed. | literacy skills evaluation. | plan based on the results of the evaluation. | plan based on the results of the evaluation. | based on the results of the evaluation |
| **Administration of a revised Brevet (9th year national assessment)** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | No | No | No | Yes | Yes | Yes | Yes | Yes | Yes |
| **Percentage of primary schools that receive detailed reports on results of national learning assessments and guidelines for their use to improve teaching and learning** (Percentage) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0.00 | 0.00 | 0.00 | 20.00 | 20.00 | 30.00 | 65.00 | 65.00 | 100.00 | 100.00 | 100.00 |
| **Improved learning outcomes for year 2 students** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2025 |
| Baseline figure not yet established | Baseline figure not yet established | Baseline figure not yet established | Baseline figure not yet established | Baseline figure established | 3pp improvement in french and 4pp improvement in maths | 4pp improvement in french and 5pp improvement in maths | 4.5pp improvement in french and 6pp improvement in maths | 5pp improvement in french and 7pp improvement in maths | 6pp improvement in french and 8pp improvement in maths | 6pp improvement in french and 8pp improvement in maths |
| **Percentage of primary and lower secondary school management committees that use participatory processes to assess and improve school performance.** (Percentage) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 20.00 | 26.00 | 32.00 | 38.00 | 44.00 | 50.00 |
| **Competency frameworks officially approved** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | At least 3 competency frameworks officially approved by MENFOP | At least 3 competency frameworks officially approved by MENFOP. | At least 3 competency frameworks officially approved by MENFOP | At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially | At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially | At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially | At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially | At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially | At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially approved by MENFOP. |

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|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | approved by MENFOP. | approved by MENFOP. | approved by MENFOP. | approved by MENFOP. | approved by MENFOP. | |
| **Teachers Trained (CRI)** (Number) Component | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0.00 | 0.00 | 200.00 | 600.00 | 1,200.00 | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 | 2,000.00 |
| **Competency Framework for Inspectors approved** (Yes/No) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | No | No | No | No | Yes | Yes | Yes | Yes | Yes |
| **The grade level of classes in primary and lower secondary education with a revised curriculum** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | Grade 2 | Grade 3 to 5 | Grade 6 to 8 | Revised curriculum rolled out to Grades 1-9 | Revised curriculum rolled out to Grades 1-9 | Revised curriculum rolled out to Grades 1-9 | Revised curriculum rolled out to Grades 1-9 | Revised curriculum rolled out to Grades 1-9 | Revised curriculum rolled out to Grades 1-9 |
| Revise **Number of teachers trained in the use of distance learning methods** (Number) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0 | 0 | 0 | 0 | 0 | 0 | 500 | 625 | 750 | 875 | 1,000 |
| Revised **Component 4: Strengthening MENFOP's management capacity and data systems** | | | | | | | | | | |
| **Number of annual work plans from the Regional Directorates for Education validated by a service note** (Number) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 4 | 5 | 5 |
| Revise **Improved methods for data collection** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | No | No | No | No | 30% of public and 10% of private primary schools enter their data via the | 45% of public and 20% of private primary schools enter their data via the | 60% of public and 30% of private primary schools enter their data via the | 75% of public and 40% of private primary schools enter their data via the | 90% of public and 50% of private primary schools enter their data via the application on time. |

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| | | | | | | application on time. | application on time. | application on time. | application on time. | |
| **Modernization of the EMIS** (Text) | | | | | | | | | | |
| May/2019 | Jun/2020 | Jun/2021 | Jun/2022 | Jun/2023 | Jun/2024 | Jun/2025 | Jun/2026 | Jun/2027 | Jun/2028 | Jun/2029 |
| No | No | Evaluation report of existing data systems and recommendations for strengthening EMIS performance. | Student information system is developed | Student information system is developed | Student information system is developed | Student information system is developed | Student information system is developed | Student information system is developed | Student information system is developed | Student information system is developed |

## Performance-based Conditions (PBC)

| Period | Period Definition |
|---|---|
| Period 1 | 2019-2024 |
| Period 2 | 2024-2025 |
| Period 3 | 2025-2026 |
| Period 4 | 2026-2027 |
| Period 5 | 2027-2028 |
| Period 6 | 2028-2029 |

| Baseline | Period 1 | Period 2 | Period 3 | Period 4 | Period 5 | Period 6 |
|---|---|---|---|---|---|---|
| **1:Preschool quality standards approved (Text )** | | | | | | |
| No | At least 40% of public preschools respect quality standards | At least 50% of public preschools respect quality standards | At least 55% of public preschools respect quality standards | At least 60% of public preschools respect quality standards | Quality standards for pre-schools are developed and approved | At least 21% of public preschools respect quality standards |
| 0.00 | 250,000.00 | 0.00 | 0.00 | 0.00 | 500,000.00 | 250,000.00 |
| PBC allocation | | 1,000,000.00 | | As a % of Total PBC Allocation | | 3.27% |
| **2:Number of preschool teachers trained on the new curriculum (CRI) (Text )** | | | | | | |



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| No | 228 | 278 | 328 | 378 | 428 | 172 |
| 0.00 | 500,000.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |
| PBC allocation | | 500,000.00 | | As a % of Total PBC Allocation | | 1.63% |
| **3:PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number )** | | | | | | |
| 0.00 | 25000 | 28000 | 31000 | 34000 | 37000 | 22628 |
| 8,750,000.00 | 593,000.00 | 750,000.00 | 750,000.00 | 750,000.00 | 250,000.00 | 5,657,000.00 |
| PBC allocation | | 17,500,000.00 | | As a % of Total PBC Allocation | | 57.19% |
| **4:PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number )** | | | | | | |
| 0.82 | 0.87 | 0.88 | 0.89 | 0.89 | 0.9 | 0.86 |
| 2,300,000.00 | 250,000.00 | 250,000.00 | 0.00 | 0.00 | 0.00 | 1,800,000.00 |
| PBC allocation | | 4,600,000.00 | | As a % of Total PBC Allocation | | 15.03% |
| **5:PDO #4: Learning assessments are revised and administered (Text )** | | | | | | |
| No | Revised OTIs (years 2 and 5) and at least one national learning assessment are administered | Revised OTIs (years 2 and 5) and at least one national learning assessment are administered | Revised OTIs (years 2 and 5) and at least one national learning assessment are administered | Revised OTIs (years 2 and 5) and at least one national learning assessment are administered | Revised OTIs (years 2 and 5) and at least one national learning assessment are administered | Revised OTIs (years 2 and 5) and at least one national learning assessment are administered |
| 2,750,000.00 | 700,000.00 | 300,000.00 | 0.00 | 0.00 | 0.00 | 1,750,000.00 |
| PBC allocation | | 5,500,000.00 | | As a % of Total PBC Allocation | | 17.97% |
| **6:Teachers Trained (CRI) (Number )** | | | | | | |
| 0.00 | 3060 | 3460 | 3860 | 4260 | 4660 | 2365 |
| 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 1,500,000.00 |
| PBC allocation | | 1,500,000.00 | | As a % of Total PBC Allocation | | 4.9% |

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## Monitoring & Evaluation Plan:

### PDO Indicators by PDO Outcomes

| PDO Outcome | **Increased equitable access to basic education** |
|---|---|
| Indicator Name | **PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number)** [PBC] |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Calculated based on the annual statistical tables. More methodological information is available in the verification protocol for PBC#3.2. The definition for Out of School Children follows the Education Above All methodology. It is expected that reports from MENFOP will include disaggregated figures for gender, refugees, rural/urban and special needs students. |
| Responsibility for Data Collection | General Directorate of Planning and Data |
| Indicator Name | **PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number)** [PBC] |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | MENFOP will calculate the improvement in gender parity index for gross enrollment in lower secondary education annually from its statistical tables. More methodological information is available in the verification protocol for PBC#4.3. It is expected that reports from MENFOP will include disaggregated figures for rural/urban. |
| Responsibility for Data Collection | General Directorate of Planning and Data |



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| PDO Outcome | **Improved teaching practices** |
| Indicator Name | **PDO #3: Average score of teachers whose competencies have been measured using a classroom observation tool, disaggregated by primary and preschool** (Text) |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Calculated based on the results of the TEACH survey, compared to a baseline established in 2023. Results will be based on a stratified, nationally representative random sample of preschool and primary school teachers. All domain-specific teaching scores will be averaged, unweighted to arrive at a composite teaching score for each teacher observed. An average composite teaching score will then be produced. Linked to PBC#2 |
| Responsibility for Data Collection | General Inspectorate |
| PDO Outcome | **Strengthened MENFOP's management capacity** |
| Indicator Name | **PDO #4: Learning assessments are revised and administered (Text)** PBC |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Reported and implemented by MENFOP. More methodological information is available in the verification protocol for PBC#5 |
| Responsibility for Data Collection | General Inspectorate, General Directorate of Exams, Contests and Evaluations |



