GLOBAL PARTNERSHIP FOR EDUCATION
CATALYTIC FUND

World Bank
Annual Progress Report
for 2011

Human Development Network Education
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Abbreviations

ADB	Asian Development Bank
AECID	Spanish Agency for International Development Cooperation
AFD	Agence Française de Développement
AfDB	African Development Bank
AGETIP	Agence d'Exécution des Travaux d'Intérêt Public
AKF	Aga Khan Foundation
AusAID	Australian Agency for International Development
BADEA	Banque arabe pour le développement économique en Afrique
BEP	Basic Education Project, Liberia
BEPSG	Basic Education Program Support Grant, Burkina Faso
CAR	Central African Republic
CDB	Caribbean Development Bank
CDD	community driven development
CEAP	Exam Burkina Faso
CF	Catalytic Fund, of the GPE
CIDA	Canadian International Development Agency
COGES	Comité de Gestion de l'Etablissement Scolaire
CSO	civil society organizations
CSR	Country Status Report
CWs	Civil Works
DAAD	German Academic Exchange Service
DANIDA	Danish International Development Assistance
DFID	Department for International Development, UK
DOE	Department of Education
DP	development partners
DVV	Deutscher Volkshochschule-Verband, Germany
ECCD	Early Childhood Care and Development
ECD	Early Childhood Development
ECE	Early Childhood Center
EFA-FTI	Education For All-Fast Track Initiative
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EPDF	Education Program Development Fund
ESDC	Education Sector Development Committee
ESDP	Education Sector Development Program, Mauritania and Ethiopia
ESIP	Education Sector Investment Program, Malawi
ESP	Education Sector Plan
EU	European Union
FAO	Food and Agriculture Organization
FAWE	Forum for African Women Educationalists
FCFA	Franc Communauté Financiere Africaine, Burkina Faso
FM	Financial Management
FODE	Flexible Open and Distance Education
FY	Fiscal Year
GDC	German Development Cooperation
GDP	gross domestic product
GEQIP	General Education Quality Improvement Program, Ethiopia

GER	gross enrollment rate
GNI	gross national income
GoL	Government of Liberia
GoN	Government of Nepal
GPE	Global Partnership for Education
GPI	Gender Parity Index
GTZ	Deutsche Gesellschaft für Technische Zusammenarbeit, Germany
HDNED	Human Development Network Education, World Bank
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
IBRD	International Bank for Reconstruction and Development, World Bank
IDA	International Development Association, World Bank
IDB	Inter-American Development Bank
ILO	International Labor Organization
IP	Implementation Progress
ISR	Implementation Status and Results Report
IUs	Implementation Units
JICA	Japan International Cooperation Agency
JSDF	Japan Social Development Fund
JSS	Junior Secondary School
KfW	Kreditanstalt für Wiederaufbau (German Investment Bank) Germany
LDG	local donor group
LEG	local education group
M&E	monitoring and evaluation
MDG	Millennium Development Goals
MDTF	Multi-Donor Trust Fund
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MOEST	Ministry of Education Science and Technology, Malawi
MOET	Ministry of Education and Training
MTR	Mid Term Review
NER	Net Enrollment Rate
NGO	nongovernmental organization
NPSE	Examen national de fin d'études primaries, Sierra Leone
NSED	National Education Sector Strategy, Tajikistan
NZAID	New Zealand Agency for International Development
OECD	Organisation for Economic Co-operation and Development
OFID	OPEC Fund for International Development
OSI	Open Society Institute
PAD	Project Appraisal Document
PAM	Programme alimentaire mondial
PAPSE	Education Sector Development Project, CAR
PAU	Project Administration Unit
PCF	Per Capita Financing
PCR	primary completion rate
PCU	Project Coordination Unit
PDO	project development objective
PER	Public Expenditure Review
PIP	Project Implementation Plan
PIU	project implementation unit

PRSPPoverty Reduction Strategy Paper
PSTProject Support Team
PTRpupil-teacher ratio
SESupervising Entity
SFPSchool Feeding Program
SIDASwedish International Development Agency
SIPschool improvement plans and projects
SNVNetherlands Development Organization
SSRPSchool Sector Reform Plan
SWApSector Wide Approach
TAtechnical assistance
TORTerms of Reference
TTLtask team leader, World Bank
TVETtechnical and vocational education training
UNDPUnited Nations Development Programme
UNESCOUnited Nations Educational, Scientific, and Cultural Organization
UNFPAUnited Nations Population Fund
UNICEFUnited Nations Children's Fund
USAIDUnited States Agency for International Development
VSOVoluntary Service Overseas, UK
VVOBFlemish Development Cooperation
WBWorld Bank
WFPWorld Food Programme
WHOWorld Health Organization
All dollar amounts are in U.S. dollars unless otherwise indicated.

Introduction

This report is the World Bank's fourth annual country status report to the Global Partnership for Education (GPE - previously the Education for All-Fast Track Initiative (EFA-FTI)). It documents operations financed through the Catalytic Fund (CF) for which the World Bank is the Supervising Entity. This report is produced following the requirements in the Administrative Agreements between CF donors and the World Bank. The Country Summaries presented in the report are based on updated implementation status and results reports that are the standard progress reports required by the World Bank. The report reflects the situation as of the end of February 2012.

In previous years the progress report included a general overview of the status of the education sector in each country. However, due to the development of the results framework for GPE, the overall reporting for the sector will in future be provided by the GPE Secretariat. Therefore, this progress report only includes the status and progress of the specific operations supported by the CF.

The Bank has been the supervising entity for 87% of the allocations since the start of the Catalytic Fund. UNICEF is responsible for reporting on the implementation of their portion of support to Guinea and Madagascar. The Netherlands will report on progress in Zambia, and UK on the grant to Rwanda. On top of the active projects listed below the Bank is negotiating the last portion of the in total US$102 million to Burkina Faso. The Bank is also negotiating grant agreements with six countries to start implementation of the allocations approved by the GPE Board in December 2011 to: Mongolia, Timor-Leste, Moldova, Mali, Guinea-Bissau, and Cote d'Ivoire, although at the time of reporting the Bank is not able to work in Mali and Guinea-Bissau due to the political situation in those countries.

Operations were rated as follows for progress in implementation (IP) and the likelihood of achieving the development objectives (PDO):

Table 1. Composition of performance ratings for active projects end of February 2012

Rating	PDO ratings	IP ratings
Satisfactory	13	12
Moderately satisfactory	7	7
Moderately unsatisfactory	6	6
Unsatisfactory	0	1
Total	**26**	**26**

Table 2 below shows the active projects as of December 31, 2011. For each country is indicated: the total allocation, the active part of the allocation, the disbursement on the active projects, and the ratings for progress implementation and achievement of development objective. The country chapters provide more details on the issues some operations are facing and what is being done to solve those problems.

Table 2. Active Projects Supervised by the World Bank - Overview of allocation, disbursements (end of 2011), and ratings for the Catalytic Fund as end of February 2012

Country	Total Allocation ($ millions)	Active allocation ($ millions)	Disbursed ($ millions)	PDO rating	IP rating
Benin	76.1	76.1	62.2	Moderately Satisfactory	Satisfactory
Burkina Faso	102.0	-	-		
Cambodia	57.4	57.4	41.4	Satisfactory	Satisfactory
Cameroon	47.3	24.8	15.5	Moderately Unsatisfactory	Moderately Unsatisfactory
CAR	37.8	37.8	25.1	Satisfactory	Satisfactory
Djibouti	12.0	4.0	0.6	Moderately Unsatisfactory	Moderately Satisfactory
Ethiopia	168.0	168.0	146.8	Satisfactory	Moderately Satisfactory
Gambia, the	41.4	28.0	17.8	Satisfactory	Satisfactory
Ghana	33.2	-	-		
Guinea	64.0	40.0	11.9	Moderately Satisfactory	Moderately Satisfactory
Guyana	32.5	32.5	27.9	Satisfactory	Satisfactory
Haiti	22.0	22.0	13.5	Satisfactory	Moderately Unsatisfactory
Kenya	121.0	-	-		
Kyrgyz Republic	15.0	6.0	2.2	Satisfactory	Satisfactory
Lao PDR	30.0	30.0	6.6	Satisfactory	Moderately Satisfactory
Lesotho	31.9	20.0	1.4	Moderately Unsatisfactory	Moderately Unsatisfactory
Liberia	40.0	40.0	6.0	Moderately Unsatisfactory	Unsatisfactory
Madagascar	124.1	-	-		
Malawi	90.0	90.0	15.0	Moderately Satisfactory	Moderately Satisfactory
Mali	8.7	-	-		
Mauritania	23.0	14.0	12.3	Moderately Unsatisfactory	Moderately Unsatisfactory
Moldova	8.8	-	-		
Mongolia	29.4	29.4	29.4	Satisfactory	Satisfactory
Mozambique	169.0	90.0	-	Satisfactory	Satisfactory
Nepal	120.0	120.0	30.0	Moderately Satisfactory	Moderately Unsatisfactory
Nicaragua	24.0	-	-		
Niger	21.0	8.0	5.3	Satisfactory	Moderately Satisfactory
PNG	19.2	19.2	0.9	Moderately Satisfactory	Satisfactory
Rwanda	175.0	-	-		
SaoTome and Principle	3.6	-	-		
Senegal	81.5	81.5	30.7	Satisfactory	Satisfactory
Sierra Leone	13.9	13.9	8.9	Moderately Unsatisfactory	Moderately Unsatisfactory
Tajikistan	31.9	13.5	4.5	Satisfactory	Satisfactory
Timor Leste	13.1	-	-		
Togo	45.0	45.0	9.4	Moderately Satisfactory	Satisfactory
Yemen	40.0	20.0	19.0	Moderately Satisfactory	Moderately Satisfactory
Zambia	60.0	-	-		
Total	**2032.8**	**1131.1**	**544.3**		

Table 3 shows a list of closed projects and projects supervised by other agencies. For each country is listed the type of completion report produced. These completion reports will be available from the GPE website. Please note that the World Bank changed the policy for trust funded grants in July 2008. Therefore, older projects only present short completion reports according to the rules applied before July 2008.

Table 3. Closed Projects Supervised by the World Bank - Overview of allocation, disbursements end of 2011

Country	Total Allocation ($ millions)	Total disbursement ($ millions)	Closed allocation ($ millions)	Disbursed ($ millions)	Allocation other SEs	Transfer to other SEs	Completion reports
Benin	76.1	62.2	-				
Burkina Faso	102.0	67.0	67.0	67.0			ICR after last tranche - end 2012
Cambodia	57.4	41.4	-				
Cameroon	47.3	38.0	22.5	22.5			With IDA project
CAR	37.8	25.1					
Djibouti	12.0	8.6	8.0	8.0			ICR
Ethiopia	168.0	146.8					
Gambia, the	41.4	31.2	13.4	13.4			ICR
Ghana	33.2	19.0	19.0	19.0			ICR
Guinea	64.0	35.9			24.0	24.0	
Guyana	32.5	27.9					
Haiti	22.0	13.5					
Kenya	121.0	121.0	121.0	121.0			ICR
Kyrgyz Republic	15.0	11.2	9.0	9.0			ICR
Lao PDR	30.0	6.6					
Lesotho	31.9	13.1	11.9	11.7			ICR
Liberia	40.0	6.0					
Madagascar	124.1	97.0	60.0	60.0	59.0	37.0	ICR
Malawi	90.0	15.0					
Mali	8.7	6.5	8.7	6.5			Due mid-2012
Mauritania	23.0	21.3	9.0	9.0			GRM
Moldova	8.8	8.8	8.8	8.8			ICR
Mongolia	29.4	29.4					
Mozambique	169.0	79.0	79.0	79.0			ICR under preparation
Nepal	120.0	30.0					
Nicaragua	24.0	24.0	24.0	24.0			ICR
Niger	21.0	18.3	13.0	13.0			ICR
PNG	19.2	0.9					
Rwanda	175.0	125.0	105.0	105.0	70.0	20.0	ICR
Sao Tome and Principle	3.6	3.6	3.6	3.6			GRM
Senegal	81.5	30.7					
Sierra Leone	13.9	8.9					
Tajikistan	31.9	22.8	18.4	18.3			ICR
Timor Leste	13.1	13.1	13.1	13.1			ICR
Togo	45.0	9.4					
Yemen40.038.820.019.8							ICM
Zambia60.060.0-60.060.0							
Total2032.81317.0634.4631.7213.0141.0							

GRM*: Grant Monitoring Report; ICR*: Implementation Completion Report; ICM*: Implementation Completion Memorandum.

Table 4. Portfolio indicators for active GPE projects compared to the overall education sector portfolio for the World Bank.

	End 2010	End 2011	
Number of active GPE projects	28	26	
Commitment for active GPE projects in US$	1,033,700	1,106,300	
Number of GPE projects at risk	2	3	
Commitment of GPE projects at risk in US$	133,500	99,400	
% of GPE commitment at risk	13%	9%	
% education sector commitment at risk in FY 10 and 11	14%	15%	
GPE Disbursement ratio in %	19%	36%	
Education sector disbursement ratio in FY 10 and 11	38%	28%	
Preparation time – concept note to approval in months	8.3	8.4	
Education sector preparation time FY 10 and 11 in months	10.3	9.7	

The GPE grants are included in the Bank's portfolio monitoring at the country level, regional sector level, and global sector level. In general, the Catalytic Fund portfolio is performing in line with the rest of the World Bank's education portfolio.

The active portfolio for GPE financed projects is around US$1 billion and the percentage of commitment at risk is lower than for the IDA/IBRD portfolio. The disbursement ratio (end of each of the calendar years) has also been higher than for the overall education portfolio except for 2010 where a number of large GPE projects were signed while they only started disbursing in 2011 - Nepal, Malawi, Togo, and Liberia. The preparation time for GPE grants is still substantially shorter than for other education projects prepared by the Bank, although the GPE projects are normally more complex to prepare due to the increased level of collaboration during preparation with the local education group and the additional quality assurance and approval processes conducted by GPE.

The countries with grants at risk at the end of 2011 were Lesotho, Cambodia, and Haiti. At the end of 2010 the grants at risk were Benin and Cambodia. In the end of February 2012 update of the portfolio the grants in Sierra Leone and Malawi are also showing problems.

HDNED
May 2012

Benin

Coordinating Agency: Denmark (DANIDA)

Other Members of the Local Donor Group: French Development Agency (AFD), Spain, UNICEF, UNDP, WFP, UNESCO, European Commission, World Bank, Japan, The Netherlands, USAID, Swiss Cooperation , Germany (Kreditanstalt für Wiederaufbau, or KfW)

Date of ESP endorsement: December 2006
Current Sector Plan Period: 2006–2015

Approval date: 05/23/2007
Closing date: 6/15/2012

Project Development Objective (PDO): The grant contributes to expanding equitable access to pre-school and primary education and to supporting the development of literacy programs, while improving quality and retention at the primary level and management of the sector as a whole.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
Implementation Performance is rated Satisfactory, and progress towards PDO achievement is rated Moderately Satisfactory. The grant was in the amount of US$76.1 million, which became effective on April 14, 2008. The most notable achievements of the project are in the areas of access to and equity in education: (i) Gross Enrollment Rate (GER) rose from 93 percent in 2005/06 to 110.6 percent in 2009/10 for primary education; and (ii) the percentage of female students experienced the same trend by increasing from 44.4 percent in 2005/06 to 46.3 percent in 2009/10. This expansion has been supported by the construction of classrooms and latrines and will contribute to achieving the end-of-project targets of 112 percent GER and 47.5 percent of female students.

Progress can also be noted in the following areas: (i) the target for the number of pre- and primary school student receiving at least one meal per day has surpassed (121,000 compared to 110,000); (ii) pre-school GER target surpassed its end-of-project target by 0.3 point (10.3 vs. 10); (iii) the number of direct project beneficiaries is likely to meet its target; (iv) in-service teacher training target of 16,000 will be surpassed according to end-of-project projections; (v) the proportion of teachers visited by the inspectors and education advisors increased (6 percent in 2009 vs. 59 percent in 2010) and (iv) the number of people who pass a test in initial literacy or post-literacy training will likely exceed final target of 51,000.

Despite these positive developments, primary education completion rates, repetition and drop-out rates did not register the same improvements. Primary Education Completion Rates (PCR), for instance, declined slightly from 65 percent in 2005/06 to 64 percent in 2009/10 (compared to the targeted 72 percent) but girls' PCR increased from 54.3 percent in 2005/06 to 57.3 percent in 2009/10. The reason for this overall decline can be explained in part by the rapid increase in enrollments but also by the persistent high repetition and dropout rates. The dropout rate was particularly high in Grades 1 and 6 (≥ 19 percent) compared to 4.9 percent and 7.6 percent in the other grades. The Grade 6 rate seems to

be due to poor performance in the primary education exam, while Grade 1 rate points to the lack of teachers and poverty of some parents as the main reasons.

To counter these trends described, the government implemented: (i) school feeding program in the poorest areas, (ii) recruited additional qualified teachers, (iii) provided intensive in-service teacher training, (iv) increased inspectors' and education advisors' visits to teachers, and (v) increased the supply of textbooks. In particular, to improve the learning conditions, the government recruited and redeployed about 3,350 teachers in November 2010. Consequently, the student teacher ratio (in public schools) which deteriorated from 48.3 in 2008/2009 to 50.9 in 2009/2010 improved in 2010/11 to 47.9.