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## Monitoring & Evaluation Plan:

### Intermediate Results Indicators by Components

| Results Area | **Component 1: Establishing foundations for quality preschool education** |
|---|---|
| Indicator Name | **Preschool quality standards approved (Text)** [PBC] |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Implemented and reported by MENFOP. More methodological information is available in the verification protocol for PBC#1.1 |
| Responsibility for Data Collection | General Directorate for Preschool |
| Indicator Name | **Number of preschool teachers trained on the new curriculum (CRI) (Text)** [PBC] |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Implemented and reported by MENFOP. Reported figure is cumulative and includes new preschool teachers recruited and trained yearly |
| Responsibility for Data Collection | General Directorate for Preschool, CFEN |
| Indicator Name | **Additional public preschool classrooms built or rehabilitated (Number)** |
| Description | |



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|---|---|
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Calculated based on the annual statistical yearbook |
| Responsibility for Data Collection | General Directorate of Administration |
| Indicator Name | New **Number of children enrolled in public preschool each year** (Number) |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Calculated based on the annual statistical yearbook. Reported figure is non-cumulative and represents the students enrolled in preschool in a particular year. |
| Responsibility for Data Collection | General Directorate of Planning and Data |
| Results Area | **Component 2: Expanding access to and improving retention in primary and lower secondary education** |
| Indicator Name | **Percentage of rural primary and lower secondary schools that have adequate facilities (Percentage)** |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Annual statistical yearbook. In addition to a "percentage," both a numerator and a denominator will be reported each time. “Adequate facilities” refers to the provision of all of the following: (1) water point, (2) latrines, (3) electrical or solar power source. |
| Responsibility for Data Collection | General Directorate of Administration |



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|---|---|
| Indicator Name | **Number of school canteens upgraded to standards (storage and refectory)** (Text) |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. “Standards” are defined when both of the following are met: (1) food storage (2) a refectory. |
| Responsibility for Data Collection | General Directorate of Administration |
| Indicator Name | **Sub-regional plans to promote enrollment and reduce dropout are approved (Text)** |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. The sub-regional plans will be based on locally gathered evidence and address local constraints to enrollment and retention, especially for vulnerable populations. More methodological information is available in the verification protocol for PBC#4.1 |
| Responsibility for Data Collection | General Directorate of Administration |
| Indicator Name | **Decrease in grade 5 repetition rate (Percentage)** |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Annual statistical yearbook. Following the UNESCO methodology, repetition rate is defined as the number of repeaters in a given grade in a given school year, expressed as a percentage of enrolment in that grade the previous school year. More methodological information is available in the verification protocol for PBC#4.2 |



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| Responsibility for Data Collection | General Directorate of Planning and Data |
| Results Area | **Component 3: Building capacity to support teaching and learning** |
| Indicator Name | **Assessment levels in math and at least one language are officially approved in primary and lower secondary education (Text)** |
| Description | |
| Frequency | Until achievement |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. More methodological information is available in the verification protocol for PBC#5.1(a) |
| Responsibility for Data Collection | General Inspectorate |
| Indicator Name | **Administration of a digital evaluation of digital literacy skills (Text)** |
| Description | |
| Frequency | Until achievement |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. The evaluation will measure students' mastery of digital literacy skills. |
| Responsibility for Data Collection | Executive secretary |
| Indicator Name | **Administration of a revised Brevet (9th year national assessment) (Text)** |
| Description | |
| Frequency | Until achievement |



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|---|---|
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. The Brevet will be revised based on the curriculum revisions supported under the Project |
| Responsibility for Data Collection | General Directorate of Exams, Contests and Evaluations |
| Indicator Name | **Percentage of primary schools that receive detailed reports on results of national learning assessments and guidelines for their use to improve teaching and learning (Percentage)** |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. In addition to a "percentage," both a numerator and a denominator will be reported each time. Schools that did not participate in the assessment but are concerned by the results (given that the sample was representative) will be counted. |
| Responsibility for Data Collection | General Inspectorate |
| Indicator Name | **Improved learning outcomes for year 2 students (Text)** |
| Description | |
| Frequency | Every 2 years |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP based on the results of the ENI evaluations. Percentage point difference in the percentage of students who score above the minimum competency threshold established by MENFOP. More methodological information is available in the verification protocol for PBC#5.5(b) |
| Responsibility for Data Collection | General Directorate of Exams, Contests and Evaluations |
| Indicator Name | **Percentage of primary and lower secondary school management committees that use participatory processes to assess and improve school performance. (Percentage)** |



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|---|---|
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. In addition to a "percentage," both a numerator and a denominator will be reported each time. |
| Responsibility for Data Collection | General Directorate of School life, General Inspectorate |
| Indicator Name | **Competency frameworks officially approved (Text)** |
| Description | |
| Frequency | Until achievement |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. More methodological information is available in the verification protocol for PBC#6.1 |
| Responsibility for Data Collection | General Inspectorate, CFEN |
| Indicator Name | **Teachers Trained (CRI) (Number)** PBC |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Collected from the teachers' training center. Reported figure is cumulative and includes new teachers recruited and trained yearly. More methodological information is available in the verification protocol for PBC#6.2 |
| Responsibility for Data Collection | General Inspectorate, CFEN |



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|---|---|
| Indicator Name | **Competency Framework for Inspectors approved (Yes/No)** |
| Description | |
| Frequency | Until achievement |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP |
| Responsibility for Data Collection | General Inspectorate |
| Indicator Name | **The grade level of classes in primary and lower secondary education with a revised curriculum (Text)** |
| Description | |
| Frequency | Until achievement |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. Describes the grade levels for which the curriculum has been revised. |
| Responsibility for Data Collection | CRIPEN |
| Indicator Name | **Number of teachers trained in the use of distance learning methods (Number)** |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. Reported figure is cumulative and includes new teachers recruited and trained yearly. |



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| Responsibility for Data Collection | General Inspectorate, CFEN |
| Results Area | **Component 4: Strengthening MENFOP's management capacity and data systems** |
| Indicator Name | **Improved methods for data collection (Text)** |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP. Counts the percentage of public and private primary schools that transmit their data on time. "On time" is defined as at least once a year. |
| Responsibility for Data Collection | General Directorate for the development of information and digital technology |
| Indicator Name | **Modernization of the EMIS (Text)** |
| Description | |
| Frequency | Until achievement |
| Data source | MENFOP |
| Methodology for Data Collection | Reported by MENFOP |
| Responsibility for Data Collection | General Directorate for the development of information and digital technology |
| Indicator Name | New **Number of annual work plans from the Regional Directorates for Education validated by a service note** (Number) |
| Description | |
| Frequency | Annually |
| Data source | MENFOP |



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| Methodology for Data Collection | Reported by MENFOP. Number is cumulative. |
| Responsibility for Data Collection | Executive secretary |



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## Verification Protocol:

### Performance Based Conditions

| | |
|---|---|
| PBC Indicator Name | **1 : Preschool quality standards approved (Text)** |
| Formula | **PBR #1.1 disbursement formula:** US$500,000 disbursed upon approval of quality standards.<br><br>**PBR #1.2 disbursement formula:** US$250,000 for each 15 percent of public and private preschools meeting the approved quality standards, up to a maximum of US$500,000, with a minimum payment threshold of US$250,000. |
| Description | **PBR #1.1:** MENFOP will develop quality standards for public and private preschools. **PBR #1.2:** The quality observatory within MENFOP will assess preschools using the newly developed quality assurance measurement tools. Results from the evaluations will be communicated at the school, region, and central levels to be used to inform policy. |
| Data source/ Agency | MENFOP |
| Verification Entity | PBR #1.1: World Bank. PBR #1.2: IVA |
| Procedure | For **PBR #1.1:** The World Bank will verify official approved standards issued by MENFOP.<br><br>For **PBR #1.2:** The independent verification agency will review each preschool quality assurance evaluation report collected at the central level to ensure that the tools have been completed as per the quality assurance system adopted. The verification agency will also verify for a sample of preschools as agreed with the World Bank and MENFOP that the reports were disseminated to the preschool. |
| PBC Indicator Name | **2 : Number of preschool teachers trained on the new curriculum (CRI) (Text)** |
| Formula | **PBC#2 disbursement formula:** US$125,000 for each additional 10 percent of such teachers with improved competencies, as observed through COT, up to a maximum of US$500,000, with a minimum payment threshold of US$250,000. |
| Description | **PBC# 2:** At least 40 percent of public preschool teachers with improved competencies as observed through a classroom observation tool (COT). MENFOP will develop and approve the use of a classroom observation tool for this purpose. |
| Data source/ Agency | MENFOP |
| Verification Entity | IVA |
| Procedure | The independent verification agency will review the observation reports of a sample of teachers and review the calculations for the number of observations carried out. |
| PBC Indicator Name | **3 : PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number)** |