In terms of disbursement, out of the US$76.1 million of the Grant amount, US$62.2 million have been disbursed (81.7 percent of the total amount). Given the significant progress made, the project is poised to achieve 100 percent disbursement in the short extension period when the signing process of procurement documents has been accelerated.

Regarding the sector budget, the Government continues to allocate an increasing share of its budget to the education sector: 23.3% in 2011 against 18.5% in 2010. However, there are three key challenges:

- First, the allocation of resources within the sector: while the budget allocated to the preschool and primary education remains strong since 2008 (53.6% in 2011), the share of the secondary education decreased from 29.4% in 2008 to 22.9% in 2011, despite the sharp increase of students; allocations to higher education increased from 17.1% in 2008 to 22.6% in 2011, mainly due to an increase of salaries.
- Second, the budget execution rate of most of the education ministries has continued to go down (51.3% in 2010 against 57.6% in 2009 for the Ministry of Primary Education; 44.2% in 2010 against 48.4% in 2009 for secondary education).
- Finally, weak management has resulted in the poor allocation of teachers to the schools.

Project Development Objective Indicators						
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Current**	**End Target**
Direct project beneficiaries	☒	Number	Value	1606946.00	1645964.00	1730401.00
			Date	07-Jun-2010	16-Sep-2011	30-Dec-2011
			Comments	Data for SY 2008/9	Data for SY 2009/10	
Female beneficiaries	☒	Percentage Sub Type Supplemental	Value	46.00	46.30	48.00
People to pass a test in initial literacy or post-literacy training (number)	☐	Number	Value	23618.00	50000.00	51000.00
			Date	17-Jun-2006	16-Sep-2011	30-Dec-2011
			Comments	SY 2005/06	The training of 50 000 persons has been financed by the government. The number for the campaign 2010 is 20943. The training of about 47000 persons through the project has in October 2011 for six months.	SY 2010/11
Female students (%)	☐	Number	Value	44.40	46.50	47.50
			Date	17-Jun-2006	29-Apr-2011	30-Dec-2011
			Comments		SY 2009/10. There has been an improvement in this indicator. The target cannot be met although an intensive sensitization has been carried out at the beginning of SY 2011/12	
Repetition rate	☐	Percentage	Value	7.50	13.40	10.00
			Date	17-Jun-2006	29-Apr-2011	30-Dec-2011
			Comments	SY 2005/06. The base line is atypical because in this SY, almost all the students in grade 6 successfully passed the final exam of primary education	SY 2009/10. This target will not be met by the closing date but actions are underway to improve this indicator.	SY 2010/2011
Gross enrolment rate (GER) in primary school		Percentage	Value	93.00	110.50	112.00

			Date	30-Jul-2008	16-Sep-2011	30-Dec-2011
			Comments	SY 2005/06	SY 2009/10	SY 2010/11
Gross enrolment rate (GER) in pre-school		Percentage	Value	4.50	10.30	10.00
			Date	31-Jul-2008	16-Sep-2011	30-Dec-2011
			Comments	SY 2005/06		
Primary education completion rate - (%) total/ girls		Text	Value	Total: 65%; Girls: 54% (school year 2005/06)		Total: 72%; Girls: 65% (school year 2010/2011)
			Date	24-Jun-2008	16-Sep-2011	30-Dec-2011
			Comments		Compared to school year 08/09 there has been a slight decrease. The boys' PCR is 70.3%. The target of this indicator will not be met at the closing date due to high level of repetition and drop outs. Adequate actions will be taken to improve this situation in the medium term. Note that there is no change in the PDO	
Intermediate Results Indicators						
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Current**	**End Target**
Number of additional qualified primary teachers resulting from project interventions.	X	Number	Value	0.00	0.00	8000.00
			Date	18-Apr-2008	16-Sep-2011	30-Dec-2011
			Comments		9910 teachers have received training through the FTI-FCB program and have taken the written exam of CEAP. The results of these exams are not yet available. However, this indicator will likely be met.	Number of teachers who successfully passed the first exam of CEAP and will have to be presented to the final exam that is educational application in June 2012.
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	X	Number	Value	0.00	1159.00	1926.00
			Date	18-Apr-2008	16-Sep-2011	30-Dec-2011
			Comments		The construction of 747 classrooms is underway.	The number is financed by FTI-FCB program

Pre-school and primary students receiving at least one meal per day		Number	Value		121000.00	110000.00
			Date		16-Sep-2011	20-Jun-2010
			Comments		The feeding program started in January 2011 and ended in June 2011	SY 2010/11
System for learning assessment at the primary level	☒	Yes/No	Value	No	Yes	Yes
			Date	15-Jul-2006	16-Sep-2011	30-Dec-2011
			Comments		The learning assessment has been carried out in May 2011 and the result of analysis will be available in December 2011.	Learning assessment: final test completed and report available
Utility of the learning assessment system	☒	Number Sub Type Supplemental	Value	0.00		1.00
Number of Central ministry staff trained in project management (e.g. procurement, financial management, planning etc)		Text	Value	not available		100
			Date	06-Jun-2006	16-Sep-2011	30-Dec-2011
			Comments		Training in procurement. There is a delay in the implementation of the training action plan.	
Implementation of a information management system		Text	Value			Purchase of equipment and staff training completed
			Date		16-Sep-2011	30-Dec-2011
			Comments		There is a significant delay in the implementation of this activity and the target could not be met. Therefore, it will be changed by the setting-up of the computerization framework in the next restructuring of the project.	
Number of girls and women literates in national language		Text	Value	0		28940
			Date	24-Jun-2008	16-Sep-2011	30-Dec-2011

			Comments		The training of 47 000 persons through the "faire faire" approach planned by the GPE project started in October 11. It is expected that the number of girls and women that will complete the training will be at least 24000. However, the Government achieved on its own resources the training of 26321 girls and women in 2009 and 2010	
Teachers trained in service (number) (Core AFR)		Text	Value	0		16000 (school year 2010/11)
			Date	26-Jun-2008	16-Sep-2011	30-Dec-2011
			Comments		This is a cumulative number that does not include the community teachers benefiting from special training.	
Number of community teachers benefiting from training to obtain a CEAP		Text	Value			10000
			Date		16-Sep-2011	30-Dec-2011
			Comments		This activity is financed by the program FTI-FCB, UNICEF and the Government. Two years training has been completed and the teachers passed the written exam of CEAP	3 years training for 10000 community teachers

Burkina Faso

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: AFD, EU, Denmark, Dutch Cooperation, JICA, Plan, Canada, Switzerland and World Bank, Plan Burkina, Solidar Suisse, and Aide et Action.

Date of ESP endorsement: October, 2008
Current Sector Plan Period: 2002-2011
CF Award Received: US$102 million

This is a Programmatic Development Policy Lending consisting of three Operations. This report covers mainly the second operation of US$45 million.

Approval date: March 24, 2011
Closing date: September 15, 2012

Project Development Objective (PDO): The Basic Education Program Support Grant (BEPSG) supports the Government's Ten-Year Basic Education Sector Program which aims to: (i) Improve access and equity in basic education which includes preschool, primary and lower secondary education, as well as literacy programs, (ii) Improve quality, efficiency, and relevance of basic education, including technical education and vocational training, and (iii) Strengthen sector management including administrative, fiduciary and pedagogic management, partly through decentralized management of basic education services.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Implementation Status Overview
The project is likely to achieve its PDO. The main Policy reforms are conducted in a satisfactory way and main DO indicators are achieved. Implementation was completed with one year delay. This is mainly due to an underestimation of the reform's level of ambition.

The Program is ongoing with the finalization of the preparation of the third operation of US$35 million. The following policy areas are covered by the program:

Policy Area 1: Budget Management – Contracting out of the 2009 School Construction program and transfer of funds to the contracted agencies to allow uninterrupted implementation of the reform program.

Policy Area 2: Biennial School Intake and Multi-Grade Teaching - Government has started to consistently implement its policy on prohibition of biennial school intake and introduction of multi-grade teaching.

Policy Area 3: Decentralization of School Management including Construction - The Government has expanded the scope and coverage of the decentralization of school management to communes to increase the pace of establishing new and quality school places at affordable costs.

Policy Area 4: Improving Teacher Quality and Increasing Efficiency in the Use of Secondary School Teachers - The Government plans to improve teacher quality by expanding the output and increasing hiring of university graduates in Math and Sciences. It also plans to improve management of the actual hours executed by teachers in secondary education to reduce the use and cost of part-time teachers.
Policy Area 5: Teacher Support and Internal Efficiency - The Government has put in place a system for increasing internal efficiency through implementing the policy on no repetition within cycles and limited repetition between cycles.
Policy Area 6: Better Management of Teaching Time - The Government has improved the management of time spent in the classroom to help improve learning achievement.
Policy Area 7: Assessment of Student Learning - The Government has established a coherent system for assessment of student earning in both primary and secondary education.
Policy Area 8: School Health and HIV/AIDS - A policy and program has been put in place to deal with school health, nutrition and HIV/AIDS.

All reforms for the three operations are completed. Negotiations for the third operation have been completed in February 16, 2012 and disbursement expected by end May 2012.

Results Indicators
Policy and Planning
The operations helped establish a clear joint Government and Local Donor Group (LDG) work program over the last few years including policy and institutional changes with targets that were monitored as well as adequate budgetary resources. The reform action in the second operation ensured uninterrupted implementation of the construction program during. All schools in the 2009 and 2010 construction program have now been completed and commissioned. This is a major contribution to meeting the access and equity goals defined in the sector program and this will *largely benefit* students in sparsely populated and disadvantaged areas.

More efficient use of school places
The indicators for this measure are: (i) the primary level gross enrollment rate will increase from 72.4% in 2008/09, to 74.8% in 2009/10, to 77.1% in 2010/11 and to 82.4% in 2011/2012. (ii) All multi-grade classes have been provided with a minimum pedagogical kit.

The actions for the first and second operations have resulted in increased and equitable access to primary education as overall enrollment rates have increased and dropout rates have dropped especially for girls. Between 2008/09 to 2010/11, the enrollment rate increased from 72.4% to 77.6%, and girls' enrollment rate increased from 67.7 to 75.0% much faster than for boys.

There has also been a 37% drop in the number of schools that did not offer a full cycle of six grades from 3,062 in 2008/09 to 2,014 in 2010/11. The 1,048 schools that were transformed into six grade schools during the period are now staffed with appropriately trained teachers.

Increasing the number of school places
The expected result was that unit costs of construction would fall and that the pace of construction would increase without prejudice to the quality of school construction. The unit cost of school construction by private contractors is 8,624,000 FCFA. This cost has dropped by one third to 5,700,000 FCFA with the involvement of communities in pilot programs.

Data on the impact of involvement of communities are not yet available as decentralization to this level has not yet happened except in pilot projects.

Increasing teacher supply in secondary education
The indicator for this module is that the training programs are in place. The university based program is in place and the distance education program will be put in place as a prior action for this operation.

Current data shows that while in previous years' science and math teachers were difficult to recruit, in 2009/2010 732 teachers with these profiles were recruited satisfying 85% of the needs. The distance education program will increase the supply of science and math teachers in rural communities since student teachers will remain in their communities during training. Experience shows that when students move to cities/larger towns for training not all return to the rural areas.

Increasing internal efficiency
The targets are that repetition rates will go from 10.6% in 2008/09 to 10.12 % in 2009/10, to 10% in 2010/11and 2011/12, and then to 8% en 2015 in Primary. For secondary education repetition rate would go down from 25.7% in 2008/09 to 24.6% in 2009/10, to 19.2% in 2010/11, to 16.5% in 2011/12, and then to 9% en 2015.

The results so far are that at primary level repetition dropped substantially from 10.6% in 2008 to 10.12% in 2009 and reached 8.1% in 2010. For first cycle of secondary education, the repetition rate fell modestly from 26.31% in 2008 to 25.99 in 2010.

From 2009-10 to 2010-11, dropout rates fell in first two sub-cycles of primary education from 6% to 4%. For girls during the same period, dropout rates fell in the first sub-cycle from 7% to 5% and for the second sub-cycle from 5% to 3%.

Increasing effectiveness in use of learning time
The indicator for this measure is that effective teaching hours would increase from 574 in 2007 to 736 in 2010 and 800 in 2011.

As a result of these measures it is estimated that the time on task in primary education has increased from 574 or about 59.6% of the total to 736, 76.5% of the total. The 194 hours lost due to teacher absences has been reduced by 69 or 36% while lost teaching hours due to organizational and administrative reasons dropped even more sharply from 194 to 101 or by 48%.

During the implementation of this series, completion rates for primary education rose from 41.7% in 2008 to 45.9% in 2009 and 52.1% in 2010. In first cycle secondary education, completion rates increased from 15.8% in 2008 to 17.1% in 2009 and 17.5% in 2010.

Improving school health and nutrition
The indicators for this measure were: The curricula for lower and upper secondary schools include material on health, nutrition and HIV/AIDS issues. The strategy was approved by cabinet in October 2009. A new curriculum including health nutrition and HIV/AIDS was introduced in lower secondary education in 2010.

More effective use of training resources
The indicators for this measure were: Short training courses and dual apprenticeship training are in place. Increase from 25,877 young people the annual flow by 2008/09 to 25,804 in 2009/10, to 30,000 in 2010/11 and to 30,000 in 2011/12 and 50,000 young people in 2015; Common management tools are available that allow for planning, implementation, monitoring and evaluation of Technical Vocational Education Training (TVET).

The number of public institutions practicing TVET dropped from 10.35% in 2008 to 8.76% in 2010. Intake to the post-primary is streamlined between the various sub-sectors (general education and TVET). With this shared use of resources in 2009, 1,411 apprentices were certified in programs run by the Ministry of Youth and Sports because of access to 7 workshops and 14 trainers under the Ministry. Supply of relevant skills at affordable costs for the labor market will continue to increase as the program expands.

BASIC EDUCATION PROGRAM SUPPORT GRANT POLICY MATRIX FOR BEPSG 1 – 3			
Key Reforms			**Outcomes Indicators**
Prior Actions for the first Operation (July 09)	**Prior Actions for the Second Operation**	**Proposed Prior Actions for the Third Operation**	
Overall Policy Measures			
Revision of the Recipient's 2009 annual work program for the Basic Education sub-sector to, inter alia, update policy and institution strengthening actions to be carried out during the last semester of 2009.	In order to improve the budget execution for the implementation of the education sector construction program, the Recipient has: (i) entered into agreements with four agencies for the implementation of the 2009 program of school construction; and (ii) transferred the funds allocated to the financing of the 2009 program of school construction not spent at the end of fiscal year 2009, to said agencies to ensure completion of the program.		Implementation of policy and institutional reforms contained in the annual Action Plans. Resources are available for continuation of the school construction programs from one fiscal year to the next.
Increasing Access and equity			
Identification by the Recipient's ministry responsible for Basic Education of territory all of the following schools within the Recipient's territory, with a view to ensuring in a next step that they will comply with the applicable laws and regulations of the Recipient relating to class size and intake: (i) schools with multi-grade-classes, (ii) schools practicing "biennial school intake", and (iii) schools with multi-grade classes which do not comply with the multi-grade- classes enrollment criteria.	In order to improve awareness of the public and the relevant staff on the expansion of the multi-grade classes, the system for Primary Schools (in particular rural Primary Schools), communication plan, and started its implementation, including sensitization campaigns, training of multi-grade teaching guide for multi-grade classes based on feedback from teacher supervisors, and distribution of a and teacher supervisors in the multi-grade management guide to field to ensure acceptance of the supervisors and teachers, with a view to receiving feedback for its improvement.	The Recipient has fully operationalized the multi-grade commencing Academic Year through 2011-2012, by: (a) finalizing the guide by the users; (b) distributing the updated guide to all teachers and supervisors involved with multi-grade teaching; and (c) offering training for all teachers and supervisors newly involved with multi-grade teaching to carry out and manage such teaching properly in the classroom.	The primary level gross enrollment rate will increase from 72.4% in 2008/09, to 74.8% in 2009/10, to 77.1% in 2010/11 and to 82.4% in 2011/2012; All multi-grade classes have been provided with a minimum pedagogical kit Reduction in the average student teacher ratio from 55:1 in 2008/09 to 54.2: 1 in 2009/10, to 53.4: 1 in 2010/11 and to 52.6:1 in 2011/2012.
Continued implementation of the Recipient's Basic Education decentralization strategy through the identification and communication by the Recipient's Ministry	In order to improve the effective decentralization of responsibilities, resources and capacity in the construction of schools, the Recipient has: (i) increased	The Recipient has enhanced the involvement of local communities in the education process by expanding the decentralization	The expected result was that unit costs of construction would fall from 8,624,000 FCFA and that the pace of construction would increase without

responsible for Basic Education to the Recipient's Ministry responsible for decentralization of a list of 14 school complexes, 12 three-classroom blocks, 29 latrines blocks, whose construction is planned as part of the 2009 annual budget, and with respect to which constructionandmanagement responsibilities have been transferred to the urban Commune in which the relevant school complex is located.	the number of Communes to which responsibility for management of school construction and corresponding funds have been transferred, and (ii) established in the Recipient's ministry responsible for urbanism and habitat a commission with regional representations to monitor and evaluate school construction by, and provide technical support to, these Communes.	process to ensure that: (a) over time, the school construction programs in each Municipality whereaLocalEducation Management Committee has been established are finalized and initiated only after consultation with said Local Education Management Committee on the implementationofsuch construction program; and (b) ensuring that starting Fiscal Year 2011, the school construction programs in at least 12 of said Municipalities have been finalized and initiated only after such consultations with their Local EducationManagement Committees.	prejudice to the quality of school construction
Issuanceby theRecipient's ministry responsible for Secondary Education of guidelines (note de cadrage) dated June 15, 2009, for the development of a national strategy for reducing the deficit of teachers in Secondary Education, and establishment of an ad hoc committee comprised of representatives of all interested ministries of the Recipient, to be responsible for the preparation of a proposed strategy consistent with said guidelines, to be submitted for approval by the Recipient's Cabinet not later than August 15, 2009. **Improving Internal efficiency**	In order to reduce teaching deficit in math and science, the Recipient has prepared training modules in math and science for certificate teaching courses for university students to be used for regular and distance education courses.	The Recipient has introduced a new distance education training program for students training to become math and/or science teachers in Secondary Schools and has enrolled at least twenty-five new students in said program for Academic Year 2011-2012.	The new university teacher training programs for math and science are in place
Issuance by the Recipient's ministries responsible for Basic Education and Secondary Education respectively of an inter-ministerialregulation(arrêté), limiting the repetition by students of grades between two sub-cycles, prohibiting repetition by students of grades within each	In order to reduce the repetition rate and increase the students' chances to successfully complete each teaching cycle, the Recipient has trained the teachers to enable them to teach the curriculum as a unified program by cycle (as opposed to a succession of annual programs within the		Repetition rates go from 10.6% in 2008/09 to 10,12% in 2009/10, to 10% in 2010/11and 2011/12, and then to 8% en 2015 in Primary; * Repetition rate goes down from 25.7% in 2008/09 to 24.6% in 2009/10, to 19.2% in 2010/11, to

sub-cycle in Primary Education, and limiting the repetition by students of grades in the first cycle of Secondary Education.	cycle).		16.5% in 2011/12, and then to 9% en 2015 in lower secondary.
Introduction of a system to monitor time spentby teachersin providing instruction to students in Primary Education and the first cycle of Secondary Education, and preparation of an actionplan to implement the recommendations ofthe Recipient's studiesonimproving students'learningtimeentitled, respectively, *"L 'Effectivité de l'Année Scolaire 2006-2007 - Suivi du Calendrier Scolaire",* dated December 2008.	In order to better leverage teachers' teaching time, the Recipient has: (i) issued an official circular on school openings to limit unauthorized schools' closings, insist on the strict application of rules and regulations on teaching hours and teachers' absences; (ii) introduced an annual period of administrative school opening to address administrative, logistical and maintenance issues before the beginning of the teaching period, (iii) strengthened its capacities (communication tools and training) to implement the administration's remedies to unauthorized absence of teachers in Primary Education; and (iv) established a monitoringandevaluationsystem (including collecting, compiling and analyzing data) of the number of hours taught by full-time teachers and the use of part-time teachers in Secondary Education. In order to assess students' learning, the Recipienthas:(i)designedand implemented pilots for student learning assessments in Primary Education in the Recipient's 45 Provinces and in Secondary Education in 23 Provinces; and (ii) published the results of these assessments.	The Recipient has introduced a system for monitoring the time spent by Primary and Secondary School teachers throughout the Recipient's territory in the classroom actually teaching and has published the results of said monitoring for Academic Year 2010-2011 in newspapers of wide circulation, all with the objective of improving the amount of time spent by said teachers effectively teaching students.	The number of instructional hours rises from 574 hours/year in 2007, to 736 in 2010 and to 800 hours/year in 2011.
Adoptionby the Recipient's ministry responsible for Basic Education and the Recipient's ministryresponsiblefor Secondary Education, respectively, of an action plan for the implementation of the Recipient's strategy for the assessment of students' learning in Primary Education in the forty-five Provinces, and in institutions of the first cycle of Secondary Education in 23 Provinces.		The Recipient has operationalized a system, commencing Academic Year 2011-2012, designed to provide to all Primary and Secondary Schools, and their teachers, as well as Primary and Secondary School teacher training institutionsthroughoutthe Recipient's territory, performance assessments of such entities' students, and recommendations, based on said assessments, of ways to improve teaching approaches, with the objective of improving pre-service training and teaching in primary and secondary level classrooms.	Primary Completion rate will increase from 41.7 in 2008/2009 to 45.9% in 2009/2010, to 51.4% in 2010/2011, to 56.3% in 2011/2012, 75.7% in 2015 and to 100% in 2020 ; Lower secondary Completion rate will increase from 15.8 in 2008/2009 to 17.1% in 2009/2010, to 17.6% in 2010/2011, to 18.8% in 2011/2012

Diversification of Technical Education and Vocational Training			
Issuance by the Recipient's ministries responsible for Secondary Education and for professional training respectively, of an inter-ministerial decision, for the introduction of apprenticeship training and issuance by the Recipient's ministries responsibleforBasicEducation, Secondary Education, and youth and employmentrespectively,forthe aggregationofvariouseducation resourcesininstitutionsoffering Secondary, Technical and Professional Education (ESTP - *Enseignement Secondaire, Technique et Professionnel).*	In order to start implementing its new policy and strategy to improve technical and vocational education training and the financialsustainabilityoftraining institutions, the Recipient has: (i) revised the training programs for key skills to better align to the needs of the labor market; (ii) established individual budget lines for each training institution; and (iii) adopted regulations allowing the training institutions to provide paid services to the private sector and allocate this income to the financing of their recurrent and development costs.	The Recipient has: (1) adopted a regulatory framework designed to encourage the introduction of Dual Apprenticeship training programs,wherebystudents attending technical and vocational training programs intern in private enterprises as part of their training; (2) introduced and operationalized,commencing Academic Year 2011 - 2012, said programs in at least four training institutions; and (3) informed the public through appropriate media channelsofsuchDual Apprenticeshipopportunities available to primary education graduates who attend technical education and vocational training programs.	Shorttrainingcoursesand apprenticeship training are in place. Indicators: Increase in the annual flow of young people from 25,877 in 2008/09 to 28500 in 2009/10, to 30000 in 2011/12,and to 50 000 young people in 2015. Common management tools are available that allow for planning, implementation and monitoring and evaluation of TVET. Intake to the post-primary are streamlined between the various sub-sectors (general education and TVET) % of public schools practicing TVET as a training mechanism.
HIV/AIDS, Health, Nutrition			
Approval by the Recipient's ministry responsible for health and the Recipient's ministry responsible for Basic Education of a draft strategy on health and nutrition in schools *(Projet d'orientations stratégiques du secteur de l'éducation pour Ia lutte contre les 1ST-VIH, la malnutrition et les autres problèmes de santé* (2009-2011), approved by the Recipient's ministryresponsible for health and the Recipient'sministry responsible for Basic Education, with a view to its submission to the Recipient's Cabinet for adoption	In order to start implementing its new policy and strategy on health and nutrition in schools, the Recipient has started to include health, nutrition and HIV/AIDS in the low secondary education curriculum taught in 2009-2010 and in the teacher's guide to teaching.	The Recipient has adopted and introduced, commencing Academic Year 2011, a revised curriculum for secondary education that integrates health, nutrition and HIV/AIDS education.	The target is that the curricula for lower and upper secondary schools include material on health, nutrition and HIV/AIDS issues.

Cambodia

Coordinating Agency: UNESCO

Other major Members of the Local Donor Group: Asian Development Bank (ADB), Education Partnership (NGO), European Union (EU), Japan International Cooperation Agency (JICA), Swedish International Development Association (SIDA), UNICEF, USAID, World Food Programme (WFP), World Bank, Japan Embassy, French Embassy, EDUCAM, and ILO

Date of ESP Endorsement: December 2006
Current Sector Plan Period: 2009–2013

Approval Date: 06/25/2007
Current Closing Date: 06/30/2012. The original closing date, 06/30/2010, was extended. Currently another extension for a half-year period is being proposed.

Project Development Objective(s): The objective is to: speed up progress towards improved grade 1 right-age entry, net enrollment, retention, progression rates and grade 6 completion rates in primary education.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
Overall implementation progress towards full achievement of Project Development Objectives has been satisfactory. All twelve Performance Indicators have made progress. Four indicators meet the planned targets, the other four indicators exceed targets and the remaining four indicators fail to reach the benchmarks primarily due to the effect of a reduction in construction activities. The best performing indicators are indicators of Early Childhood Development (ECD), School Improvement Grants (SIG), and training sessions for teachers, principals and government officials. The total cumulative disbursement as of April 2012 totaled $47.2 million, equivalent to 82.2% of the total Catalytic Trust Fund of $57.4 million. Although this disbursement is still behind the original schedule, there has been substantial progress in the pace of disbursement of civil works following the on-going removal of several bottlenecks related to construction activities.

The project is fully compliant with relevant Legal Covenants. A Good Governance Framework is in place. Most of the monitoring tools have been developed, tested and used. It should be ensured that transparency and accountability continue to feature strongly in all project activities.

Key Issues and Actions
The flood prevented the construction team from accessing most construction sites (both in-progress and scheduled) for approximately three months. In some unfortunate cases, the flood destroyed bridges and roads to sites and thus prevented team access for more than three months. Currently a half-year extension of project closing date is being proposed to complete all planned civil work activities.

Results

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number	Value	0.00	760.00	1044.00	2856.00
			Date	01-Jul-2008	31-Mar-2011	31-Oct-2011	30-Jun-2012
			Comments	3500 is the originalplan target.		66 classrooms of primary schools constructed in CESSP are also counted in this figure.	Due to the increases prices of buildings and furniture, the number is reduced from 3,500 to 2,790 for ESSSUAP. 66 classrooms under CESSP are also added on this target.

Project Development Objective Indicators

No results have been entered.

Global Environmental Objective Indicators

No results have been entered.

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
System for learning assessment at the primary level	☒	Yes/No	Value	Yes		Yes	Yes
			Date	01-Jul-2008		31-Oct-2011	30-Jun-2012
			Comments	National Assessment System was being		The National Assessment system is fully mainstreamed into	

				established under other bank funded project.		Ministry system.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Utility of the learning assessment system	☒	Number	Value	3.00		3.00	4.00
		Sub Type	Date	01-Jul-2008		31-Oct-2011	30-Jun-2012
		Supplemental	Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of constructed Pre-Schools	☐	Number	Value	0.00	25.00	25.00	25.00
			Date	31-Jul-2008	31-Mar-2011	31-Mar-2011	30-Jun-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of phased out in-complete primary schools	☐	Number	Value	0.00	151.00	196.00	582.00
			Date	31-Jul-2008	31-Mar-2011	31-Oct-2011	30-Jun-2012
			Comments				Due to prices of buildingsand furniture increases, 557 is the revised target number.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of District Education Offices completed	☐	Number	Value	0.00	20.00	20.00	60.00
			Date	31-Jul-2008	31-Mar-2011	31-Oct-2011	30-Jun-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of school improvement grants awarded	☐	Number	Value	0.00	366.00	366.00	558.00
			Date	31-Jul-2008	31-Mar-2011	31-Oct-2011	30-Jun-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of teachers trained in CFS	☐	Number	Value	0.00	11780.00	16378.00	15000.00

			Date	31-Jul-2008	31-Mar-2011	31-Oct-2011	30-Jun-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of School Principle trained in Leadership Program	☐	Number	Value	0.00	1463.00	2063.00	1500.00
			Date	31-Jul-2008	31-Mar-2011	31-Oct-2011	30-Jun-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of scholarship awarded in target schools	☐	Number	Value	0.00	10271.00	11892.00	24000.00
			Date	31-Jul-2008	31-Mar-2011	31-Oct-2011	30-Jun-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of Home-Based Care Launched	☐	Number	Value	0.00	300.00	300.00	450.00
			Date	31-Jul-2008	31-Mar-2011	31-Mar-2011	30-Jun-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of Community Preschools Launched	☐	Number	Value	0.00	309.00	309.00	450.00
			Date	31-Jul-2008	31-Mar-2011	31-Mar-2011	30-Jun-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of ECE classroom completed	☐	Number	Value	0.00	151.00	196.00	582.00
			Date	31-Jul-2008	31-Mar-2011	31-Oct-2011	30-Jun-2012
			Comments				

Cameroon

Coordinating Agency: AFD

Other Members of the Local Donor Group: AFD, UNICEF, UNDP, Banque Arabe Pour le Développement Èconomique en Afrique (BADEA), JICA

Date of ESP Endorsement: October 2006
Current Sector Plan Period: 2006–2011

Approval date: 11/11/2010
Closing date: 12/31/2011

Project Development Objective (PDO): The project development objective is to reduce class sizes by recruiting and retaining more teachers in the public education system, as well as deploying them in an equitable manner.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Unsatisfactory
Overall Implementation Progress (IP)	Moderately Unsatisfactory

Implementation Status Overview
The Grant reimbursed a portion of primary school contract teacher salaries for the school year 2009/2010 and 2010/2011. During this period an additional 7,100 contract teachers were hired under the primary contract teachers program, bringing the total to 37,200 contract teachers recruited since 2007. The number of teachers hired under the contract teachers program conformed to the program document, and their distribution across Cameroon was broadly aligned with the Program Objective to reduce inequality in teachers' allocation. The deployment of teachers in areas where the Pupil- Teacher Ratio was the highest contributed to decreasing the degree of randomness from 42% in 2007 to 35% in 2010. It is worth noting that most of this decrease took place before project implementation since the degree of randomness was already 35% in 2009. Despite the large number of contract teachers hired, the Pupil Teacher Ratio decreased only slightly from 53:1 in 2009 to 52:1 in 2010 because the increase in the number of pupils enrolled in primary school was larger than anticipated. Figures for 2011 will only be available early 2012 at which point achievement of the final PDO targets can be assessed more precisely.

The project encountered significant disbursement delays, and the first two installments, for a total of US$15.46 million were disbursed on November 08, 2011, more than six months later than envisaged. The remaining US$9.34 million is scheduled to be disbursed upon the receipt of a technical audit. Administrative bottlenecks and limited capacity within the Government to prepare withdrawal applications held back disbursements for several months.

The Government completed a financial and technical audit of the use of the first two tranches, which was necessary before the last tranche is disbursed. In particular, this audit provides information on eligible or ineligible expenditures, including the actual presence of teachers in sample regions. The audit shows some anomalies in the teachers' recruitment process, and teacher presence in the sample regions. The main finding is that there was a breakdown of internal controls in the recruitment process for teachers resulting in faulty salary payments. An amount of USD 24,821 (FCFA 12,534,709) was

found to be ineligible. The amount constitutes approximately 6% of teacher salary cadres IC4 and IC5. The categories of ineligibility including the amounts, and the calculation of respective reimbursement proportions to the Government and the respective development partners are provided in Tables below.

Project Development Objective Indicators						
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Current**	**End Target**
Pupil Teacher Ratio		Number	Value	50.00	52.00	48.00
			Date	01-Sep-2007	05-Dec-2011	01-Jan-2012
			Comments	The baseline as indicated in the PAD is for the school year 2006/2007 before implementation of the contract teacher program 43.00	This data is for the school year 2009/2010. No data is available yet for the school year 2010/2011	
Degree of randomness in teacher deployment		Percentage	Value	01-Sep-2009	34.00	42.00
			Date	The baseline as indicated in	01-Oct-2011	01-Jan-2012
			Comments	the PAD is for the school year 2006/2007 before implementation of the contract teacher program	This data is for the school year 2009/2010. No data is available yet for the school year 2010/2011	
Intermediate Results Indicators						
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Current**	**End Target**
Number of additional qualified primary teachers resulting from project interventions.	☒	Number	Value	0.00	37200.00	37200.00
			Date	01-Sep-2006	01-Sep-2010	01-Sep-2011
			Comments	The baseline as indicated in the PAD is for the school year 2006/2007 before implementation of the contract teacher program		

Central African Republic

Coordinating Agency: AFD
Other Members of the Local Donor Group: UNESCO, UNICEF, French Embassy, PAM, European Union, World Bank, Morocco.

Date of ESP Endorsement: February 18, 2008.
Current Sector Plan Period: 2008–2011 (Phase One of the Government's education sector program)

Approval date: 04/06/2009
Closing date: 06/30/2012

Project Development Objective: The project contributes to the implementation of Phase 1 of the Government National Education Strategy (2008–2011) and aims at improving access to better-quality primary education.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
Implementation is satisfactory. The school infrastructure program, that experienced delays, has picked up and produced concrete results since October 2011 as follows: 501 classrooms built (against the target of 513) and 314 rehabilitated (against the target of 410). Disbursements have also shown good progress, reaching US$29.5 million (78% of grant amount) - a 48% increase from October 2011.

At the sector level, the project has contributed to improving access and enhancing the teaching and learning environment. Since the reporting in October, sector indicators remain unchanged for the 2010-11 school year: GER for the primary level reached 87.2%, surpassing the target of 79.5%. New entrants in the first grade were 115,803 students compared to a target of 110,142. As for the second grade, overall the target was met with 47,107 new entrants, compared to 47,612 as planned. Students/teacher ratio was 81/1, compared to the target of 91/1. With the distribution of textbooks completed, the students/textbook ratio of 1.4 compared favorably with the target of 1.9. Even though access has been in constant progression, the Government is aware of the high repetition rate (22%) that constitutes an impediment to the goal of attaining universal primary education.

The project closing date has been extended by 12 months to June 30, 2013 and will enable the Government to consolidate the results achieved under the project and to fully utilize the grant proceeds.

The work for a comprehensive review of the implementation of the first phase of its National Education Strategy is underway. A workshop to present the results, with the participation of high level officials, the civil society and the development partners, is scheduled for mid-may 2012.