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| Formula | **PBR #3.1 disbursement formula:** US$1.2 million disbursed upon approval of plan. The target has been extended to year 3 to reflect COVID-19 related disruptions<br><br>**PBR #3.2 disbursement formula:** US$250,000 (US$141,430 from IDA and US$108,570 from EAA) for every 1,000 OOSC enrolled, up to a maximum of US$8,750,000 and 35,000 students, with a minimum payment threshold of US$568,000 (for IDA and EAA combined). |
| Description | **For PBC #3.1:** MENFOP will approve a mid-term (5 year) plan, based on feasibility studies of different construction scenarios reflecting MENFOP's priorities (eliminating double-shifting, reducing class-size, achieving universal primary enrollment). The plan must include an infrastructure maintenance plan.<br><br>**PBR #3.2** will be an indicator for the EAA-EAC TF (Qatar).<br><br>**For PBC #3.2:** For each new enrolled primary school student that meet the definition of "out-of-school ", the EAA-EAC Foundation will pay an amount which will be matched by the WB, for a total sum of US$250 per student, for up to a maximum of 35,000 students. MENFOP will monitor the number of newly enrolled, formerly out of school students (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 also expected to report on: • number of previously OOSC enrolled through the project who remain in the primary education program from one cycle to the next; • number of previously OOSC enrolled through the project who drop out or leave education from one year to the next; and • number of previously OOSC enrolled through the project who have completed a full cycle of the education program. |
| Data source/ Agency | MENFOP |
| Verification Entity | PBR #3.1: World Bank. PBR #3.2: IVA |
| Procedure | **PBR #3.1:** The World Bank will verify that the approved plan includes various construction scenarios and an infrastructure maintenance plan. The independent verification agency will also check that the plan has been approved.<br><br>**PBR #3.2:** The independent verification agent will check that the student level IDs have been developed and that additional descriptors for gender, grade, geographic location and status exist. It will also ensure that the data collection protocol has been followed and that reporting includes information reporting that the student remains in school**,** has dropped out**,** or has completed a full cycle of primary. Verification will take place annually between January - March. |



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| | The protocol will be adjusted on an exceptional basis for year one only on the understanding that the first year of verification of enrolment of out-of-school children will use administrative data while the education management information system is upgraded to include a unique identifier. An independent verifier will conduct the verification for year one. Verification to be conducted at the end of school year in May. |
| PBC Indicator Name | **4 : PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number)** |
| Formula | **PBR #4.1 disbursement formula:** US$300,000 disbursed upon approval of plans.<br><br>**PBR #4.2 disbursement formula:** US$500,000 for every five percentage points of reduction in repetition rate in grade 5, up to a maximum payment of US$1,000,000 with a minimum threshold of US$500,000.<br><br>**PBR #4.3 disbursement formula:** From the baseline of 0.82, US$250,000 for every 0.02 increase, up to a payment of US$500,000 then US$250,000 for every 0.01 increase up to a maximum payment of US$1,000,000, with a minimum payment threshold of US$250,000. |
| Description | **PBR #4.1:** MENFOP will approve these sub-regional plans for all 12 sub-regions in all five regions in consultation with local communities.<br><br>**PBR #4.2:** MENFOP calculates this annually from its statistical tables. The baseline repetition rate considered for the project is 24.4 percent. The project end target is 14.4 percent in year 5.<br><br>**PBR #4.3:** MENFOP will calculate the improvement in gender parity index for gross enrollment in lower secondary education annually from its statistical tables. The index will be disaggregated by urban and rural. Please note that **PBR #4.2** is the GPE variable part indicator for efficiency and **PBR #4.3** is the GPE variable part indicator for equity. |
| Data source/ Agency | **PBR #4.1**: MENFOP; **PBR #4.2**: MENFOP/Statistical Tables; **PBR #4.3**: MENFOP/Statistical Tables |
| Verification Entity | PBR #4.1: WB. PBR #4.2 and 4.3: IVA |
| Procedure | **PBR #4.1:** The World Bank will verify that sub-regional plans are based on locally gathered evidence and address local constraints to enrollment and retention, especially for vulnerable populations.<br><br>**PBR #4.2:** The independent verification agent will review figures of reported repetition rates.<br><br>**PBR #4.3:** The independent verification agent will review figures of reported gender parity index in lower secondary enrollment, disaggregated by urban/rural. |
| PBC Indicator Name | **5 : PDO #4: Learning assessments are revised and administered (Text)** |
| Formula | **PBR #5.1(a) disbursement formula:** US$150,000 disbursed upon approval of assessment levels at the first cycle of primary school in math and at least one language. |



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| | **PBR #5.1(b) disbursement formula:** US$250,000 disbursed upon the administration of the national primary learning assessment in the second year of the project.<br><br>**PBR #5.2 disbursement formula:** US$150,000 disbursed upon the approval assessment levels at the second cycle of primary and lower secondary school in math and the languages French and Arabic.<br><br>**PBR #5.3(a) disbursement formula:** US$350,000 disbursed upon the administration of revised year 2 OTI assessment.<br><br>**PBR #5.3(b) disbursement formula:** US$350,000 disbursed upon the administration of revised year 5 OTIs.<br><br>**PBR #5.4 disbursement formula:** US$500,000 disbursed upon the establishment of the baseline percentage of year 2 students reaching the minimum acceptable threshold learning level.<br><br>**PBR #5.5(a) disbursement formula:**US$100,000 for every 28 schools, up to a maximum of US$500,000, with a minimum payment threshold of US$100,000.<br><br>**PBR #5.5(b) disbursement formula:** US$100,000 for every percentage point of increase of year 2 students reaching established minimum learning levels, up to a maximum payment of US$500,000, with a minimum payment threshold of US$100,000. |
| Description | **PBR #5.1(a)**: MENFOP will approve the assessment levels for mathematics and at least one language (French or Arabic) for the first cycle of primary education in the second year of the project. **PBR #5.1(b)**: MENFOP will administer a national learning assessment for primary starting year 2 of the project.<br><br>**PBR #5.2**: Assessment levels in the second cycle of primary and lower secondary in math and languages (Arabic and French) are officially approved in the second year of the project.<br><br>**PBR #5.3(a)**: MENFOP will administer revised year 2 OTI annually starting year 3 of the project. **PBR #5.3(b)**: MENFOP will administer revised year 5 OTIs annually starting year 3 of the project.<br><br>**PBR #5.4**: These baseline percentage of year 2 students reaching the minimum acceptable threshold learning level are calculated based on the result of the revised year 2 OTI administered in year 3 or year 4 of the project.<br><br>**PBR #5.5(a)**: The assessment results are analyzed and disaggregated. MENFOP conducts workshops to communicate results to education stakeholders, including schools. **PBR #5.5(b):** This is a GPE part variable indicator for quality and measures the percentage of year 2 students reaching the minimum acceptable threshold learning level. The statistically significant increase will be calculated based on the results of the revised year 2 OTIs administered in year 5 as compared to the baseline (calculated in year 4 of the project). |



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| Data source/ Agency | MENFOP |
| Verification Entity | PBR #5.1(a), PBR #5.1(b), PBR #5.2: WB<br><br>PBR #5.3(a), PBR #5.3(b), PBR #5.4, PBR #5.5(a), PBR #5.5(b): IVA |
| Procedure | **PBR #5.1(a):** The World Bank will review and verify the approved learning standards to see that they cover the disciplines and grades in question, in addition to verification of the approval of these learning standards.<br><br>**PBR #5.1(b):** The World Bank will verify that a national primary learning assessment is administered annually starting year 2 of the project but only second year assessment administration will result in a disbursement.<br><br>**PBR #5.2:** In the year 2 of the project, the World Bank will review and verify the approved assessment levels to see that they cover the disciplines and grades in question, in addition to verification of the approval of these assessment levels.<br><br>**PBR #5.3(a):** The verification agent will check that a revised year 2 OTI examination is being administered in year 2 of the project.<br><br>**PBR #5.3(b):** The verification agent will check that a revised year 5 OTIs are being administered in year 3 of the project.<br><br>**PBR #5.4:** The verification agent will check the reported figures against year 2 OTI results.<br><br>**PBR #5.5(a):** The verification agent will verify with MENFOP, and through spot checks in a sample of schools (as agreed with MENFOP and the World Bank) that results are disseminated to all participating primary schools and that schools have received guidelines on the use of the assessment results to improve teaching and learning.<br><br>**PBR #5.5(b):** The verification agency will check the reported figures against year 2 OTI results. |
| PBC Indicator Name | **6 : Teachers Trained (CRI) (Number)** |
| Formula | **PBR #6.1 disbursement formula:** US$500,000 disbursed upon approval of at least 3 competency frameworks.<br><br>**PBR #6.2 disbursement formula:** US$100,000 for every 200 teachers trained, up to a maximum of US$1,000,000, with a minimum payment threshold of US$200,000. |
| Description | **PBC #6.1:** MENFOP will approve competency frameworks for at least 3 groups of MENFOP staff: (a) teachers; (b) school leaders; and (c) pedagogical advisers.<br><br>**PBC #6.2:** MENFOP will train teaching staff on the new competencies and training modules. |

| | |
|---|---|
| Data source/ Agency | **PBR #6.1**: MENFOP; **PBR #6.2**: MENFOP/CFEEF |
| Verification Entity | PBR #6.1: WB; PBR #6.2: IVA |
| Procedure | **PBR #6.1**: The World Bank will check that each of the 3 competency frameworks are approved.<br><br>**PBR #6.2:** The verification agency will review training reports and conduct spot checks with teachers listed in reports to confirm their participation. |