Component 1: Access. The school infrastructure program has underwent delays in its execution, particularly with one contract management entity- Agence d'Exécution des Travaux d'Intérêt Public (AGETIP) but has picked up substantially since July 2001, with an increase of 365 classrooms built and 314 rehabilitated. This brings the total of classrooms built to 501 (against the target of 513) and

classrooms rehabilitated to 314 (against the target of 410). There is an unused balance under the two contract management entities. Negotiations are underway to use the balance for additional schools construction. A technical audit needs to be undertaken soon.

Component 2: Quality. The national strategy for training has been developed. It is very exhaustive and recommendations have been made to operationalize it in a realistic manner, based on capacity and availability of financial resources. One drawback of the strategy is the lack of actions toward the community teachers whose contribution to the system will still be needed for the near future.

Teachers training program is continuing, with a new cohort 2011/13 comprising 750 teachers. By the end of the project, 2.765 teachers will be trained.

Textbooks distribution has been completed and has contributed to decrease the pupils: textbook ratio considerably from 6.8 in 2010 to 1.4 to 2011. Visits to schools undertaken by the Project Unit showed that the French textbooks are being used in the classrooms while the use of the Mathematics textbooks is less prominent. The reasons provided are: pupils' comprehension weakness and requirement to write in the textbooks for solutions to problems. Inspectors and pedagogical advisors have been trained in the competency approach for the utilization of the textbooks. They will, in turn, train the teachers.

Rehabilitation of training centers has been gradually completed by 2011.

Component 3: Management and Efficiency. Payment of salaries to contract teachers is done on a regular basis, using commercial banks and micro-credit entities. Difficulties remain in two areas that are insecure and where the banking system is not available, affecting payment of salaries to about 5 to 10% of the teachers. Attempts to negotiate with telephone companies and gas stations have not been successful.

Key Issues and Actions
Achieving the project development objective remains on track and notable progress has been made since the last mission in October 2011.

The project closing date has been extended by 12 months to June 30, 2013 and will enable the Government to consolidate project achievements and fully utilize the grant proceeds towards the construction and rehabilitation of classrooms

The Government has been informed by the GPE of its support in the execution of the second phase of the National Education Strategy with an indicative amount of US$19.2 million. The Bank has recently been selected as the Supervising Entity for the new operation.

The project has also supported capacity building of a number of technical staff of the ministry of education; nevertheless, the impact has been modest due to the lack of a comprehensive development program but also of adequate budget.

Project Development Objective Indicators						
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Current**	**End Target**
New entrants (non repeaters) Grade 6		Number	Value	34796.00	47107.00	50017.00
			Date	30-Jun-2008	06-Mar-2012	30-Jun-2013
			Comments	School year 2007/08	Annual statistics for school year 2010-2011	School year 2011/12
New entrants (non repeaters) Grade 1		Number	Value	98161.00	115803.00	114136.00
			Date	30-Jun-2008	06-Mar-2012	30-Jun-2013
			Comments	School year 2007/08	Annual statistics for school year 2010-2011	School year 2011/12
Gross enrollment in primary		Percentage	Value	73.70	87.20	81.70
			Date	30-Jun-2008	06-Mar-2012	30-Jun-2013
			Comments	School year 2007/08		School year 2011/12
Pupil: Math textbook		Percentage	Value	0.00	1.42	1.90
			Date	10-Oct-2007	06-Mar-2012	30-Jun-2013
			Comments		Annual Statistics 2010-2011.	end value target is revised to correct the typo.
Pupil: Reading textbook		Percentage	Value	7.00	1.36	1.90
			Date	10-Oct-2007	06-Mar-2012	30-Jun-2013
			Comments		Annual Statistics 2010-2011	
Pupil: teacher ratio		Percentage		90.50	89.00	80.00
			Date	10-Oct-2007	06-Mar-2012	30-Jun-2013
			Comments		Annual Statistics for school year 2010-2011.	

Intermediate Results Indicators						
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Current**	**End Target**
Number of additional qualified primary teachers resulting from project interventions.	X	Number	Value		1867.00	2765.00
			Date		06-Mar-2012	30-Jun-2013
			Comments			target has been corrected. 3 promotions of 750 teachers + one promotion of 365 community teachers + one "special" promotion of 150teachers (ENI 2008-2010)
Number of additional classrooms built or		Number	Value	0.00	815.00	985.00

rehabilitated at the primary level resulting from project interventions.	☒		Date Comments	30-Jun-2008	06-Mar-2012 cumulative number of construction and rehabilitation	30-Jun-2013
Share of community teachers who successfully complete training	☐	Percentage	Value Date Comments	0.00 30-Jun-2008 unit of measure is "number" instead of "percentage".	367.00 06-Mar-2012	365.00 30-Jun-2013 unit of measure has been revised to "number"
Share of future "contract teachers" who successfully complete initial training	☐	Percentage	Value Date Comments	0.00 30-Jun-2008 The unit of measure is "number" instead of "percentage".	1650.00 06-Mar-2012 2 cohorts of 750 each + 150 ENI 2008-2010 cohort	2400.00 30-Jun-2013 Unit of measure has been revised to "number". Revised target 2400 (initial 2250 + 150 "special ENI 2008-2010")
Pupil: classroom ratio	☐	Number	Value Date Comments	111.00 30-Jun-2008 School year 2007/08	87.00 06-Mar-2012 Annual statistics for school year 2010/11	111.00 30-Jun-2013 School year 2011/12
System for learning assessment at the primary level	☒	Yes/No	Value Date Comments	No 10-Oct-2007	No 06-Mar-2012	No 30-Jun-2013
Utility of the learning assessment system	☒	Number	Value	0.00	0.00	0.00

Djibouti

Coordinating Agency: France

Members of the Local Donor Group: AFD, JICA, UNESCO, UNICEF, USAID, World Bank, World Food Programme, AfDB, IsDB, Arab Fund for Economic and Social Development, Dubai Care.

Date of ESP Endorsement: Sept 2011
Current Sector Plan Period: National Education Strategy 2010–2011, Education Action Plan 2011-2016.

Approval date: 10/19/2010
Closing date: 09/30/2012

Project Development Objective (PDO): To support Djibouti's Education Action Plan for 2010-2011, namely, to increase equitable access to basic education and improve the quality and effectiveness of the education system. This financing will allow for the construction and furnishing of three new schools in rural communities, as well as school supplies for all children in rural schools.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Unsatisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Implementation Status Overview
During the first six months of implementation, the Grant encountered a number of difficulties due to the fact that the Ministry of Education (MOE) was not fully aware of changes in procedures that required GPE operations to closely follow World Bank's procedures. As a result, there were delays in meeting Bank's requirements to open a new account at a commercial bank and to submit a procurement plan, in order to start implementation. While these issues have been resolved the Grant closing date had to be extended for an additional year, i.e. until September 30, 2012.

Over the past few months there has been progress in the implementation of Grant activities. Disbursements increased to 24% and actual commitments amount to approximately 42.2% of the total Grant amount. However, given the short period until Grant closing date, it will potentially be difficult to complete all Grant activities by September 30, 2012. The need for a closing date extension will be assessed during the next supervision mission scheduled in early April.

Implementation progress by Component is as follows:

School Access (Component 1): The original program included the construction of 3 new schools and the rehabilitation of 4 schools. Out of the 3 new schools, 1 is completed and the 2 remaining ones are at 85 % physical progress. Contracts for the equipment of these schools are at the signing stage. The rehabilitation program has been expanded to respond to urgent needs: 3 schools are currently being rehabilitated, and the evaluation of packages for 5 schools (1 school was added to the original program of 4 schools) is currently under process.

Improving Equity to Education (Component 2): Activities under this Component have also made good progress. Regarding children with special needs, 857 students from impoverished areas benefited from pairs of glasses. The delivery of equipment for rural schools is also expected to begin in June 2012 (contracts are currently in signing process). The training of children with disabilities which was originally planned under the Grant is being carried out by USAID.

Reinforcing Quality of Education (Component 3): Major activities under this Component are currently underway: (i) the contract for the printing of Arabic, French and Math textbooks (a total of 35000 copies) was awarded in January 2012; and (ii) the contract for the provision of school kits to children will be delivered is in signing process and delivery of kits is expected around end of April 2012.

Improving School Supervision and System Management (Component 4): Progress under this Component is slow. The activities which were achieved so far are: the acquisition of vehicles for inspectors to support school supervision and the training of one staff from the Directorate of Statistics (DPI) in monitoring and evaluation. Training activities related to the development of tools for supervision and teaching quality are planned to take place in 2012 but have not started yet.

Key Issues and Actions

Organizational and managerial changes have affected implementation in 2011. Presidential elections took place in April 2011, resulting in staff and structural changes within the Ministry of Education. The Ministère de l'Education Nationale et de l'Enseignement Supérieur became the Ministère de l'Education Nationale et de la Formation Professionnelle which is now also in charge of technical education and vocational training and no longer in charge of higher education (as a new ministry for higher education and scientific research was created). A new minister for Ministry was appointed in June 2011, and was later replaced in October 2011 by the current minister. The Secrétaire Exécutif du Comité Supérieur de l'Education who was responsible for donor coordination and the GPE grant became the Secretary General of Education (still in charge of the GPE Grant). The implementing agency director was also replaced by an existing staff from the BEPE; while these changes have delayed implementation during the most part of 2011, the changes within BEPE had a positive impact on the daily management of Grant activities as the new director is very responsive and has good experience in donor-financed projects.

Monitoring and Evaluation remains weak. The collection and analysis of data is an issue for all projects at the Ministry. The Ministry does not have a functioning M&E system with clear roles and responsibilities for M&E tasks and the project implementation unit does not have staff dedicated to M&E at the project level. Although many applications currently exist to collect data, they are not integrated into one system. A new Bank funded education project which was recently appraised is expected to address these issues and the recruitment of an M&E officer is an effectiveness condition.

A progress report covering the period up to December 2011 was submitted by the Ministry of Education to the Bank in early January 2012. However, the content of the report needed to be significantly improved in order to provide a clear picture of the results achieved so far, as well as updated indicators. The Bank provided detailed comments on the submitted progress report in order to improve the overall quality of information. A revised version, including indicators, was expected to be received by February 10, 2012 but is again delayed. The team is closely following up to receive this revised report in the coming days.

Financial Management capacity needs further strengthening. Withdrawal applications are frequently returned by the World Bank Disbursement Department due to errors and/or missing information in submitting withdrawal applications. The FM software used for the Grant also encountered some technical difficulties at some point, which are now apparently resolved.

The Bank team is working closely with the BEPE FM team to resolve FM issues. The Bank team will also communicate this issue to the Minister and ensure that the FM specialist in the team spends a significant amount of time in the next mission to go over all pending and upcoming withdrawal applications to ensure they are filled out correctly. The WB FM team is also planning to organize a workshop in Djibouti in April which will benefit Ministry FM staff.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Primary GER	☐	Percentage	Value	51.50	75.40	78.2	80.60
			Date	30-Sep-2005	30-Sep-2009	05-Mar-2012	30-Sep-2012
			Comments			Data from the Annuaire Statistique 2011-2012	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Primary Completion Rate	☐	Percentage	Value	39.00	62.00	62.00	71.40
			Date	30-Sep-2005	30-Sep-2009	05-Mar-2012	30-Sep-2012
			Comments			No data could be provided by the Ministry during thecurrent mission but the team is pushing to obtain an update at the end of the next mission in January 2012.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
GER parity index	☐	Number	Value	0.81	0.91	0.88	0.94
			Date	30-Sep-2005	30-Sep-2009	05-Mar-2012	30-Sep-2012
			Comments			Annuaire Statistique 2011-2012	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of primary school students, of which girls	☐	Number	Value	50651.00		56654.00	61200.00
			Date	30-Sep-2005		05-Mar-2012	30-Sep-2012
			Comments	Of which girls:		Of which girls:	Of which girls:

				22500		26326 (this result is at the program level)	30000
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Parity index (GER)	☐	Number	Value	0.81		0.88	0.88
			Date	30-Sep-2005		05-Mar-2012	30-Sep-2012
			Comments			(this result is at the program level)	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Ratio of French, Arabic and Mathematics textbooks for all primary levels	☐	Number	Value	0.25		0.50	1.00
			Date	30-Sep-2005		30-Sep-2011	30-Sep-2012
			Comments			(this result is at the program level)	
Intermediate Results Indicators							
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of rural primary students receiving school kits (notebooks, pencils, bags, etc)	☐	Number	Value	6845.00	6845.00	6845.00	8207.00
			Date	30-Dec-2009	30-Sep-2009	05-Mar-2012	30-Sep-2012
			Comments			No data could be provided by the Ministry during thecurrent mission but the team is pushing to obtain an update at the end of the next mission in January 2012.	(this target is at the project level)
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Construction (and facilities) for new schools	☐	Number	Value	6.00		7.00	9.00
			Date	30-Sep-2009		05-Mar-2012	30-Sep-2012
			Comments			1 school was completed and 2 others are at 85%	(this target is at the project level)

						progress rate.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Rehabilitation of existing schools	☐	Number	Value	7.00		7.00	11.00
			Date	30-Sep-2009		05-Mar-2012	30-Sep-2012
			Comments			Rehabilitation of schoolsis underway but not yet completed.	(this target is at the project level)

Ethiopia

Coordinating Agency: Finland

Members of the Local Donor Group: British Council, Belgium, DFID, DVV International, EU,, Finland, GTZ, Italy, JICA, KfW, Netherlands, USAID, UNDP, UNESCO, UNICEF, WFP, World Bank, Belgium, EU, Finland, Germany, Italy, Japan, Netherlands, UK, UNESCO, UNICEF, USA, WFP, World Bank

Date of ESP endorsement: 2010
Current Sector Plan Period: 2010/11-2014/15

Status of Catalytic Fund Operation
CF Grant 1
CF Grant signature: 11/21/2008
Closing date of GEQIP: 07/07/2013
CF closing date: 05/31/2012

CF Grant 2
CF Grant signature: 07/26/2010
Closing date of GEQIP: 07/07/2013
CF closing date: 06/30/2013

Program Development Objective: The program aims to improve the quality of general education (grades 1–12) throughout the country. Phase 1 of the program (2009–2013) aims to: (i) improve teaching and learning conditions in primary and secondary education; and (ii) strengthen the management planning and budget capacity of the Ministry of Education, as well as of the regional bureaus of education.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Implementation Status Overview
The mid-term review of the project was conducted from May 2-26, 2011. Within the context of the Government's continued commitment to the quality of general education as set out in Education Sector Development Program IV (2010/11-2014/15), the project development objective (PDO) remains relevant. The PDO results indicators for 2009/10 indicate satisfactory progress in terms of increasing qualification of teachers. The percentage of primary teachers having the three-year diploma after grade 10 (the previous qualification requirement for grade 1-4 was one-year certificate after grade 10) reached 15.5% for grades 1-4 and 77.8% for grades 5-8 against the target of 3.4% and 54% respectively; and the percentage of secondary teachers with a degree reached 77.4% against the target of 56.5%. In addition, the Government's budgetary commitment to general education and to quality inputs for the sector shows positive trend, with the share of education in the total Government budget increasing from 21.4% in 2008 to 25.4% in 2009, and general education in the total education budget from 52.6% to 55.4%.

The project has made progress in many aspects since the December 2010 mission. The preliminary results of the school improvement program are positive. Schools visited during the mission used a participatory process in the preparation of their improvement plans and school grants were used according to the School Grants Guidelines. Evaluation of school grants is currently underway, which should provide more robust assessment of the school grants. Secondary textbooks for mathematics, physics, chemistry, biology, and civics and ethical education have been delivered. Efforts are underway to get all primary and secondary textbooks delivered within the project period.

In the context of weak reading abilities of children in grades 2 and 3 revealed through the Early Grade Reading Assessment conducted in 2010, the mid-term review agreed to include in the project activities aimed at improving reading and writing abilities of students in early grades and accord them high priority.

Key Issues and Actions

Satisfactory progress is being made in terms of attaining the PDO. Secondary textbooks in mathematics, physics, chemistry, biology, and civics and ethical education have been delivered. Since the disagreement between the Bank and the MOE on the method of procurement of textbooks were largely resolved during the Mid Term Review (MTR), the chances of meeting the indicator of one textbook per children have increased. The first year target of increasing the percentage of qualified teachers were surpassed (for grades 1-4: target - 3.4%, actual - 15.5%, for grades 5-8: 54.0%, actual - 77.8%, and for grades 9-12: target - 56.5%, actual - 77.4%).

Due to the significant increase in school grants last fiscal year the share of recurrent non-salary expenditures in the general education budget has increased over 15% surpassing the target of 5%. Similarly, the target for the share of education inthe Government budget of 14.5% has been surpassed reaching 25.4% in FY2009/10.

Since the mission in December 2010 the project has turned around. The chances of meeting the development objectives have improved and the implementation has been accelerated through resolution of a number of bottlenecks. The major accomplishments since the last mission are as follows:

(a) all disputes with publishers resolved; (b) an understanding on issues related to the modality of procurement of textbooks reached with the MOE; (c) SIP component is being implemented satisfactorily, and additional school grants released as agreed during the last mission; (d) Comprehensive Evaluation of GEQIP is underway; (e) Evaluation of School Grants is underway; (f) Snowy Mountain Engineering Corporation - technical advisory firm - mobilized; (g) an Independent Procurement auditor appointed; (h) teacher development program component implementation has accelerated with bottlenecks in the implementation of TDP resolved; and (i) textbook procurement has gained momentum; and (j) two misprocurement cases moving towards resolution.

Following the December 2010 mission, when the IP of the project was downgraded from MS to U, there has been substantial progress in the project implementation. The State Minister himself is getting more and more involved in the project. He now chairs monthly GEQIP implementation review meetings. All six actions agreed and entered into the Implementation Status and Results Report (ISR)

have been completed. Based on the above progress the PDO is upgraded from MS to S and IP from U to MS. IP will be upgraded to S once the procurement problems being faced by the projects are addressed.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Education expenditure as % of total government budget	☐	Text	Value	21.4%	23.2%	25.4%	25.4%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments	The baseline of 15.3%for 2006/07 correctedto 21.4%.	For 2009/10.	For 2009/10.	Endtarget hasbeen revised from 14.5%to 25.4%(at MTR)
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
General education expenditure as % of total education budget	☐	Text	Value	52.6%%	55.4%	55.4%	56.2%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments	The baseline for 2006/07 correctedto 52.6%from 66.6%.	For2007/08. Source: EPER.	For 2009/10	Endtarget revised from 66.6%to 56.2%(at MTRand basedon ESDP IV)
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
% of students scoring at least 50% in national learning assessments in Grades 4 and 8 in core subjects	☐	Text	Value	Grade 4 Female 18.9%Male 21.8%Total 20.0% Grade 8 Female6.1% Male14.4% Total 10.2%	N/A	NA	Grade4 Female 25% Male22% Total23% Grade8 Female 12% Male15% Total 13.5%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		Assessment not yet completed.	NLAare conducted every three years. The	NLA does not report in the waythe

						last took place in 2008. Results of 2011 NLA are expected in 2012.	indicator is structured. Request will be made to produce value forthis indicator.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Completion rate in Grades 5 and 8	☐	Text	Value	Grade 5 Female 56%Male 69.2%Total 62.7% Grade 8 Female 32.9% Male50.1% Total 41.7%	Grade 5: Female 73.7%,Male 77.5%,Total 75.6% Grade 8: Female: 44.5%,Male 51.0%,Total 47.8%	G5: F 73.7%, M 77.5%, T 75.6% G-8: F 44.5%, M 51%, T47.8%	Grade5 Female 70% Male75% Total72% Grade8 Female 45% Male55% Total 50%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		For 2009/10	End targets from ESDP IV. Targets maynotbe achieved. Source: ESAA 2009/10	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross enrollment rate in 1st and 2nd cycle secondary	☐	Text	Value	1stcycle secondary Female 28.6% Male45.7% Total 37.3% 2nd cycle secondary Female3.7% Male 7.3% Total 5.5%	First cycle: Female 34.7%, Male 43.55, Total 39.1% Secondcycle: Female 5.0%, Male 8.9%, Total 7.0%	1stcycle:F 34.7%, M 43.5%, T 39.1% 2nd cycle: F 5.0%, M 8.9%, T7.0%	1stcycle secondary Female 38% Male50% Total44% 2ndcycle secondary Female 6% Male8% Total 7%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		For 2009/10	Source: ESAA 2009/10	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Direct project beneficiaries	☒	Number	Value			17488033.00	
			Date			27-May-2011	
			Comments			Numberof students of which 47% are female	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Female beneficiaries	☒	Percentage	Value			8219376.00	
		Sub Type	Date			27-May-2011	
		Supplemental	Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Recurrent non-salary expenditures as % of general education budget for each region	☐	Text	Value	9.0%	15.6%	15.6%	17%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments	The baseline of 5% for 2006/07 correctedto 9.0%.	For 2009/10.	For 2009/10.	Endtarget hasbeen revised from 5% to 17% (at MTR)
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Pupil to new textbook ratio in core subjects in a) Primary (including ABE centers) & b) Secondary (math and science & other core subjects)	☐	Text	Value	Primarycore subjects - none; Secondary math and science - none; Secondary othercore subjects - none	N/A	Primarycore subjects - NA; Secondary math and science: NA; Secondary other core subjects - NA	Primary core subjects- 1:1; Secondary mathand science - 1:1; Secondary othercore subjects - 1:1
			Date	01-Jul-2008	15-Dec-2010	21-Sep-2011	07-Jul-2013
			Comments		Primarycore subjects are at biddingand development stage.	Primary textbooks juststarted arriving. Distributionof	

					Secondary textbooks are at bidding, development and distribution stage.	secondarymath andscience textbooks completed.But books were not enoughall students. Reprints being processed. Textbooksfor secondary other core subjects are under procurement and distribution. Data expected to be availableby December 2011.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
% of teachers with appropriate qualifications (Diploma or degree) in G1-4, G5-8, and G9-12	☐	Text	Value	G1-4 - 3.4%; G5-8 - 53.4%; G9-12 - 49.8%	G1-4 - 15.5%; G5-8 - 77.8%; G9-12 - 77.4%	G1-4:15.5% G5-8: 77.8% G9-12: 77.4%	G1-8# 72.3%; G9-12 # 90.2%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		Basedon Educational Statistics Annual Abstract (ESAA) 2009/10	Basedon Educational Statistics Annual Abstract (ESAA) 2009/10.End targets based on ESDP IV. They maynotbe achieved.	Endtarget updated. ESDP does not disaggregate the indicator by the cycle for primary education.

Intermediate Results Indicators

Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
System for learning assessment at the primary level	☒	Yes/No	Value		Yes	Yes	Yes
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments				

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Utility of the learning assessment system	☒	Number	Value	0.00	4.00	4.00	0.00
		Sub Type	Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
		Supplemental	Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 1: % of schools and ABE centers having received curriculum orientation	☐	Percentage	Value	0.00		0.00	100.00
			Date	27-May-2011		27-May-2011	07-Jul-2013
			Comments	New indicator set at MTR			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 1: A policy framework and guidelines for NLA adopted by MOE	☐	Text	Value	not applicable		not yet	Yes
			Date	27-May-2011		27-May-2011	07-Jul-2013
			Comments	New indicator set at MTR		planned for 2010/11	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 1: A policy framework and guidelines adopted by MOE with a national inspection unit established	☐	Text	Value	not applicable		not yet	yes
			Date	27-May-2011		27-May-2011	07-Jul-2013
			Comments	New indicator set at MTR		planned for 2011/12	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 2: # teachers trained in ELTIP	☐	Number	Value	0.00		0.00	4479.00
			Date	01-Jul-2008		27-May-2011	07-Jul-2013
			Comments	Indicator set in PADbut missing in ISR and therefore is added at MTR			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 2: # teachers trained as mentors (SBEM training)	☐	Number	Value	0.00		0.00	2995.00
			Date	01-Jul-2008		27-May-2011	07-Jul-2013

			Comments	Indicator set in PADbut missing in ISR and therefore is added at MTR			onlyone intervention during the life of the project.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional qualified primary teachersresultingfromproject interventions.	☒	Number	Value	0.00		0.00	2339.00
			Date	27-May-2011		27-May-2011	07-Jul-2013
			Comments	Indicator added at MTR		this is a 3-year program therefore the first group of 2339 teachers entering the program in 2009/10 will graduate in 2011/12	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 4: # intake of primary supervisors and directors trained under LAMP short-term using newly developed modules	☐	Number	Value			0.00	6000.00
			Date			27-May-2011	07-Jul-2013
			Comments	Indicator added at MTR		Modules for short term LAMP under development	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 4: # intake of secondary supervisors and directors trained under LAMPshort-term,usingnewly developed modules	☐	Number	Value			0.00	800.00
			Date			27-May-2011	
			Comments			Modules for short term LAMP under development	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 1: Number of cumulative textbooks and teacher guides in core subjects distributed in (a) primary and (b) secondary (math and science; other core subjects)	☐	Text	Value	Primary core - none; Secondary mathand science - none; Secondary other	None	Secondary math & science:7.3 million	Primary core -76.7 million; Secondary mathand

				core subjects - none			science - 4.2 million; Secondary othercore subjects - 7.3 million
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		The first batch of secondary books (Mathematics, Chemistryand Biology for Grade 9-10) is being distributed.	Number surpassed the planned 4.2 million.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 2: # intake into Colleges of Teacher Education (CTEs) for diploma pre-service training	☐	Text	Value	16,848	15,307	15307	24,830
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		for 2009/10	For 2009/10. The target was not achieved.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 2: # intake into Teacher Education Institutes (TEIs) for degree pre-service training	☐	Text	Value	24,099	0		40,911
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		Program not started.	Programnot started. Forclarity, indicator should read: # intake into Universitiesfor one-yearpre-servicedegree (spanning2 summers)	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 2: # of ABE facilitators	☐	Text	Value	263 (1.14%)	150 (0.65%)	263	10,650

qualified in Afar and Somali (3 month certificate level)			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		For 2009/10	For 2009/10 based on GEQIP annual reportcovering July 8, 2009 - July 7,2010. Additional 2,500 facilitators were trained using non-GEQIP resources. Forclarity, indicator should read:#ABE facilitators trained for the 3-month certificate. Indicator pertains to all ABE centers and is no longer limited to Afar and Somali.	Endtarget hasbeen revised from 9,563to 10,560(at MTR).
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 2: # of teacher educators qualified annually (HDP)	☐	Text	Value	2,538 (53%)	1,335 (28%)	1,335	4,800 (100%)
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		For 2009/10	For 2009/10 based on GEQIP annual reportcovering July 8, 2009 - July 7, 2010.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 2: # of teachers upgraded from certificate to diploma	☐	Text	Value	16,447	0	23,399	23,496
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		23,399teachers joined the course in 2009/10. It is a three-year program.	The above result isanintake: 23,399teachers joined the course in 2009/10. It is a	

						three-year program.The baseline value is not zero as the programstarted before GEQIP.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 3: % of primary and secondary schools and ABE Centers with completed School Improvement Plans approved by PTAs/School Boards	☐	Text	Value	Nobaseline available	N/A	NA	Schools-90%ABE Centers-50%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		The first annual survey will be completedby December 2011.	The first annual survey has been delayed and is expected to start fromAugust 2011.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 3: % of primary and secondary schools and ABE Centers using School Grants to address priority areas identified in School Improvement Plan	☐	Text	Value	Nobaseline available	N/A	NA	Schools-90%ABE Centers-50%
			Date	01-Jul-2008	15-Dec-2010	15-Dec-2010	07-Jul-2013
			Comments		The first annual survey will be completedby December 2011.	The first annual survey has been delayed and is expected to start fromAugust 2011.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 4: MOE and MOFED produce ESDP IV	☐	Text	Value	N/A	Yes	ESDPIV producedin November 2010	Produced in November 2009
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		The ESDP		

					preparedin November 2010.		
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 4: % of schools received revised SIP instrument training	☐	Text	Value	None	0%	NA	50% in year 2, 50% in year3- cumulative 100% by July 2013
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		SIP revision not completed.	MOE reported that 115,000 teachers, directors, supervisorsand parents have been trained on the preparationof school improvement plans. Results will be available on completion of the plannedannual evaluationof school grants.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Component 4: Education Statistics AnnualAbstractproducedand disseminated by October	☐	Text	Value	April 2008	Yes	ESAA for 2009/10 produced in Nov. 2010	Nov2010, Oct 2011, Oct 2012
			Date	01-Apr-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		2002 EC abstract prepared.		
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**

Component 5: % of woredas and regions report on physical, financial and performance progress data on quarterly basis	☐	Text	Value	Woredas - 60% Regions - 100%	100%	Woredas: 100% Regions: 100% Universities: 0%	Woredas- 90% Regions -100%; Universities 100%
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		Onlyfinancial report is to be providedon quarterlybasis. Other reports on six-monthly basis.	At MTR, indicator has been revised toinclude Universities reporting, set at 100%starting 2011/12.	Universities reporting is added
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gender and equity needs assessment across all components	☐	Text	Value	0	No	Gender and Equity assessment study undertakenand findingswere reported at MTR	1
			Date	01-Jul-2008	15-Dec-2010	27-May-2011	07-Jul-2013
			Comments		The draft TOR has been prepared (as partofthe proposedSocial Assessment). The report is expected to be finalized by end of January 2011.		

Guinea

Coordinating Agency: AFD and UNICEF

Other Members of the Local Donor Group: UNICEF, AFD, AfDB, World Bank, USAID, UNESCO, Plan International

Date of ESP endorsement: October 2007
Current Sector Plan Period: 2008–2018

Approval date: 07/30/2008
Closing date: 01/15/2013
Restructuring approval: 09/15/2011

Project Development Objectives (PDO): To enhance equitable access to and quality of education in basic education while also strengthening decentralized management of the education system.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Satisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Implementation Status Overview
The revised objective of the project is to enhance equitable access to and quality of education in basic education while also strengthening decentralized management of the education system. Given the reduction in the funding from GPE from 117.8 million to 64 million (of which 24 million is being managed by UNICEF and 40 million by the Bank as the supervising entity), the project has been restructured as follows:

- revision of the Project Development Objective to make it compatible with the reduced grant amount and scope;
- reduction of activities by adapting them to existing capacity and implementation mechanisms;
- redistribution of civil works activities amongst different actors with comparative advantages in a specific area;
- more emphasis on improvement of human resource management (in aligned with the World Bank supported project);
- introduction of innovative approaches for the nine préfecture with low gross enrollment rates. The Government is currently finalizing the revised operational manual which is an effectiveness condition.

Since the approval of the restructuring and the effectiveness in October, the grant disbursed 30%.

Key Issues and Actions
A joint review mission took place in Guinea in December 2012, the first mission after the re-engagement. AFD has been the only partner that continued to disburse during the political crisis. With their contribution, the government was able to launch the construction of the first 99 primary classrooms. KfW will withdraw from the pooled fund as it will not be able to disburse until the legislative elections are held. To this end, it envisages to select an NGO to carry out the Euro 18

million originally envisaged in the pooled fund, in order to allow the Guineans to benefit from this support. As a result, the team would need to carry out another restructuring of the program without KFW's contribution. The program is currently being adapted to this end.

Construction issues. Significant progress has been made to strengthen the supervision of construction. A WB architect and engineers were part of the mission in December. Progress has been made in improving the quality of construction of the existing 99 classrooms. In addition, a workshop was held with the supervisor team's regional representatives to present the finding of the visit, provide recommendation on areas of improvement, and bring to the attention of those involved the areas that need even more careful attention and supervision. To this, the WB will also assist them in development a user friendly manual.

Reorganization of the Ministry and local education staff. On September 9, the President of Guinea issued a decree for the nomination of new senior staff in the Ministry of Pre-University Education, including the replacement of the Program Coordinator (this would be the third replacement since project approval), Directors of Elementary Education, Planning and Statistics. These are all critical positions for successful program implementation. So far, the team's assessment is that this reorganization did not impede the implementation of the program.

Short implementation period. After the arrears were cleared in April 2011 and the restructuring approved in August 2011, the remaining period of implementation is a bit more than a year. The closing date was not negotiable as it was established by the Catalytic Fund Committee. Senior Management is asked to provide the team with the necessary support to extend the closing date when the time arises. Government will provide a request for extension within the next few weeks.

Indicative allocation for the next phase. Guinea was not part of the countries for which an indicative allocation was proposed on the basis of the delays encountered in the disbursement. The local education group would like to request that this decision be re-considered given the progress in implementation as well as the need to update the sector plan to adapt it to the development of the sector.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Gross enrollment rate for nine targeted prefectures	☐	Percentage	Value	47.00		48%	55.00
			Date	30-Mar-2011		December 2011	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross enrollment rate for nine targeted prefectures (by gender)	☐	Percentage	Value	43.00		43%	51.00
			Date	30-Mar-2011		December 2011	30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Direct project beneficiaries	☒	Number	Value	0.00			1584282.00
			Date	15-Mar-2011			31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Female beneficiaries	☒	Percentage	Value	0.00			48.00
		Sub Type	Date	15-Mar-2011			31-Dec-2012
		Supplemental	Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Implementation of Annual Budgeted Action Plans (PAAB) at all decentralized levels	☐	Percentage	Value	0.00			90.00
			Date	31-Mar-2011			30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Students with a passing grade in French and Mathematics (4th grade)	☐	Percentage	Value	50.00			55.00
			Date	30-Dec-2005			30-Dec-2012

			Comments				

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Yearly education statistics data availability before the start of subsequent school year	☐	Yes/No	Value	No		Available in Nov 2011	Yes
			Date	30-Mar-2011			30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Teacher management as defined by the allocation of teachers by number of students (Conakry only)	☐	Percentage	Value	70.00			75.00
			Date	31-Mar-2011			30-Dec-2011
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
System for learning assessment at the primary level	☒	Yes/No	Value	No		No	Yes
			Date	31-Mar-2011		December 2011	30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Utility of the learning assessment system	☒	Number	Value	0.00			2.00
		Sub Type	Date	31-Mar-2011			30-Dec-2012
		Supplemental	Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Textbooks purchased and distributed	☐	Number	Value	0.00			1500000.00
			Date	30-Mar-2011			30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
% of teachers benefiting from in-service	☐	Percentage	Value	0.00			90.00

training have improved results compared to baseline			Date	30-Mar-2011			30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Girls# success rate at the examination for entrance to 7th grade in100 targeted schools	☐	Percentage	Value	49.00			63.00
			Date	30-Mar-2011			30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross intake at grade 1 (total)	☐	Percentage	Value	82.00		83%	85.00
			Date	30-Dec-2009		December 2011	30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross intake at grade 1 (girls)	☐	Percentage	Value	78.00		78%	82.00
			Date	30-Dec-2009		December 2011	30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Schools implementing reading assessment	☐	Number	Value	0.00			500.00
			Date	31-Mar-2011			30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional classrooms built and/or rehabilitated at the lower secondary level	☐	Number	Value	0.00			200.00
			Date	31-Dec-2010			30-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Allocation of textbooks by number of students enrolled	☐	Percentage	Value	54.00			80.00
			Date	30-Mar-2011			30-Dec-2012
			Comments				

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number	Value	0.00		99.00	1900.00
			Date	30-Dec-2010		09-Sep-2011	31-Dec-2012
			Comments				

Guyana

Coordinating Agency: World Bank
Other Members of the Local Donor Group: Caribbean Development Bank (CDB), UNESCO, UNICEF, EU

Date of ESP endorsement: November 2002
Date of **ESP Re-endorsement:** September 2008
Current Sector Plan Period: 2008–2013

Approval date: 09/17/2008
Closing date: 10/01/2012

Project Development Objective (PDO): The grant supports the Ministry of Education in attaining the goal of universal primary school completion for boys and girls by 2015, with an emphasis on improving the quality of education and increasing literacy and numeracy.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
The project continues to perform well. As of December 31, 2011, out of the total US$32.92 million, US$27.91 million has been disbursed. Given the steady performance, it is expected that the remaining funds will be fully disbursed by the Program closing date, October 1, 2012.