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## ANNEX 1: EDUCATION SECTOR CONTEXT

1. **Foundational learning still needs improvement, although the education system in Djibouti has shown progress, with enrollment rates increasing at all levels of education over the past two decades**, particularly at the primary and lower secondary levels. However, the average number of years of schooling remains low (9.2 years). Gross enrolment ratios also increased at all levels between 2005 and 2024, from 44 percent to 99 percent at the primary level, from 28 percent to 87 percent at the lower secondary level, and from 16 percent to 67 percent at the upper secondary level. Repetition and dropout rates were high, especially for girls,[16] but PRODA has led to a decrease in the repetition rate in grade 5 from 24.5 percent to 6 percent in recent years (2022-2023). Academic performance still requires improvement in numeracy and remains insufficient in reading, despite a clear progress in the latter. In the Early Grade Reading Assessment (EGRA) Grade 2, the percentage of correct responses in reading comprehension increased from 13.3 percent in 2021 to 23.0 percent in 2024, although over half (54.1 percent) of students still scored zero. In Grade 5, reading comprehension improved slightly, with the average number of correct responses rising from 2.88 to 3.11, however, the percentage of zero scores remained steady at 30.4 percent.[17] In the 2024 Independent National Assessment (ENI), 35 percent of students met the minimum proficiency in mathematics, while 67 percent reached the minimum threshold in reading[18]. Low foundational learning outcomes in the early years limit the accumulation of human capital throughout children's life cycle. It is projected that a Djiboutian born in 2022 will achieve only 41 percent (HCI of 0.41) of their full human capital potential by the age of 18. The low adult literacy rate in Djibouti (60.1 percent for men, 39.5 percent for women) is a significant barrier to acquiring the skills needed to enter the labor market.

2. **Djibouti's preschool attendance rate is low (26.1 percent)**, despite a favorable increase since 2016 thanks to the steady expansion of the sector and the government's commitment to the issue. Lack of access to an enabling environment that facilitates learning negatively impacts children's outcomes, especially those who are already falling behind, such as girls, children with special needs, or children from low-income families without support to learn outside of school.

3. **Disparities and vulnerabilities represent capacity constraints** that vary from region to region in the education system and in the learning environment of families, making it difficult to improve learning outcomes. The pupil-teacher ratio in primary education is 27.7:1, higher than the median ratio of 27:1 in low- and middle-income countries. All teachers are considered qualified and have initial training. However, the ratio of teachers to school-age children is low. Inequalities between rural and urban areas in terms of school infrastructure and enabling environment add to the difficulties faced by teachers. Among other things, teachers in rural areas are less likely to receive pedagogical support from supervisors. Access to electricity varies by location, with 100 percent access in Djibouti's city center and suburbs, but only 50 percent in other regions. As for the home environment, only 7.6 percent of students reported having books and magazines at home — 22.6 percent in disadvantaged neighborhoods and 1.9 percent in other regions.[19]

[16] INSTAD 2017
[17] USAID 2024
[18] ENI 2024
[19] USAID 2022



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4. Gender disparities persist in access to education, the teaching workforce, and student outcomes. Table 2 highlights these disparities in Djibouti, showing that while girls make up a significant portion of students at all levels—47 percent in pre-primary and primary, 46 percent in lower secondary and 49 percent in upper secondary—female teachers are consistently underrepresented. In pre-primary education, female teachers outnumber male teachers, but this reverses as education levels increase, with male teachers dominating. For instance, in primary education, there are 1,129 female teachers compared to 1,887 male teachers, and the gender gap widens further in lower and upper secondary, where male teachers far outnumber female teachers. This reflects a clear gender imbalance in the teaching workforce.

**Table 2. Key statistics for Djibouti's education sector (2023-24)**

| | Number of schools (public and private) | Number of public schools | Number of students (public and private) | Number of girls (public and private) | Number of teachers (public and private) | Number of female teachers (public and private) |
|---|---|---|---|---|---|---|
| Pre-primary | 143 | 104 | 8,542 | 4,043 | 397 | 330 |
| Primary | 234 | 177 | 73,714 | 34,852 | 3,016 | 1,129 |
| Lower secondary | 96 | 53 | 47,119 | 21,657 | 2,194 | 615 |
| Upper secondary | 48 | 29 | 20,666 | 10,069 | 1,462 | 360 |

In general, boys perform better than girls in EGRA and ENI[20], and only 71 percent of girls reach the last grade of primary school, compared to 80 percent of boys. Although the transition rate to lower secondary (*collège*) has improved over the years, there are persistent gaps between girls and boys that vary depending on the region and area. At the national level, the transition rate is 90 percent for girls and 98 percent for boys.[21] Girls are at higher risk of not attending or dropping out of school due to social norms and cultural barriers that limit their access to education and other services, especially at the secondary level. In some regions, early marriage and pregnancy also affect maternal health and have intergenerational impacts on children's health.

5. **Despite the government's efforts, the education of refugee children faces challenges.** According to UNHCR, 31,528 refugees, 43.7 percent of whom are children, reside in Djibouti, 85 percent of whom live in camps (2024). They are mainly in the regions of Ali-Addeh, Holl-Holl, Obock, and Djibouti City. While 5,099 children are educated in refugee[22] schools under the control of the MENFOP, about 4,000 are in general public schools.[23] The Government of Djibouti signed the "Djibouti Declaration on Refugee Education in the Member States of the Intergovernmental Authority on Development (IGAD)», affirming its responsibility to educate all school-age

[20] USAID 2024, ENI 2024
[21] Statistical Yearbook 2022-23 and 2023-2024
[22] Factsheet, UNHCR, March 2024.
[23] Statistical Yearbooks, 2022-2023.



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children residing within its borders.[24] MENFOP works to provide sustainable, long-term education services for refugee children in Djibouti.

6. **Health and nutrition evidence demonstrates** that poor nutritional outcomes for children are pervasive across the country and are often linked to poor infant and young child feeding practices, diarrheal diseases in childhood, and risks of noncommunicable diseases in adulthood. Undernutrition, which is widespread, is responsible for 57 percent of deaths among children under five years of age.[25] An estimated 17 percent of children under 5 years of age are underweight (up from 29.6 percent in 2013), with no difference between the sexes.[26] Undernutrition is linked to food insecurity and malnutrition (which are linked to frequent droughts); regular outbreaks of measles and acute diarrhea; lack of access to water, sanitation and hygiene; high food prices; and limited coverage of social safety nets.[27]

7. **Over the past two decades, the government has placed education at the center of its development policies.** MENFOP is currently implementing interrelated and complementary reforms in line with its sector plan (Schéma Directeur de l'Education et de la Formation, 2021-2035). Djibouti's education policy focuses on improving the quality, access, capacity and resilience of the system. It has three interrelated objectives: a) to guarantee access to the skills and qualifications necessary for the country's development (Access and Equity); b) to strengthen the quality of learning and the relevance of the qualifications delivered by the education system (Quality); and (c) the modernization of the organization and management of the education system (Governance). The aim is to improve the performance of the education system in an integrated manner for equitable and inclusive development of basic life skills, as well as to lay the foundations for cumulative human capital with the support of development partners.[28] The following reforms are underway:

a. Development of preschool education to promote school readiness, with a commitment to provide one year of pre-primary education for all 5 years old children by 2030.

b. Focus on inclusion and equity through support for refugee education; programs to improve enrolment and the accelerated education program for children outside of school; and strategies to support the education of children with disabilities.

c. Revision of primary and lower secondary school curricula focusing on life skills, foundational learning, and relevant content.

d. Continuous professional development of teachers, pedagogical advisors, and school leaders to strengthen relevant and interactive pedagogical practices.

e. Conducting learning assessments to measure progress and identify priority areas for strengthening that involve the modernization of the examination system, and an emphasis on formative assessments, national assessments, and international assessments.[29]

f. Focus on technologies to improve learning, develop digital skills, facilitate online professional development, and strengthen distance learning and system resilience to respond to crises and climate shocks.

[24] December 14, 2017.
[25] World Bank, 2022
[26] INSTAD 2019
[27] World Bank, Human Capital Review, 2024
[28] By alphabetical order: Agence Française pour le Développement (AFD), Banque mondiale, JICA, UNHCR, UNICEF, USAID
[29] PASEC, 2024



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8. **A priority reform was recently defined by Djibouti**. After a phase of effective implementation of the various reforms mentioned above, MENFOP is leading its policy towards dual goals of equity and educational achievement. The priority reform (presented in the 2023 Partnership Compact), entitled "Ensuring the completion of basic education and transition to secondary education for girls and boys by reducing regional disparities and inequalities in favor of inclusive and equitable schooling[30]", scales up the ongoing reforms, and integrates lessons learned and available evidence.[31] It addresses the government's priorities to reduce regional disparities and address persistent challenges in the disadvantaged regions and neighborhoods of Djibouti City where access to education and learning outcomes are below national averages, among others. It intends to remove the blockages that generate low learning outcomes in primary and lower secondary schools for vulnerable students. It targets the low transition rates to upper secondary education, especially for girls. The priority reform emphasizes the equity and inclusiveness of the education system by aiming at the following:

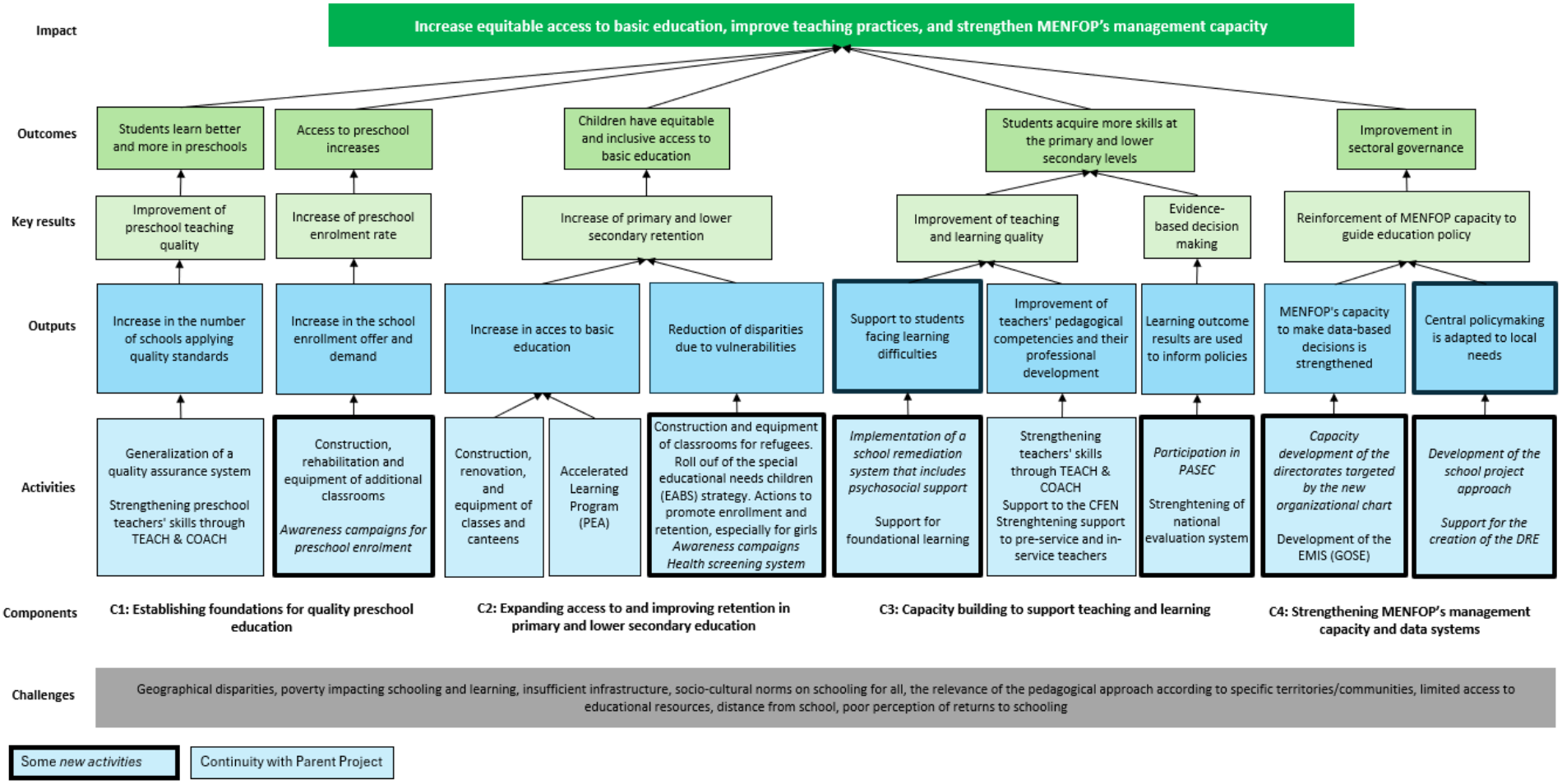
a. Teachers are better prepared and supported to improve learning and student retention,
b. The teaching and learning environment are improved and accessible, and
c. The delegation of responsibilities to the regions is effective to ensure educational services meet local needs.

[30] *"Garantir l'achèvement du fondamental et la transition à l'enseignement secondaire aux filles et aux garçons en réduisant les disparités régionales et les inégalités en faveur d'une école inclusive et équitable"*
[31] RESEN (2021); Genre (2021); Organizational audit (2023).



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## ANNEX 2: THEORY OF CHANGE






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## ANNEX 3: FINANCIAL MANAGEMENT IMPLEMENTATION ARRANGEMENTS AND SUPPORT PLAN

1. The implementation arrangements of the Additional Financing of the Expanding Opportunities for Learning Project (P166059) remain the same as those of the parent project.

2. **In accordance with World Bank Directive: Financial Management Manual for World Bank IPF Operations and World Bank Guidance: Reference material - Financial Management in World Bank IPF Operations, the FM arrangements of the MENFOP PIU have been assessed to determine whether they are acceptable and satisfy the World Bank's requirements**. These arrangements would ensure that the implementing entity (a) uses project funds only for the intended purposes in an efficient and economical way, (b) prepares accurate and reliable accounts and timely periodic financial reports, (c) safeguards assets of the project, and (d) has acceptable auditing arrangements.

3. **The World Bank team determined that FM arrangements at the MENFOP PIU could be deemed adequate for project implementation subject to meeting the following requirements:** (a) opening two Designated Accounts (DA) in a financial institution acceptable to the World Bank; (b) upgrade the accounting system to record the project transactions and prepare the financial reports; (c) agreeing with the World Bank on minimal financial and accounting procedures to be included in the POM that will consider the grant and loan specificities and the World Bank's FM guidelines; and (d) agreeing with the World Bank on ToR for the recruitment of an external auditor and subsequent recruitment.

4. MENFOP will be responsible for coordinating the project implementation, ensuring the timely availability of funds, maintaining the project's accounts, and producing financial reports, monitoring and evaluation (M&E), and reporting results to various stakeholders.

5. The FM assessment of the MENFOP was conducted in October 2024 in compliance with the World Bank policy and directives on investment financing. The objective of the assessment was to determine whether these entities have an acceptable FM arrangement, which will ensure (a) that funds are used for the intended purposes efficiently and economically; (b) the preparation of accurate, reliable, and timely periodic financial reports; and (c) safeguarding of the entity's assets.

6. The existing FM arrangements provide reasonable assurance that the financing proceeds will be used for the intended purposes in a transparent, effective, and efficient manner. MENFOP is experienced in World Bank-financed projects (such as P166059|Expanding Opportunities for Learning| IDA D4850), is staffed with one FM specialist, and has developed acceptable FM procedures. An additional FM staff may be needed and agreed upon with the World Bank to absorb the workload generated by the Project.

7. FM Conditions and FM Covenants. The proposed FM conditions or dated covenants are as follow:

a) opening two Designated Accounts (DA) in a financial institution acceptable to the World Bank;
b) upgrade the accounting system to record the project transactions and prepare the financial reports, agreeing;
c) agreeing with the World Bank on minimal financial and accounting procedures to be included in the POM that will consider the grant and loan specificities and the World Bank's FM guidelines; and



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d) agreeing with the World Bank on ToRs for the recruitment of an external auditor and subsequent recruitment. Once the AF becomes effective, the World Bank's task team will review whether these requirements have been fulfilled.

**Financial Management and Disbursement Arrangements**

8. **Staffing**. MENFOP is staffed with one FM specialist managing the World Bank-financed project, (P166059|Expanding Opportunities for Learning| IDA D4850). The FM staff has been provided with induction training on World Bank Investment Project Financing disbursement guidelines and other FM requirements. An additional FM staff may be needed and agreed with the World Bank. The ToR of any FM additional staff will be subjected to the World Bank's Non-objection.