After careful considerations and planning it has been agreed that the team will, through the Ministry of finance, send a request to the World Bank regarding reallocations of funds. Specifically, the request will seek reallocation of US$2million from Category 10 to category 6. The reallocation is needed and justified for the following reasons:

(i) There are saving and remaining funds in category 10 (Civil, Works, Goods, Training, Consultancy, Operations);

(i) The School Feeding Program (SFP) Category 6 targets the remote areas (the Hinterland) that present unique challenges for provision of services. The targeted regions are characterized by high poverty levels and agricultural labor intensity; and

(ii) The School Feeding Program produced significantly positive results on three fronts among participant primary school children: (i) improvement of school attendance, academic performance and classroom behavior; (ii) improvements in nutritional status of children; and (iii) increased parent and community participation. The impact evaluation results show that the poorest and most severely stunted children had the greatest benefit from the SFP.

Improving the quality of the teaching force in the hinterland will be assisted by delivering the Trained Teachers Certificate though the Distance Education mode for teachers in Regions 1 and 9, which will commence in January 2012. The support will cover expenses from January until October 1, 2011 and

the MOE has committed to take on the program from then until this cohort graduates. In addition to the regular printed materials, each teacher in this cohort will also benefit from a notebook and USB, to access electronic materials and web content.

A full-time data management and coordination specialist will be hired to help National Center for Education Resource Development (NCERD) implement the Continuous Professional Development Program for Trained Teachers (CPD). The MOE will maintain this position after GPE funding comes to an end for the sustainability of the CPD Program. In addition courses delivery will use the latest version of Operational Manual as a guide.

To ensure the smooth and sustainable functioning of Learning Resource Centers (LRCs), a training workshop that supports administration of the LCRs was held in June 2011. The existing centers will also receive one shot maintenance/replacement of equipment where necessary and the two new LRCs built by the MOE (Paramakatoi and Wauna) will be equipped.

Region 8 has improved performance in returning of payment receipts of Remote Area Incentive (RAI). Primary teachers in the hinterland will continue receiving RAI in the next year. The RAI reimbursement from the Government (5% in 2009; 10% in 2010; and 15% in 2011) is still pending. However, this issue has been brought to the attention of both the Minister of Education and Minister of Finance who are personally discussing the best alternative to reimburse the money and have committed to provide an answer to this situation shortly.

Enhancing the Teaching & Learning Environment at Primary. As of October 2011, sixty-six (66) schools in the hinterland have improved electricity, water and sanitary facilities. Fifteen more schools will be added to this list by the end of 2011. In addition, the project has built a total of 16 teacher houses for primary schools in the hinterland with a capacity for housing 64 single teachers or 32 teachers and their families. Four more teacher houses will be built in 2012. Maintenance training and delivery of tool-kit for all schools that have benefitted from civil works continues through the next year.

The MOE carried out an audit on the distribution of textbooks. The results have not been shared with the Bank. Procurement of textbooks for the school system will purchase urgently needed books for primary tops (Grades 7 and 8). The distribution of the books will be closely monitored by the team, which will work together with the Book Distribution Unit to ensure that books arrive at designated schools.

Based on a review of the Escuela Nueva activities in the hinterland, the MOE decided that the contracting of Escuela Nueva Volvamos a la Gente (international consultancy) to develop learning guides at this time was not the best option. It proposed instead the local development of competency-based-modules. Because of the approaching of the Program Closing date, October 1, 2012 and the complexity of this task, the Escuela Nueva funds have been allocated to other activities in the program (e.g. civil works).

There have been 77 School Improvement Plans (SIP) approved up to April 2011 and another 33 are currently in the process of being approved. Overall a total of 307 schools have benefited from SIP since it started in 2007. In 2012, 43 more schools will benefit from SIPs. Approximate 90 schools across the country have not been included in SIPs due to insufficient funds and weak local implementation capacity. However, the MOE has started to look at ways to support the SIPs for the remaining schools. One possibility is that the MOE will finances 30 SIPs each year through a three year period.

The Community-based School Feeding Program has benefitted 93 out of 138 primary hinterland schools which covers 16,625 children receiving a daily meal when they attend school. Given its positive results, some extra funds have been reallocated to this activity (US$2.3 million) to maintain the SFP operation until the end of the project. Some of this extra funding (US$100,000) will be utilized to fund small sustainability projects within hinterland schools that have benefited from the SFP. It is expected that about 70 schools will benefit from a small grant. The dissemination of results of the impact evaluation and the sustainability survey of the SFP will take place early 2012.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Primary Completion Rate (PCR) reaches 100%.	☐	Text	Value	National PCR =85.5%; Coastland PCR = 87.8%; Hinterland PCR = 64.8%	National PCR = 99.2%	National PCR = 103.7% Girls' PCR = 103.8%	National PCR =100%; Coastland PCR = 100%; Hinterland PCR = 100%
			Date	01-Jul-2000	01-Aug-2011	30-Nov-2011	01-Jul-2015
			Comments		From 2009-10 school year. Coastland and hinterland breakdown to be ready in Sept 2011.	From 2010-11 School year Coastlandandhinterland breakdown to be ready in March 2012.	

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Gross enrollment rate GirlsGross enrollment rate	☐	Text	Value	97.15%; 96.34% girls	94.06%; 93.21% girls	Total = 87.1% Girls = 86.3%	100%; 100% girls
			Date	01-Jul-2001	01-Aug-2011	30-Nov-2011	01-Jul-2015
			Comments		from 2007-08 school year	From 2009-11 school years, the data does not include private school enrollment. That's why the rate is low. The MOE has currently collected private school data and is now in the process of inputting the raw data into the EMIS system. Once the process is completed, it will correct the inconsistency.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Improving the quality of the	☐	Text	Value	% of qualified andtrained	% of trained teachers in hinterland = 42.73%; %	% of qualified and trained teachers in hinterland= 43%;	% of qualified andtrained

teaching force inthe hinterland (and nationally)				teachersin hinterland= 32%; % of qualified and untrained in hinterland = 12.95%; % of unqualified and untrained in hinterland = 51.38%	of qualified and untrained =33.56%;%of unqualified and untrained dropped to 23.7%	% of qualified and untrained in hinterland =33.4% ; % of unqualified and untrained in hinterland =23.7% from 2009-10 school year	teachers in the hinterland = 74%;
			Date	01-Jul-2002	01-Aug-2011	30-Nov-2011	01-Jul-2015
			Comments		from 2009-10 school year	from 2009-10 school year	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Decrease in Repetition Rate	☐	Text	Value	National = 5.92%; Coastland = 5.4%; Hinterland = 9.97%	National=0.55%; Coastland=0.35%; Hinterland = 3.12%	National = 0.55%; Coastland = 0.35%; Hinterland = 3.12%;	Repetition ratesin Hinterland decreaseby 10%.
			Date	01-Jul-2002	01-Aug-2011	30-Nov-2011	01-Jul-2015
			Comments		from 2009-10 school year	from 2009-10 school year	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
At least 70% ofstudents score 50% or moreon SSEE standar-dized English and mathema-tics test. (Max score is 60)	☐	Text	Value	Average math score = 27.68; Average English score = 25.17	Average math score = 25.39; Average English score = 21.43	Average math score = 20.60; Average English score = 22.05	50% = 30 points.
			Date	01-Jul-2002	01-Aug-2011	30-Nov-2011	01-Jul-2015
			Comments		from 2009-10 sch. yr.	from 2009-10 school year	

Haiti

Coordinating Agency: UNESCO

Other Members of the Local Donor Group: AECID, AFD, CIDA, Inter-American Development Bank (IDB), European Union (EU), UNESCO, UNICEF, USAID, and World Food Programme (WFP).

Date of ESP Endorsement: April 2008
Current Sector Plan Period: 2008–2011

Approval Date: 06/10/2010
Closing Date: 10/31/2015

Project Development Objective(s): The objective of the CF Grant is to improve access and equity of primary education for poor children aged 6 to 12.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Moderately Unsatisfactory

Implementation Status Overview
The project is implemented under the EFA Multi-donor Trust Fund and the first Grant would be fully disbursed by end of the year 2012. For Part 1 on improving access to school, the emergency operation called "Back to school" to respond to the impact of the January 2010 earthquake was completed in June 2011. Under this operation, 2,824 schools in affected area received compensation grants to cover teacher salaries from the project. For the school year 2011-2012, to support the Government's policy for a free and compulsory basic education, the Ministry of Education and donors agreed on reallocating the remaining funds from the emergency operation to finance 83,000 students under the tuition waiver program.

Under the Part 2 on improving quality education, the project continues financing the school nutrition and health program for about 12,000 students for the school year 2011-2012; four NGOs have been contracted to deliver either foods or meals to participating schools. For the activities related to the reform of the curriculum and the development of the Early Childhood Development, their implementation would be accelerated after the validation of the Education Operational Plan (EOP) and the appointment of its steering committee by the Ministry of Education, scheduled by February 2012.

Under the Part 3 on enhancing institutional capacity, the project provided equipments and materials for the central Ministry and the 10 departments.

To avoid interruptions with the financing of the important activities under the project first grant, the process to request a second grant would be initiated soon to ensure the availability of the new funds in early January 2013.

Key Issues and Actions
The final number of participating schools (2,824) is slightly below the project value target for the emergency operation (3,000) and is much lower than the number in the original list of schools (5,000)

established by the Ministry of Education. The education information system is weak and donors have given priority for the school census in 2011. As a result for the first time after eight years, updated education data are available. This would allow improving the monitoring of the education system, which was almost impossible in past years.

The project activities are well aligned with the new Government policy for a free and compulsory basic education although their financial sustainability is questionable. The Government is developing new funding mechanisms, which could be a window for donors to initiate the discussion on integrating gradually the costs of the tuition waiver program and the school health and nutrition program in the national education budget.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Schools participating in the teacher compensation program	☐	Number	Value	0.00	3000.00	2824.00	3000.00
			Date	11-Mar-2010	16-Jun-2011	23-Jan-2012	31-May-2011
			Comments	This program was designed as an earthquake response mechanism, thereforeno schoolswere participating beforethe earthquake.	This is the number of schools that have received the funds but other schoolsare expected to receive transfers subsequent to the final report on verification by the independent firms.	This is the final number of schools that have received the funds.	Theoriginal target date for all transfers to have been completed was for August 2010.

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of children participating in school health and nutrition program	☐	Number	Value	0.00	54000.00	29000.00	50000.00
			Date	11-Mar-2010	16-Jun-2011	23-Jan-2012	30-Jun-2011
			Comments	This program was designed as an earthquake response mechanism. The CF will co-finance the existing school health and nutrition program	Thisisthe estimated number ofchildren enrolled in the program, according to contracts signed with NGOs. Final numbers will be subjecttothe validated reports from the NGOs by end of July2011.	This is the estimated accumulated number of children financed by the CF for the school year 2010-2011 (17,000) and 2011-2012 (12,000). Theestimated number of students currently enrolled in theprogramin 2011-2012,and financed by the TF Grant, CDB and IDA is 73,000.	The end target value was set for oneyearof implementation of the first CF grant.

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target

Contract signed with UNESCO for curricular and pedagogical support to the MENFP	☐	Yes/No	Value	No	No	No	Yes
			Date	11-Mar-2010	16-Jun-2011	23-Jan-2012	31-May-2011
			Comments		The action plans is ready but it needs to be approved by the incoming Minister of Education	The action plans is ready but it needs to be approved after the validation of the SectorOperational Plan by the Ministry of Education	
Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Implementation of ECD action plan	☐	Percentage	Value	0.00	0.00	0.00	100.00
			Date	11-Mar-2010	17-Jun-2011	23-Jan-2012	30-Jun-2015
			Comments		The ECD action plan isdevelopedbut needs to be approved bytheincoming Ministry of Education	The ECD action plan is developed but needs to be approved after the validation of theSector Operational Plan by theMinistryof Education	The ECD action plan is a five-year plan
Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Implementation of institutional strengthening action plan	☐	Percentage	Value	0.00	50.00	70.00	100.00
			Date	11-Mar-2010	16-Jun-2011	23-Jan-2012	30-Jun-2015
			Comments		The action plan on the EMIS is implemented in close collaboration with UNESCO, while equipment for the BDS (decentralized level of the MoE) is being procured by the project.	The school census for 2010-2011is completed and school data are available. Equipments for the BDS (decentralized level of the MoE) have being procured by the project.	The action plan for institutional strengthening is a five-year plan

Kyrgyz Republic

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: World Bank, Asian Development Bank, European Commission, Save the Children, Soros Foundation-Kyrgyzstan, USAID, German Technical Cooperation (GTZ)

Signing date: 02/11/2011
Closing date: 08/31/2012

Project Development Objective: The Project's objective is to support the Government's introduction of the national school preparation program for a smooth transition to school for children between the ages of five (5) and six (6) years.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
Grant implementation is progressing steady and in full swing. To date, the Awareness Campaign for the pre-school program has been launched through the conduct of 8 round-table public discussions country wide. The first phase of the staff training for the preparation of the national program has been delivered. 194 school administrators, trainers and teachers were selected to participate. 22 titles of reading books in Russian and Kyrgyz languages have been printed and delivered to schools that implement the program. About 1365 schools in four targeted oblasts received the furniture's designed for the pre-school program. The grant disbursement now is up to US$2.2 million, equivalent to 37% of the total grant. This is also US$1.2 million up since the last ISR in a two-month period. The remaining procurement packages, including teacher training, developmental toys and visual aids, are underway and 40% of the contracts have already been signed for the delivery of these inputs. Keeping the momentum, the disbursement level is expected to reach US$5 million by April, 2012, which will account for over 80% of the grant. The delivery of the above inputs of goods and services will contribute to the full attainment of the grant objectives of supporting the government's national school preparation program. Considering the current progress, the grant is expected to achieve its development objective in a timely manner. Grant implementation is on track since effectiveness in March 2011. On the basis of current progress, the grant is expected to achieve its development objective in a timely manner.

Key Issues and Actions
There are projected savings of about $1.7 million from the lower than expected price of the competitive procurement. The Bank approved the Government's proposal on the use of these resources in January, 2011. Considering the short implementation schedule of 18 months, the team will monitor the progress closely and ensure it keeps up the momentum for the remainder of the implementation without any slippage.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Training and mentoring program for the teachers of the school preparation program is approved by KAE.	☐	Text	Value	0		0	Training and mentoring approved.
			Date	14-Jan-2011	09-Sep-2011	21-Dec-2011	31-Aug-2011
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
The 240hr preparatory program is approved by Kyrgyz Academy of Education	☐	Text	Value	No		Approved	Approved
			Date	14-Jan-2011	09-Sep-2011	21-Dec-2011	31-Aug-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of targeted children completed the school preparatory program	☐	Percentage	Value	55.00	55.00	55.00	90.00
			Date	14-Jan-2011	09-Sep-2011	21-Dec-2011	31-Aug-2012
			Comments	Number of 5-6 yr. olds covered in pre-schooland primary school are 55,000 out of 5-6 yr. old population of 103,000.			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of schools offering the preparatory program	☐	Percentage	Value	0.00		0.00	90.00
			Date	14-Jan-2011		21-Dec-2011	31-Aug-2012
			Comments				

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Proportion of schools offering the program using materials	☐	Percentage	Value	0.00		0.00	90.00
			Date			21-Dec-2011	31-Aug-2012
			Comments	Component 2			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of schools receiving package of	☐	Number	Value	0.00		0.00	2133.00

materials			Date	14-Jan-2011		21-Dec-2011	31-Aug-2012
			Comments	Component 2			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of methodological days provided for the preparatory program	☐	Number	Value	0.00		0.00	112.00
			Date	14-Jan-2011		21-Dec-2011	31-Aug-2012
			Comments	Component 1			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Numberofmethodologistswho successfully complete training as mentors	☐	Number	Value	0.00		0.00	57.00
			Date	14-Jan-2011		21-Dec-2011	31-Aug-2012
			Comments	Component 1			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of teachers delivering the program	☐	Number	Value	0.00		0.00	3200.00
			Date	14-Jan-2011		21-Dec-2011	31-Aug-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional qualified primary teachersresultingfromproject interventions.	☒	Number	Value	0.00		0.00	3200.00
			Date	14-Jan-2011		21-Dec-2011	31-Aug-2012
			Comments	Component 1			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Recommendations coming out of the researchstudiesdiscussedand disseminated	☐	Text	Value	none		not yet	completed
			Date			21-Dec-2011	
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Monitoring data is available and collected by MOES	☐	Text	Value	none		not yet	completed
			Date			21-Dec-2011	31-Aug-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
National advocacy campaign implemented	☐	Text	Value	n/a		ongoing	completed
			Date			21-Dec-2011	31-Aug-2012

Lao PDR

Coordinating Agencies: AusAID, UNICEF

Other Members of the Local Donor Group: ADB, EU, GIZ, Japan (JICA and Embassy of Japan), UNESCO, WFP and World Bank

Signing date: 08/12/2010
Closing date: 08/31/2013

Project Development Objective: The Project Development Objective is to support the Government of Lao People's Democratic Republic to increase the coverage and improve the quality of Pre-primary and Primary Education with a focus on the most educationally disadvantaged children.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Implementation Status Overview
Despite the initial start up delays, the program is now making good progress, and concerted efforts are being made to put Program implementation back on track. Given the complexity of community-based school construction activities which covers 56 target districts countrywide, the shorter than average implementation period of three years, the numerous training activities undertaken, the innovative nature of the school feeding and the non-formal education activities, the Program is making steady progress. The MoES shows high level of dedication and strong commitment to achieving Program objectives. Staff involved is dedicated and performing well in expediting Program activities and in monitoring implementation progress. The total cumulative disbursement as of February 27, 2012 remained at 21.7 % for the combined GPE and AusAID grants.