9. **Planning and budgeting.** The Project will comply with the planning and budgeting processes in the POM. MENFOP will prepare the Project's annual working plan and budget, with the disbursement forecast in line with the expenditure needs of the project, and the budget shall be consistent with the Procurement Plan. The planning and budgeting documents, comprising activities managed under all project components alongside the disbursement forecast, shall be communicated to the World Bank for review. The project's expenditures classification according to project components and disbursement categories shall be done in the budget execution report to be sent to the World Bank to meet the need to monitor the project through these line items. In addition, a comprehensive analysis of budget performance indicators with detailed corrective actions shall be included in the budget performance report.

10. **Accounting.** The Project will comply with the accounting policies (International Public Sector Accounting Standards, cash basis), which are considered acceptable. In addition, the project will use the automated accounting system to record transactions and produce Semester's Unaudited Interim Financial Report and the annual financial statements.

11. The PMU acquired accounting software for the parent project's purpose. The PMU will utilize the accounting system to record daily transactions and produce the Interim Un-audited Financial Reports (IFRs). The project Financial Officer is responsible for preparing the IFRs before their transmission to the Project Coordinator for approval. Periodical reconciliation between accounting statements and IFRs will also be done by the Financial Officer.

12. The general accounting principles for the Project are as follows: (a) project accounting will cover all sources and uses of project funds, including payments made and expenses incurred. All transactions related to the project will be entered into the accrual accounting system. The project accounting system will additionally record payments made from the project Designated Accounts (DA); (b) project transactions and activities will remain separate from other MENFOP-conducted activities. IFRs summarizing the commitments, receipts, and expenditures made under the project will be produced quarterly using the templates established for this purpose; and (c) the project chart of accounts will be in compliance with the classification of expenditures and sources of funds indicated in the project cost tables and the general budget breakdown in addition to the POM. The chart of accounts should allow for data entry to facilitate the financial monitoring of project expenditures by component, sub-component, and category.



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13. **Financial reporting**. MENFOP will prepare the project's quarterly Unaudited Interim Financial Reports (IFR) which shall include:

a. A statement of Sources and Uses of Funds;
b. A statement of Uses of Funds by Project Activity/Component and the budget execution report;
c. Budget execution report including variance analysis, reasons for the variance, and corrective actions taken;
d. Designated Account activity statement, with bank reconciliation statement, and bank statement.

The project's quarterly IFRs will be submitted to the World Bank not later than 45 days after the end of the quarter via client connection and email.

14. The project financial statements (PFS) should be produced annually. The annual audited financial statements of the project shall be prepared and submitted to the World Bank within six months after the end of the fiscal year via client connection. The PFS should include (a) a cash flow statement; (b) a closing statement of financial position; (c) a statement of ongoing commitments; and (d) an analysis of payments and withdrawals from the project's account; (e) a statement of cash receipts and payments by category and component; (f) reconciliation statement for the balance of the Project's Designated Account; (g) statement of cash payments made using Statements of Expenditures (SOE) basis; and (h) the yearly inventory of fixed assets acquired under the project. The preparation of the annual financial statement is the responsibility of the MENFOP.

15. **Internal control and internal audit**. The FM procedures (part of the POM) provide clear segregation of duties between the Coordinator, Internal auditor, and the FMS and will describe well the procedures applied to the budgeting, accounting, and reporting chain. In addition, the World Bank's disbursement guidelines will complement the existing procedures.

16. The MENFOP already has an internal audit unit. The audits will be risk-based and compliant with best practices. The internal audit function will cover the financial audit and performance and value-for-money audit. This move will require enhanced capacity building. An induction training of key risk areas of World Bank-financed projects shall be organized for the attention of the internal audit function at the project launch.

17. **Flow of funds**. Payment will be instructed by three signatures: the Project Coordinator, the Director of the External Financing Department at the MOFI and the Director of the Debt Department at the Ministry of Budget.

18. Funds will be transferred from the Bank based on withdrawal applications submitted by the project. The funds will be channeled from the Bank through two segregated Designated Accounts (DA) in US$ opened at a commercial bank in Djibouti acceptable to the World Bank.

19. **External audit**. The external audit of the project's annual financial statement will be performed by a private audit firm acceptable to the World Bank, according to ToR agreed upon with the World Bank. The audits are undertaken following International Standards on Auditing.

20. An annual external audit of the project financial statements will cover financial transactions, internal control, and financial management systems and will include a comprehensive review of statements of expenditures (SOEs).



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An external auditor will continue to be appointed according to terms of reference acceptable to the Bank and should conduct the audit in accordance with international auditing standards. The auditor should produce: (a) an annual audit report including his opinion on the project's annual financial statements; (b) a management letter on the project's internal controls; setting out any internal control strengths, deficiencies, or noncompliance with laws, regulations, financial agreements, or performance or value-for-money standards and (c) a limited review opinion on the IFRs on a yearly basis. The annual reports will be submitted to the World Bank within six months from the closure of each fiscal year, and the limited review opinion will be submitted to the Bank along with the yearly audit report.

21. In line with the Access to Information Policy, dated July 2010, the project's audited financial statement will be made public by the World Bank, and the Borrower is requested to publish the project's audited financial report using primarily and easily accessible communication channels such as a website.

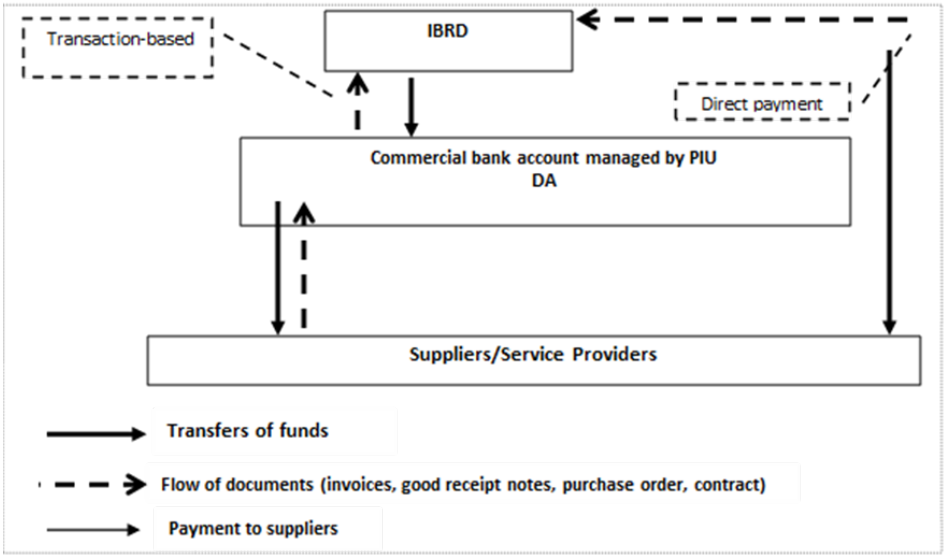
22. **Fraud and corruption**. Fraud and corruption may affect project resources, thereby negatively impacting project outcomes. As a result, the World Bank developed an integrated understanding of possible vulnerabilities and agreed on actions to mitigate the risks. The proposed fiduciary arrangements, including POM with a detailed FM chapter, utilization of an independent verification agent, reporting and auditing and review arrangements are expected to address the risks of fraud and corruption.

23. **Flow of funds**. Project activities will be financed through two DAs that will be opened in a commercial bank acceptable to the World Bank, after the lapsed loans issue is resolved. The DAs will be managed according to the disbursement procedures described in the POM and Disbursement and Financial Information Letters (DFILs) for the project. The ceiling of the account will be decided by the disbursement services of the World Bank and should consider the disbursement capacity of the various structures implementing the project. The PIU should also manage counterpart funding, which will be deposited in the same commercial bank. The ceiling of the DA will be set in coordination between the PIU and WFA. Additional advances to the DA will be made on a monthly basis against withdrawal applications supported by Statements of Expenditures or records and other documents as specified in the DFILs. The flow of funds is summarized in Figure 1.1 below.



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**Figure 1.1. Flow of Funds and Disbursement Arrangements**




24. **Disbursement Methods:** The disbursement methods currently available for use under this financing are the reimbursement (where the implementing entity uses its own funds to finance eligible project activities and get reimbursed), direct payment (involving payments made directly to suppliers for works, goods, and services upon the recipient's request), and special commitment. In accordance with paragraph 5.2 of the Disbursement Guideline, the Advance of the financing proceeds to a Designated Account is not a currently available method of disbursement due to the existing lapsed loans in the World Bank Portfolio in the Republic of Djibouti. Once the issue of the lapsed loans has been resolved, the use of the advance method will be automatically reinstated.

25. **Disbursements**. The flow of funds arrangement chart is shown in Figure 1.1. Funds will flow, in USD, from the World Bank into two DAs held at the selected Commercial Bank. The ceiling will be set in the DFIL. The funds request shall be made through Client Connection and signed by the signatories appointed by the Government. The signatories shall be appointed before the Financing Agreement is signed, and the signatories' signed letter will be submitted to the World Bank along with the Financing Agreement. The four disbursement methods are advance (available after the lapsed loans issue is resolved), reimbursement, direct payment, and special commitment. Given the high-risk environment, the report-based disbursement will not be applicable by default. Therefore, upon project effectiveness, transaction-based disbursements will be used. An initial advance up to the ceiling of the DA will be made into the DA, once the DA method is reinstated, and subsequent disbursements will be made on a monthly basis against submission of Statements of Expenditures or records as specified in the DFILs. Thereafter, the option to disburse against submission of quarterly unaudited IFRs (also known as the report-based disbursements) could be considered subject to the quality and timeliness of the IFRs submitted to the World Bank and the overall FM performance as assessed in due course. The other methods of disbursing the funds (reimbursement, direct payment, and special commitment) will also be available to the project. The minimum value of applications for these methods is set in the Disbursement and Financial Information Letter. The project will have

the option to sign and submit withdrawal applications electronically using the eSignatures module accessible from the World Bank's Client Connection website.

**Implementation Support and Supervision Plan**

26. **FM implementation support missions will be consistent with a risk-based approach and will involve a collaborative approach with the project team.** The missions will be scheduled by using the risk-based approach model and will include the following: (a) monitoring of the FM arrangements during the supervision process at intervals determined by the risk rating assigned to the overall FM assessment at entry and subsequently during implementation (Implementation Status and Results Report); (b) integrated fiduciary review of key contracts; (c) review of IFRs; (d) review of the audit reports and management letters from the external auditors and follow-up on material accountability issues by engaging with the task team leader, client, and/or auditors; the quality of the audit (internal and external) also is to be monitored closely to ensure that it covers all relevant aspects and provides enough confidence on the appropriate use of funds by recipients; (e) physical supervision on the ground; and (f) assistance to build or maintain appropriate FM capacity.

27. Based on the outcome of the FM risk assessment, the ISP is proposed in table 3.

**Table 3. Implementation Support Plan**

| FM Activity | Frequency |
|---|---|
| **Desk reviews** | |
| IFR review | Quarterly |
| Audit report review of the program | Annually |
| Review of other relevant information such as interim internal control systems reports | Continuous, as they become available |
| **On-site visits** | |
| Review of overall operation of the FM system | Quarterly (implementation support mission) |
| Monitoring of actions taken on issues highlighted in audit reports, auditors' management letters, internal audit, and other reports | As needed |
| Transaction reviews (if needed) | As needed |
| **Capacity-building support** | |
| FM training sessions | As needed |

28. The objective of the ISP is to ensure that the project maintains a satisfactory FM system throughout the project's life.

**Conclusion of the Assessment**

29. The overall residual FM risk at preparation is considered Substantial. The proposed FM arrangements for this project are considered adequate to meet the World Bank's minimum fiduciary requirements under World Bank



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Directive: Financial Management Manual for World Bank IPF Operations and World Bank Guidance: Reference material - Financial Management in World Bank IPF Operations.

## ANNEX 4: CLIMATE CO-BENEFITS

**Step 1: Vulnerability Context**

1. Climate change and its impact can jeopardize the WBG's mission in Djibouti and thus directly affect efforts made under this project towards improving education and any other activities in the country. Djibouti is highly vulnerable to four types of natural disasters: coastal flooding exacerbated by sea level rise; extreme heat; wildfires; and volcanos. In addition, it is also prone to drought. These threats to economic development and poverty alleviation, which are already probable, will grow in frequency and severity as temperatures increase, precipitation shifts, and sea levels rise. Low-income populations, especially the 23 percent of Djiboutians who live below the national poverty line (2014), are particularly vulnerable, as they lack the capacity to adapt to climate-induced shocks.

2. The country is experiencing extreme weather events more often. There was a cyclone and the risk of a second cyclone hitting in 2018. The capital city, with more than 75 percent of the population, sits in part on low-lying coastal areas and experienced severe flooding in 2018. Other areas of the country experience sudden flooding, as well, as the arid terrain cannot absorb any rainfall. This flash flooding damaged infrastructure, including schools. Most of all, Djibouti, like the rest of the MENA region, suffers from water insecurity. As highlighted in Beyond Scarcity: Water Security in the Middle East and North Africa[32], water shortages will reduce MENA region's GDP growth by 6 to 14 percent by 2050. Climate change, in short, will exacerbate these pre-existing vulnerabilities, and amplify fragility as it gets hotter dryer and more prone to natural disasters. Djibouti is highly dependent on food imports from its neighbors and has scarce arable land domestically. Climate chang impacts in neighboring countries as well as recurring droughts in Djibouti have exacerbated food insecurity. Food insecurity is a key reason for students' low attendance rate in schools and high dropout rates.

3. The impact of these adverse conditions is likely to become more severe considering ocean temperatures are warming, thus adding to the magnitude of storm intensity. Sea levels are also rising and threatening low-lying areas of the country. Djibouti's climate action plan, the Intended Nationally Determined Contribution (2016), recognizes the challenge of climate change and calls for an ambitious response, including US$6.5 billion in adaptation and mitigation funding. Djibouti's Country Partnership Strategy, 2014-2017, notes the nation's extreme vulnerability to climate change, lack of resilience capacity and suggests projects consider climate change in project design.

**Step 2: Specific Intent**

4. The PRODA operation has been screened for short- and long-term climate change and disaster risks, and extreme temperature. floods and drought have been identified as having high potential for impact on project implementation. Such climate change effects could negatively impact the project's efforts to strengthen education outcomes especially for women and children living in poverty. People's livelihoods and lifestyles are affected through different pathways. The last major drought claimed nearly four percent of GDP annually between 2008 and 2011 and impacted more than half of Djibouti's population. In the short term, impacts of extreme weather events contribute to absenteeism from school and children leaving school without completing the curriculum to support their family economically. Flooding, which has damaged school infrastructure in the past and makes

[32] https://www.worldbank.org/en/topic/water/publication/beyond-scarcity-water-security-in-the-middle-east-and-north-africa



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infrastructure financed under this operation highly exposed to flood risk, can also lead to water borne diseases, also affect attendance at school.

5. Developing resilience to climate change and creating awareness of its threats plays a critical role in the fight against poverty and in sustainable development. For this reason, this project has intentionally identified activities to be included in all components. Given the past experience of extreme weather events and their impacts on school infrastructure and education outcomes, the primary driver of integrating resilience in design of physical infrastructure is climate change.

**Step 3: Activity Linkage**

Adaptation Co-Benefits

6. Several components of this project include activities that contribute to climate co-benefits. For instance, sub-component 1.1 and sub-component 2.1 will ensure that all constructed education facilities will be built outside of the flood line to reduce the impact of flooding and drainage structures will carry water away from the facilities and dispose of it safely to ensure it does not stagnate and lead to vector-borne disease. All facilities will also have north facing windows to ensure that the maximum amount of natural light is permitted in the classrooms and that there is no need for the constant use of electricity. Solar panels will be used in all classrooms and schools outside of Djibouti city and regions' capitals, i.e. all facilities in rural areas. In addition, quality standards under sub-component 1.1 would include environmental requirements to ensure energy-efficient and safe pre-schools. Moreover, newly constructed facilities will use the aspect of "sustainable campuses" and use rainwater harvesting tanks to collect water (which is a scarcity in many parts of the country) for irrigating playgrounds, flushing toilets and washing hands.

7. To alleviate heat, the construction design will incorporate roofs that are not pitched but flatter to reduce the surface area for heat absorption during heatwaves but still allow for rainwater harvesting. In addition, the buildings will be painted in white to reflect the heat, making classrooms cooler during hot dry periods combined with the augmented presence of windows that will contribute to increased cooling ventilation during heatwaves. The roof material used will be robust enough to allow the roofs to sustain strong winds and rains during cyclone periods.

8. Any new appliances, equipment, and technologies used as part of the new constructions will be required to be substantially more energy-efficient than the previous versions and will exceed the prevailing energy standard. Djibouti does not have energy performance standards available and it will be ensured that the substantially improved energy efficiency standards for appliances will be equivalent to at least Energy STAR. A building maintenance plan will be supported under sub-component 2.1, thereby improving enforcement of these new standards and ensuring that schools remain structurally sound, and so better capable of withstanding extreme weather events and reduce energy wastage.

9. Sub-component 3.1 will include several climate change-related activities. For instance, the sub-component will include training and awareness raising in existing and future accreditation training programs for primary school teachers focusing on increasing awareness of the climate vulnerabilities Djibouti faces and provides climate adaptation activities included in the school and parent projects that are envisaged at the school level. The idea being that the educators are trained parents informed to facilitate providing educational material for learners on



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climate change awareness who can exercise these at school and at home (e.g. water and energy conservation practices).

10. Sub-component 3.1 will also include building climate change and disaster risk management capacity through training of the school leaders and include this in the required competency test for school directors and link it to the required building maintenance plan for the schools that is envisaged. Through awareness raising and capacity building, the schools shall be equipped to confront the challenge of climate and disaster risks in Djibouti.