Key Issues and Actions
MoES have made substantive progress in following up on the joint commitments made during the Lao country team presentation to the Catalytic Fund Committee in Washington D.C. in May 2010. These commitments included: (a) increasing government financing for the education sector; (b) providing third party verification; (c) strengthening of financial oversight; (d) implementing the Performance Assessment Framework; and (e) developing capacity building plans. Progress on these commitments is reported in the October 2011 aide-memoire under Sub-Component B4: Strengthen Monitoring and Evaluation Capacity and will be followed-up during the upcoming March 2012 mission.

Given the expected high future disbursements and the need to channel funds for school feeding, requests for authorization were sent to the Bank: (a) to increase the ceiling to the Designated Account from US$2 million to US$4 million and (b) to amend the Grant Agreement to include food items as part of the Community Grants Scheme.

Following the October Joint Mission, the Secretariat of the GPE requested for an urgent update on the status of the Catalytic Fund allocation. The Secretariat noted the low disbursement rate and an urgent need for the Program to accelerate implementation. In close consultation with the MoES and

development partners, several remedial actions were identified to ensure effective and timely Program implementation. These include: (i) strengthening performance and management oversight, (ii) strengthening financial and procurement management, (iii) strengthening quality oversight of construction sub-component, and (iv) re-prioritization of activities. The MOES is making concerted efforts to meet all the requirements under remedial actions. Additional training support has been provided to the MoES to strengthen monitoring and evaluation (M&E) needs and to ensure that the M&E functions are fully embedded in the implementing units (IUs), with a specific staff assigned to carry out this function in each IU.

The progress of the agreed actions from the October 2011 mission will be reviewed as part of the Joint Sector Review Mission and the GPE implementation support mission took place in March 2012.

Results Indicators

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Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Dropout rate of primary education grade 1 to 5	☐	Percentage	Value	8.00	7.80	7.80	3.00
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	12-Aug-2013
			Comments	Datais for academic year 2008-2009	Data is for academic year 2010-2011	Datais for academic year 2010-2011	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Enrollment rate	☐	Percentage	Value	91.00	94.10	94.10	95.00
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	12-Aug-2013
			Comments	Datais for academic year 2008-2009	Data is for academic year 2010-2011	Datais for academic year 2010-2011	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
System for learning assessment at the primary level	☒	Yes/No	Value	Yes	No	No	Yes
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	
			Comments	Assessmentof students grade 5 on 3 subjects	Data is not yet available	Data is not yet available	ASLOof students grade 3 on 2 subjects
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Utility of the learning assessment system	☒	Number Sub Type Supplemental	Value	0.00			1.00
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number	Value	0.00			760.00
			Date	11-Aug-2011			
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional qualified primary teachersresultingfromproject interventions.	☒	Number	Value	0.00			750.00
			Date	11-Aug-2011			12-Aug-2013
			Comments				

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Gender parity index for primary education	☐	Number	Value	0.88	0.90	0.90	0.96
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	12-Aug-2013
			Comments	Data for academic year 2008-2009	Data is for academic year 2010-2011	Datais for academic year 2010-2011	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Increase in the number of schools meeting SOQ, school of quality, standards	☐	Number	Value	0.00	0.00	0.00	1600.00
			Date	11-Aug-2011			
			Comments	Datais for academic year 2008-2009	Data is not available	Datais not available	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Primary completion survival rate to grade 5 in targeted districts	☐	Percentage	Value	54.20			64.00
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	12-Aug-2013
			Comments	The baseline data is for academic year 2008-2009	Data is not yet available	Data is not yet available	

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Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of schools that become complete	☐	Number	Value	0.00	0.00	0.00	570.00
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	
			Comments	Datais for academic year 2010-2011	Data is not yet available	Data is not yet available	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Percentage of schools where block grants have effectively been used	☐	Percentage	Value	0.00	0.00	0.00	100.00
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	12-Aug-2013
			Comments	Datais for academic year	Data is not yet available	Data is not yet available	

				2010-2011			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of playgroups with a trained care-giver and adequate materials	☐	Number	Value	0.00	0.00	0.00	180.00
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	
			Comments	Datais for academic year 2010-2011	Data is not yet available	Data is not yet available	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of schools with principals trained on their 7 roles	☐	Number	Value	0.00	0.00	0.00	1000.00
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	12-Aug-2013
			Comments	datais for academic year 2010-2011	Data is not yet available	Data is not yet available	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of schools with teachers trained	☐	Number	Value	0.00	0.00	0.00	1600.00
			Date	11-Aug-2011	08-Sep-2011	08-Sep-2011	12-Aug-2013
			Comments	Datais for academic year 2010-2011	Data is not yet available	Data is not yet available	

Lesotho

Coordinating Agency: Irish Aid

Other Members of the Local Donor Group: World Bank, UNICEF, World Food Programme, AfDB, UNFPA, WHO, JICA.

Date of ESP Endorsement: November 1, 2005
Current Sector Plan Period: 2005–2015; updated version for the 3-year period: 2009–2012

Signing date: 08/25/2010
Closing date: 08/30/2013

Project Development Objective is to provide improved facilities at existing primary schools, support and contribute to expand access to pre-primary education, and support improvements in quality of teaching.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Unsatisfactory
Overall Implementation Progress (IP)	Moderately Unsatisfactory

Implementation Status Overview
This ISR updates the previous one, of October 12, 2011. Information used for its preparation was obtained during: (i) the supervision mission carried out one year after project effectiveness (November 2011); (ii) the Joint Technical Review of December 5, 2011; and (iii) the technical mission of February 2012.

The Project was effective in November 2010, and thus, a full implementation year is completed. Project implementation is fully mainstreamed in the Ministry of Education and Training. Although there have been some delays in project implementation, the latter is starting to catch up, and progress has been made during the past four months.

Component 1. Bids for civil works in the three districts selected for Batch 1 opened on August 9, 2011. These districts are: Thaba-Tseka, Mokhotlong and Qacha's Nek. Bid Evaluation Reports were sent to the Bank for a request of No Objection. To date, No Objection was provided to recommendations of contract awards for 29 out of a total of 31. Four contracts in the Qacha's Nek district have already been signed. Overall, around US$2.4 million worth of civil works are committed with signature of the remaining 27 contracts expected to take place during the month of February. At the same time, work has started to prepare bidding documents for civil works Batch 2, and bidding documents for classroom furniture have already been prepared with bids expected to open during the month February. This is significant progress in the most important component of the project. However, delays are still found in the conclusion of the procurement for individual consultancies for a Component 1, Contracts Manager and the Quality Surveyors and firm consultancies for a site surveyor firm and construction supervision firm. Procurement of such services is expected to be concluded before mid-March. Training in procurement provided by Eastern and Southern African Management Institute has taken place in December 2011.

Component 2 has seen progress. The government has written contracts for 120 caregivers and 120 caterers for receptions classes in all ten districts in Lesotho and they were signed in August.

Construction kits and puzzle kits have been purchased and delivered. Food catering has been initiated in January 2012. Terms of Reference (TOR) for the consultancies on the value of reception classes as a form of ECCD provision, and on the causes for high early grade repetition have been submitted for No Objection, which has been granted. Preparation of contract renewal for care givers, and new contracts for caterers for the next fiscal year has already started.

Component 3 has also seen good progress. Procurement of a firm to carry out the baseline service concluded with a contract signed in the amount of US$0.5 million. The teachers' incentive scheme was launched in January, with the first quarterly payments to be made in March 2012. Consultancies on the development of new literacy and numeracy curricula and assessment materials are on-going and preparation for the pilot of the newly produced materials has started. Textbooks were purchased and distributed.

There have been visible efforts from of the Ministry of Education and Training (MoET) to increase the pace of project implementation and to compensate for the delays in procurement. MoET has revised the roles and responsibilities of the implementation team; it has strengthened coordination and communication mechanisms, and there are visible results of this. However, procurement capacity is still weak and the procurement unit in MoET is not only in charge of procurement for the project but also for all MoET procurement. It is very important to follow up closely on project implementation and keep providing extra procurement and technical support to the implementation team.

Key Issues and Actions

Project implementation being fully mainstreamed in the MoET has posed serious challenges to progress, and project implementation was delayed in 8 months at the end of the first implementation year supervision mission (November 2011). Such delay, largely due to difficulties with project coordination, and building and retaining implementation capacity can jeopardize the allocation to civil works of additional US$10 million from the GPE. This allocation is to be triggered by completion of two civil works targets, previously agreed with the Partnership, at mid-term review. It is important to note however, that senior management in the Ministry of Education is very much aware of this situation and has started to carry out steps to improve the pace of implementation. In fact, since October 2011 to date, important progress has taken place, and if momentum is maintained, project implementation will significantly progress.

Although important progress has been made recently, and training in procurement has been provided to the procurement unit in MoET, procurement capacity in the Ministry is still weak. This is largely due to the new composition of this team and their lack of experience with Bank procurement guidelines. At the district level procurement capacity is also weak and there is a great deal of information/training sessions required for local contractors, which are bidding under Bank guidelines for the first time. Informed by the lessons learnt with procurement of civil works in Batch 1, the Bank will provide extra support in procurement to MoET procurement unit at least during the months of February and March. Procurement experts will travel to Lesotho to provide hands-on training to MoET's procurement team and to participate in training activities at the district level. Continuous extra technical support will also be provided to the overall implementation team during the upcoming months. MoET needs to continue its efforts to increase the pace of project implementation and to continue to consolidate communication and coordination among the implementation team, which efforts have already started to bear fruit.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Decline in shortfall of qualified teachers at primary level	☐	Percentage	Value	0.00		0.00	10.10
			Date	01-Nov-2010		05-Dec-2011	
		Sub Type	Comments			0.0 for first year (indicator on track with activities already started).	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Qualified teachers (from total number covered by the project) retained or attracted to difficult schools	☐	Number	Value	0.00		0.00	1600.00
			Date	01-Nov-2010		05-Dec-2011	
		Sub Type	Comments			0.0 for first year (indicator on track with activities already started).	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Repetition rate (grade 1)	☐	Percentage	Value	26.00		24.20	23.00
			Date	01-Nov-2010		05-Dec-2011	
		Sub Type	Comments			Target met for first year of the project (25.00)	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Declineinshortfall of classrooms at primary level	☐	Percentage	Value	0.00		0.00	7.50
		Sub Type	Date	01-Nov-		05-Dec-2011	

				2010			
			Comments			Target not met (0.7% target value).	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Enrollment in reception classes supported by the project	☐	Number Sub Type	Value	0.00		2760.00	3600.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Target met for the first year (2,400)	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Classrooms constructed by the project meeting the agreed standards	☐	Percentage Sub Type	Value	0.00		0.00	100.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Target not met (10% target value).	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Direct project beneficiaries	☒	Number Sub Type	Value	0.00		2880.00	24600.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Target not met for the first year (4,620)	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Female beneficiaries	☒	Percentage Sub Type Supplemental	Value	0.00		75.00	55.00

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Intermediate Results Indicators

Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End**

							Target
Teachers in difficult schools targeted by the project enrolled in training programs	☐	Amount(USD) Sub Type	Value	0.00		0.00	800.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Indicator on track-first year setup indicator scheme.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
System for learning assessment at the primary level	☒	Yes/No Sub Type	Value	Yes		Yes	Yes
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Assessments carriedoutin Sesotho and Math andresults disseminated.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Utilityofthe learning assessment system	☒	Number Sub Type Supplemental	Value	3.00		3.00	3.00
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Textbookspurchased and distributed by the project	☐	Number Sub Type	Value	0.00		6500.00	13300.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Target for the first yearsurpassed (3,300)	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Teachers and principals in grade	☐	Number	Value	0.00		0.00	4500.00

1 to 3 targeted by the project that were trained in teaching methods adapted to the new curriculum		Sub Type	Date	01-Nov-2010		05-Dec-2011	
			Comments			Target not met for the first year.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional qualified primary teachers resulting from project interventions.	☒	Number Sub Type	Value	0.00		0.00	800.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Indicator on track-first year setup indicator scheme.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Teachers in difficult schools targeted by the project receiving a grant	☐	Number Sub Type	Value	0.00		0.00	800.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Indicator on track-first year setup indicator scheme.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Reception classes supported	☐	Number Sub Type	Value	0.00		120.00	120.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Target fully met for the first year.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Classrooms furnished	☐	Number Sub Type	Value	0.00		0.00	330.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Target not met for	

						the first year (33 classrooms).	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Toilet blocks constructed	☐	Number Sub Type	Value	0.00		0.00	100.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Target not met for the first year (10 toilet blocks).	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Numberofadditional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number Sub Type	Value	0.00		0.00	330.00
			Date	01-Nov-2010		05-Dec-2011	
			Comments			Target not met for the first year (33 classrooms).	

Liberia

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: USAID, Open Society Foundation, European Union, UNESCO, World Bank and NGOs, including Save the Children, Child Fund, Plan International, etc.

Date of ESP endorsement: May 2010
Current Sector Plan Period: 2010-2020

Approval date: 5/6/2010 (became effective on January 31, 2011)
Closing date: 6/30/2013 (three-year project)

Project Development Objective: The Catalytic Fund's development objective is to increase access to basic education, with a particular focus on poor areas, to improve conditions of teaching and learning, and to improve school management and accountability.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Unsatisfactory
Overall Implementation Progress (IP)	Unsatisfactory

Implementation Status Overview
The GPE Grant for Basic Education Project (BEP) was approved on September 1, 2010 and the grant agreement signed on September 29, 2010. The three-year project became effective on January 31, 2011. Although the Government has made progress with respect to procurement of some consultants and firms, project implementation continues to be slow, in large part due to four factors: (i) institutional restructuring at various levels of implementation following the passage of the Education Reform Act in August 2011, (ii) low management capacity in the Ministry of Education (MOE) to implement a project with a complex design, (iii) continued lack of clarity on overlaps between the BEP and activities financed by other donor partners, and (iv) presidential elections in October 2011 and related and ongoing transitions in the MOE Senior Management Team (SMT). Information on new political appointments continues to trickle in: the new Minister – Ms. Estonia Tarpon – was appointed on January 27, 2012, two of the three Deputy Ministers on February 3, 2012, and the third Deputy Minister on February 22, 2012. The Assistant Ministers have yet to be appointed. Disbursement is slow, with US$1 million disbursed in the first year out of the originally scheduled US$8 million.

The Government has proposed a project restructuring to address the implementation bottlenecks noted above. The MOE circulated the draft BEP Restructuring Issues Paper to the Education Sector Development Committee (ESDC). Minister Gongar subsequently chaired a meeting with the ESDC on February 7 and noted that the MOE had decided to pursue Option 2 or full integration of the BEP into the Education Reform Act 2011. The partners were supportive of pursuing Option 2. The Minister requested from the partners their feedback and any corrections or revisions to the BEP Restructuring Issues Paper by February 10.

The MOE appointed a Restructuring Team comprised of senior management and technical staff. Together with the Bank team, and in accordance with input provided by relevant Donor Partners, the Restructuring Team reviewed the Grant Agreement and Annexes 3 and 4 of the Project Appraisal Document (PAD) and in particular, discussed the rewording of the project description section of the Grant Agreement. The Restructuring Team will further discuss the Grant Agreement revision with sub-component teams and the MOE Senior Management Team prior to submitting a final proposal to the Minister. The Restructuring Team also agreed on the following next steps: (i) develop an expanded project description with details of proposed activities, (ii) discuss the flow of funds with the Financial Management Specialists, particularly as it relates to county and school grants, (iii) revise the disbursement schedule in accordance with a five-year implementation period, (iv) revise the results framework, and (v) review and revise, as needed, the Project Development Objective. The restructuring request letter is expected to be submitted by the GoL by mid-March 2012. Project restructuring is critical to improve implementation, but this process is likely to take at least another four to six weeks. Thus project implementation is expected to continue to be slow in the coming months.