11. Finally, component 4 will focus on making the information system secure against potential disasters or adverse weather conditions by using cloud services to store data, which would minimize the risk to losing data and facilitate post-disaster information recovery.

| Component/Subcomponent | Financing |
|---|---|
| Component 1 | US$1.15M |
| i) Strengthening of MENFOP's preschool quality standards and implementing them to all public and private preschools | IDA US$600,000 |
| ii) Educators' skills building with TEACH/COACH (classroom observation on how teachers are teaching in classroom and based on the results, coaches will be providing pedagogical advice) | IDA US$100,000 |
| iii) New construction of preschool classrooms in the most vulnerable rural, remote and peri-urban areas | IDA US$400,000 (10 classrooms financed, each classroom costs US$40,000) |
| iv) Conduct of national awareness-raising campaigns in vulnerable communities unfamiliar with preschool education | IDA US$100,000 |
| Component 2: | |
| i) Generalization and strengthening of the program for the (re)enrollment of children/young people outside of school (Accelerated Education Program, PEA) in vulnerable areas | IDA US$60,000 and GPE US$400,000 |
| ii) Construction of primary and middle schools in vulnerable areas | IDA US$2,560,000, GPE US$710,000 (14 classrooms under IDA, 10 classrooms under GPE, each costs US$40,000. 1 middle school financed by IDA, costs US$2m) |
| iii) Gradual implementation of the Special Education schooling strategy | GPE US$700,000 |
| iv) Education for refugee children and youth | GPE US$400,000 |



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| v) Multidimensional support for the most vulnerable children, with attention to girls, to help them retain and return/stay in primary and lower secondary school, | IDA US$100,000 and GPE US$500,000 |
| vi) Community awareness campaigns (girls' education, education of children with disabilities, enrollment of refugee children), | IDA US$50,000 |
| Component 3 | |
| i) Design and implementation of a school remediation mechanism for pupils in basic education, | IDA US$150,000 and GPE US$390,000 |
| ii) Learning support, | IDA US$710,000 |
| iii) Strengthening of local supervision of teachers and student trainees | IDA US$320,000 |
| iv) Learning Assessment | GPE US$890,000 |



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## ANNEX 5: GENDER STRATEGY

1. In line with the Partnership Pact and the priority reform, the gender strategy is based on a systemic approach with specific attention paid to girls' education from preschool onwards. It aims to raise the awareness of concerned stakeholders, whether parents, the community, locally elected officials, or religious leaders, of the importance of schooling for all children.

2. Boys and girls face barriers to schooling and constraints that are sometimes shared, but often different. Young boys often have to work and can have low levels of learning that lead to school failure. Girls face multiple challenges, especially starting in middle school: distance to school, socio-economic constraints, housework tasks, the perception in some communities or families that school has no prospects, gender-based violence (in schools, around school, on the way to school, or within host families), socio-cultural norms, the lack of female role models, and school facilities that do not meet the needs of young girls.

3. Consequently, the gender strategy of the additional funding is multidimensional, with actions and measures that involve:

a. Developing a local school offer;
b. Improving the school environment
c. Creating clubs for adolescent girls focusing on hygiene (in particular, menstrual hygiene management) and addressing gender-based violence, as well as clubs for both boys and girls focusing on positive behavior and the mitigation of violence in and around school;
d. Distributing health kits;
e. Implementing remediation mechanisms that are sensitive to gender and girls' needs;
f. Gender sensitive regional planning and school management.

4. In addition, the program encourages gender-responsive interventions to encourage cross-sectoral collaboration with the support of the leadership of the Ministry of Women and the Family. MENFOP's new gender focal point in the Education Department and its regional focal points will be supported in developing their steering, coordinating and monitoring role, to ensure the contribution of all departments and dissemination to all structures in the education system, down to the school level. In addition, the Bank will closely monitor gender activities, providing ad hoc support to the PRODA project monitoring team. The Bank team will also ensure that complementary analytical and operational work supported by fellow development partners, including work on menstrual hygiene management and gender-based violence, informs program implementation.



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## ANNEX 6: IMPLEMENTATION ARRANGEMENTS

Project implementation is the responsibility of MENFOP with targeted and continuous implementation support from the World Bank and technical assistants. Other development partners also provide technical assistance that supports implementation of the overall Education Action Plan (*Plan d'action de l'éducation*). Within MENFOP, the Secretary General will be the overall project lead, with project coordination, fiduciary management, and monitoring and evaluation support provided by the Directory General of Administration and the Project Implementation Unit (PIU). Technical directorates will prepare Annual Work Plans (AWP) with line-item budgets that detail specific activities and timelines for work to be undertaken, following a standard format approved at project effectiveness. The PIU will work closely with the directorates to ensure timely preparation of AWPs and implementation of project activities. AWPs will be approved by the Secretary General and will be monitored monthly by the monitoring and evaluation officer(s) in the PIU. The PIU will be further strengthened by closely collaborating with WB specialists in FM, Environmental & Social safeguards, and Procurement, and by incorporating their recommendations.



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## ANNEX 7: MAPPING OF EXTERNAL FINANCING WITH SUPPORT FROM PARTNERS IN THE EDUCATION SECTOR

| Source of funding | Partner | Allocated amount (millions) | Under preparation/under implementation | Program Name | Key Themes Including in relation to the priority reform | Dates of Implementation |
|---|---|---|---|---|---|---|
| AFD | UNICEF | 8 million Euros | Under implementation | Soutien à l'Education de la jeune Fille et à son Autonomisation (SEFA) | • Improving access to quality primary and middle education for girls<br>• Improving retention in lower and upper secondary education<br>• Strengthening the skills of girls and the most vulnerable living in rural areas to increase their financial empowerment<br>• Strengthening the skills of MENFOP, MJC and MFF staff at the national and regional levels for the implementation and monitoring and evaluation of the national policy on girls' education | 2022 to 2027 |
| Embassy of France | | 250,000 Euro | Under implementation | Support for Continuum Ecole Excellence Classes Préparatoires aux Grandes Ecoles | • Establishing and organizing preparatory classes for the grandes écoles;<br>• Teacher training;<br>• Developing the well-being of students in these preparatory classes;<br>• Strengthening the physical environment in which students are welcomed by setting up a working environment adapted to CPGEs;<br>• The optimal functioning of CPGEs;<br>• Promoting student success in national competitive examinations in France | 2023-2024 |
| World Bank \| WB | | US$ 15 million | Under implementation | Enhancing Opportunities for Learning (PRODA) | • Establishing foundations for quality pre-primary education<br>• Expanding access to primary and middle school education and improve retention rates<br>• Building capacity to support learning<br>• Strengthening MENFOP's management capacity and data systems | 2020-2029 |
| GPE | World Bank \| WB | US$ 12.3 million | | | | |
| Fondation Education Above All | World Bank \| WB | US$ 3.8 million | | | | |
| World Bank \| WB | | US$ 15 million | Under implementation | Skills Development for Employment Project | • Improving employability and employment outcomes of graduates of technical education and vocational training with a focus on women, people with disabilities, and refugees in priority economic sectors | 2022-2027 |



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|---|---|---|---|---|---|---|
| UNICEF | | | Under implementation | Adolescent Education and Development Program- | • Increasing the number of children and adolescents, especially those living in disadvantaged areas and/or in emergency situations, who attend formal and non-formal education in an environment conducive to the acquisition of skills for their integration into social and economic life (Access, Quality, Governance) | 2022-2024 |
| USAID | FHI 360 | US$ 13 million | Under implementation | Strengthening reading in primary education | • Improving Reading Instruction<br>• Strengthening Community Engagement for Reading Improvement<br>• Education policies on reading are reformulated and strengthened | 2020-2024<br><br>Project Closed |
| USAID | Mott Mc Donald | US$ 14 million | Under implementation | | • Improving access to equitable, safe and inclusive early childhood education<br>• Improve the quality of early childhood education services<br>• Improving the enabling environment for Djibouti's ECD service system | 2023-2027<br>Project stopped |
| USAID | Education Development Center EDC | US$ 16 million | Under preparation | Youth Employment Activity Project – CYEO (Opportunités d'emploi pour les jeunes) | • Strengthening Governance for Youth Employment<br>• Increased availability of quality jobs<br>• Strengthening the Readiness of the Young Labor Force | 2023-2027<br>Project stopped |
| JICA | | US$ 20 million | Under implementation | Improving Access and Equity | Access and quality: Construction of a school complex (primary-middle school: primary school) in a disadvantaged area | 2021-2023<br>Closed Project |
| UNHCR | | US$ 1 million | | Integration of refugee schools into the national education system | • Universal access to education for children<br>• Training of teachers and administrative staff<br>• Rehabilitation of institutions<br>• Accompanying measures<br>• Governance of the steering system | |



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