Key Issues and Actions

The Government has requested a project restructuring on two fronts. First, the GoL proposes to extend the project for two years (thus total of five years of implementation). Second, the project will be restructured to focus on strengthening the management of key sector activities with high impact on enhancing equitable access to and quality of basic education: school construction in rural areas, learning materials provision and utilization, and fiscal de-concentration through county and school grants. In addition, support for the Early Childhood Education systems development would be continued. The BEP would support the functions of the Center for Education Management, which was established under the Education Reform Act 2011.

Component 1: School Construction. The restructured component will focus on the management of school construction and therefore the Restructuring Team will suggest interim indicators that will capture improvements in the MOE's capacity to supervise the planning and implementation of school construction, but also to develop guidelines for school maintenance. The number of ECD centers and primary and basic education schools to be built under the BEP remains the same.

Component 2.1: Learning Materials. The restructured sub-component would focus on improving the management of procuring textbooks, and then monitoring their effective utilization in the classroom. The project would focus on innovative ways to bring down the unit cost of textbooks, both to mitigate against the selling of textbooks on the black market and to make it feasible for the government to regularly reprint textbooks. The Restructuring Team also highlighted that the utilization of textbooks in classrooms was key to improve the quality of education, and thus the project would support tracer studies and ensure collaboration with teacher training programs so that teachers know how to effectively use the teacher guides and textbooks. The number of textbooks (core subjects for grades 5-9, totaling approximately one million textbooks) and teacher guides (approximately 20,000) remains the same.

Component 2.2: School Grants. During the February 2012 mission, key discussions were held on the transition from the county-based grants funded by the Pooled Fund to the school grants under the BEP. The proposed plan is for the BEP to support a full assessment of the county-based grants system in April/May 2012. Based on currently available information, changes to the current county-based grants include: (i) strengthening the linkage between grant disbursement and county/school improvement plans, (ii) broadening the scope of eligible expenditures, including salaries for local teachers, simple repair work, and furniture, (iii) setting a minimum threshold so as to not disadvantage small schools, and (iv) reviewing the per student amount. The BEP will also support the piloting of school grants

starting in September 2012. The Project Support Team (PST) will develop a time to phase out the county-based grants, with the long-term goal of having all schools receive school-level grants based on school improvement plans. The PST will discuss the flow of funds with the Financial Management Specialists and the Bank will subsequently conduct an appraisal of the proposed changes. The MOE has been encouraged to appoint a strong sub-component team for this important activity.

Component 2.3: Early Childhood Education (ECE). The mission agreed that the BEP would continue to support the launching of the national policy and the on-going TA for ECD systems development and the development of the implementation plan. The BEP will focus on fully equipping the 8 ECE centers that will be built under Component 1, including the procurement of equipment and learning materials, training of facilitators, and assessment of cognitive and physical (readiness) skills of students.

Component 3: Education Management System. Management capacity at the central and schools will be strengthened. Proposed activities include: (i) functional review of the MOE to develop policies and instrumentation for performance based management, (ii) functional review of needs to develop an effective school-based management system, over and above the school grants system, (iii) strengthen the MOE financial management system, and (iv) support to set up the Center for Education Management. This component would also include support for an annual joint sector review.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
School grants implemented in accordance with agreed upon procedures	☐	Percentage	Value	0.00	0.00	0.00	60.00
		Sub Type	Date		01-Sep-2011	28-Feb-2012	
			Comments		Significantsub-component design changes expected.	Significant sub-component design changes expected.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Schools managed by a SMC or PTA	☐	Percentage	Value	0.00	0.00	0.00	60.00
		Sub Type	Date	29-Dec-2010	01-Sep-2011	28-Feb-2012	13-Jun-2013
			Comments		Significantsub-component design changes expected.	Significant sub-component design changes expected.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Teachers having at least one teaching guide	☐	Percentage	Value	0.00	0.00	0.00	80.00
		Sub Type	Date	29-Dec-2010	01-Sep-2011	28-Feb-2012	13-Jun-2013
			Comments		Procurement of new teacher guides in progress.	Bidding documentsfor newteacher guidesbeing developed.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Textbooks-Student Ratio	☐	Text	Value	0	0		1:2
		Sub Type	Date	29-Dec-2010	01-Sep-2011	28-Feb-2012	13-Jun-2013
			Comments		Procurement of new textbooksin progress.	Bidding documentsfor newtextbooks being developed.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Direct project beneficiaries	☒	Number	Value	0.00	0.00	0.00	470000.00
		Sub Type	Date	29-Dec-2010	01-Sep-2011	28-Feb-2012	13-Jun-2013

			Comments		Recruitment of TA forschool construction, school grants, and learning materialssub-componentsare underway.	TA recruitment forlearning materialsand schoolgrants (partial) completed, while recruitment of TA forschool constructionis ongoing.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Female beneficiaries	☒	Percentage Sub Type Supplemental	Value	40.00	0.00	0.00	40.00
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Basic education completion rate	☐	Percentage	Value	49.00	49.00	49.00	56.00
		Sub Type	Date	12-Dec-2008	01-Sep-2011	28-Feb-2012	
			Comments		New school level datanotyet available.	Resultsfrom 2010/11 School Census not yet available.	

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Intermediate Results Indicators

Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
District Education Officers using the new assessment instruments	☐	Percentage	Value	0.00	0.00	0.00	75.00
		Sub Type	Date		01-Sep-2011	28-Feb-2012	
			Comments		Newassessment instrumentsnot designed.	New assessment instruments not designed.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
System for learning assessment at the primary level	☒	Yes/No	Value	No	No	No	Yes
		Sub Type	Date		01-Sep-2011	28-Feb-2012	
			Comments		No MOE	No MOE	

					counterpartteam has been assigned.	counterpart team has been assigned.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Availability of annual sector statistics by May of each year	☐	Yes/No	Value	No	No	No	Yes
		Sub Type	Date		01-Sep-2011	28-Feb-2012	
			Comments		School census not conductedin 2009/10.Data collectionfor 2010/11 conducted inApril2011. Draft report not yet ready.	School census not conductedin 2009/10.Data collectionfor 2010/11 conductedin April 2011. Draft report not yet ready.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Development of a pay and grade scale for teachers	☐	Yes/No	Value	No	No	No	Yes
		Sub Type	Date		01-Sep-2011	28-Feb-2012	
			Comments			Significant sub-component design changes expected.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Unified HR database (Civil Service Agency, MOE, MOF) developed and maintained	☐	Yes/No	Value	No	No	No	Yes
		Sub Type	Date	29-Dec-2010	01-Sep-2011	28-Feb-2012	13-Jun-2013
			Comments		Recruitmentof database analysis TA underway.	Databasegap analysis completed. Significant sub-component design changes expected.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Children benefiting from de-worming intervention (number)	☐	Number	Value	0.00	0.00	0.00	300000.00
		Sub Type	Date	29-Dec-2010	01-Sep-2011	28-Feb-2012	13-Jun-2013
			Comments		First found of de-worming expected	De-worming delayed so that	

					in October 2011.	medicine can be administeredat the same time as cascade training.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Cost-effective early child development model designed and piloted	☐	Yes/No	Value	No	No	No	Yes
		Sub Type	Date	29-Dec-2010	01-Sep-2011	28-Feb-2012	13-Jun-2013
			Comments		Recruitmentof ECDsystems developmentTA underway.	TA for system development recruited.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number	Value	0.00	0.00	0.00	108.00
		Sub Type	Date	29-Dec-2010	01-Sep-2011	28-Feb-2012	13-Jun-2013
			Comments		Recruitmentof school construction management firm underway.	Recruitmentof school construction management firm underway.	

Malawi

Coordinating Agency: USAID

Other Members of the Local Donor Group: AfDB, CIDA, DfID, GDC, JICA, USAID, UNICEF, WFP, WB

Date of ESP Endorsement:
Current Sector Plan Period: National Education Sector Plan (2008-2017), Education Sector Implementation Plan (2009-2013)

Approval date: 06/17/2010
Closing date: 06/30/2015

Project Document Objectives: To increase access and equity and enhance quality of the teaching and learning environment.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Satisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Implementation Status Overview
The Project became effective in February 2011. In the last year the program has experienced impressive movements in critical areas. An innovative distance teacher training program has been launched. 10,000 student teachers have been placed in rural schools which in some cases experience pupil teacher ratios of over 100:1. A joint WB/Ministry Impact Evaluation of this program has completed the collection of baseline data. In addition, all schools in planned Phase 1 districts (6 districts) have developed School Improvement Plans (SIPs). Based on these SIPs substantial resources have been disbursed to schools. The SIPS and subsequent school grants increase transparency of funding at the local level as well as provide schools the opportunities to buy vital education inputs.

However there have also been some challenges including slow classroom construction and weak procurement, budget and implementation processes. Classroom construction has been delayed. Reasons include slow payment system for contractors, job insecurity of infrastructure staff, and weak capacity of contractors. A decision was taken to allow for additional community based modalities for implementing education infrastructure projects in order to speed up civil works and thus meet the project school construction goals.

Key Issues and Actions
Supplementary Budget: The Education Sector Wide Approach (SWAp) Memorandum of Understanding and the Joint Financing Arrangement envisage priority-setting and budgeting as a joint process between Government of Malawi and DPs, and embracing civil society and the private sector. The education DPs, especially the pooled partners, expect to be more fully involved in the budgeting process than they have been in the past. Preparation of the annual Program of Work (PoW) for 2011/12 was started in good time, with the issuing of detailed guidance and templates. These called for proposed activities to be costed and linked to the nine key priorities in the ESIP reform agenda. However the 2011/12 budget did not include sufficient funding for the following: the Primary School Improvement Program (including school grants), the Open and Distance Learning (ODL) teacher

training program, and completion of civil works. As a result, the MoF approved a supplementary budget for the MoEST.

Planning: The Ministry of Education had previously been supported by PIUs from DfID, AfDB, GDC, and IDA. The PIUs have now been dismantled leaving the Ministry to manage all DP funds for pooled partners. The MoEST has put in place new staff to support the management of these funds however planning remains weak. In particular there is unrealistic procurement planning that is not fully institutionalized within the government implementation process. This has been due to a lack of technical expertise, confusion regarding available resources, and insufficient understanding of procurement procedures. To address this we have begun weekly meetings with the procurement team to identify bottlenecks. These meetings are followed up with meetings with MoEST management. We have also strongly urged the Ministry to also strengthen the SWAp Secretariat.

Phalombe Teacher Training College (TTC). The MoEST is planning to build a new teacher training college. The TTC will be partially supported by DFID outside of the pool, with the remaining balance to be covered by pooled funds. A Resettlement Action Plan is under preparation. IDA has sent a letter to the Government underscoring the importance of following IDA's safeguard policies.

There is a potential delay in the finalization of audit of the SWAP for the year ended June 30, 2011. Delay in the recruitment and commencement of audit has led to a delayed audit report beyond the deadline date of December 31, 2011.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Pupil Classroom Ratio	☐	Number	Value	100.00			97.00
			Date	07-Mar-2011			30-Jun-2015
			Comments			Datawillbe providedto updatethis indicator by next ISR.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross enrollment rate in primary education	☐	Percentage	Value	119.00			114.00
			Date				
			Comments			Datawillbe providedto updatethis indicator by next ISR.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Direct project beneficiaries	☒	Number	Value	0.00		6000.00	3703315.00
			Date	03-Mar-2011		12-Oct-2011	30-Jun-2015
			Comments			Theschool bursary program has successfully provided bursaries to approx. 6000 studentslast school year.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Female beneficiaries	☒	Percentage Sub Type Supplemental	Value	0.00		46.00	48.00

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Pupil Teacher Ratio	☐	Number	Value	91.50			87.00
			Date	03-Mar-2011			30-Jun-2015
			Comments			Datawillbe providedto updatethis indicator by next ISR.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Net enrollment rate in primary education	☐	Percentage	Value				83.00
			Date				
			Comments			Datawillbe providedto updatethis indicator by next ISR.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Pupil Classroom Ratio	☐	Number	Value	100.00			97.00
			Date				
			Comments			Datawillbe providedto updatethis indicator by next ISR.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Primary Completion rate	☐	Percentage	Value	88.00			94.00
			Date				
			Comments			Datawillbe providedto updatethis indicator by next ISR.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target

Urban	☐	Percentage	Value	60.00			62.00
			Date				
			Comments			Datawillbe providedto updatethis indicator by next ISR.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Rural	☐	Percentage	Value	28.00			32.00
			Date				
			Comments			Datawillbe providedto updatethis indicator by next ISR.	

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Intermediate Results Indicators

Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Student/textbook ratio	☐	Number	Value				
			Date				
			Comments			Datatobe updated in next ISR.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Std7/Math	☐	Number Sub Type Supplemental	Value	1.50			1.00
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Std7/English	☐	Number Sub Type Supplemental	Value	1.70			1.50

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Std3/Math	☐	Number Sub Type Supplemental	Value	2.00			1.50
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Std 3 /English	☐	Number Sub Type Supplemental	Value	2.60			1.50
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Reliable annual abstract disseminated by March	☐	Text	Value	No			Yes
			Date				30-Jun-2015
			Comments	Yes or No Basis			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Human Resource management information system in place	☐	Text	Value	No	No	No	Yes
			Date	07-Mar-2011	07-Mar-2011	07-Mar-2011	30-Jun-2011
			Comments	Yes or No basis			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Satisfactory management ,education, supervision (Yes/No)	☐	Text	Value	No		No	Yes
implementation of teacher action plan for recruitment deployment, remuneration, and promotion of teachers			Date	07-Mar-2011			30-Jun-2015
			Comments	Yes or No basis			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Managers trained in strategic planning, budgeting and reporting	☐	Number	Value	0.00			100.00
			Date	07-Mar-2011			30-Jun-2015
			Comments	cumulative		Training plans are currentlybeing reviewedby Ministry management for endorsement.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
System for learning assessment at the primary level	☒	Yes/No	Value	No	No	No	Yes
			Date				30-Jun-2015
			Comments	Malawi does not have an assessment system in place. USAID and UNICEF are currently jointly working with the MoEST to support the development and implementation of a national early grade reading and math assessment system.			

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Primary schools with strategic and annual work plans and budgets in place	☐	Percentage	Value	0.00		15.00	100.00
			Date	07-Mar-2011		12-Oct-2011	30-Jun-2015
			Comments			The training will take place using a phased approach. The first 6 districts have been trained. Training was financially supported by USAID. The second 6 districts are currently being trained.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target

Assessment of teacher management system complete (Yes/No)	☐	Text	Value	No		No	Yes
			Date				30-Jun-2011
			Comments	Yes or No basis			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Boardingfacilities built and/or rehabilitated	☐	Number	Value	0.00		8.00	11.00
			Date	07-Mar-2011		12-Oct-2011	30-Jun-2015
			Comments	cumulative			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional qualified primary teachersresultingfromproject interventions.	☒	Number	Value	0.00		0.00	12000.00
			Date	03-Mar-2011		12-Oct-2011	30-Jun-2015
			Comments	cumulative		Currently there are 10000 ODL student teachers. 2000 more than originally expected. Next year 4000 will graduate into the teaching workforce.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Primaryschools receiving School Improvement Grants	☐	Percentage	Value	0.00		15.00	100.00
			Date	03-Mar-2011		12-Oct-2011	30-Jun-2015
			Comments			Substantive school grants were provided to 6 districts last fiscal year. These FY 6 additional districts are expected to receive school grants.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**

Textbooks purchased and distributed	☐	Number	Value	0.00			9800000.00
			Date	03-Mar-2011			30-Jun-2015
			Comments	cumulative		Textbooks were not purchased this year. The procurement process has begun for purchasing Standards 3-8 textbooks. The textbooks are likely to be received next FY.	

Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number	Value	0.00		230.00	3000.00
			Date	07-Mar-2011		12-Oct-2011	30-Jun-2015
			Comments	cumulative			

Mauritania

Coordinating Agency: AFD
Supervising Entity: World Bank

Other Members of the Local Donor Group: AFD, France, UNICEF, Spain, WFP, AfDB, IsDB, and UNESCO.

Approval date: 04/08/2008
Closing date: 03/31/2012

Project Development Objective: The project objective is to: (i) promote access to education and improve equity and retention in the sector; (ii) improve the quality of the pedagogical content of primary education and the quality of teaching; and (iii) improve the management of the education system.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Unsatisfactory
Overall Implementation Progress (IP)	Moderately Unsatisfactory

Implementation Status Overview
The project's PDO were in fact the objectives of the government's education sector program, with the specific objectives. The CF's real objective was to support the implementation of the government program. However, this PDO wording aspect was never clearly stated and therefore the project continued to be measured against the sector program PDO as stated in this ISR. As such, the following objectives were met: National average of access to grade 1 stands at 105.3%, ratio girls/boy is 1.07, retention increased to 65.2%; quality of pedagogical content has been boosted by the acquisition of 2,776,314 textbooks to achieve 4:1 textbook: student ratio, improved internal efficiency is evidenced by maintenance of the low repetition rate since 2008 at 2.7% and the 39:1 student: teacher ratio, quality of teaching has increased through the training of teachers and resulted in improved completion rates at the primary level (73.1%). As of today the full amount of the project is disbursed.

Component 1: The component of promoting access to education, and improve equity and retention in the sector has been supported by the following: (i) 632 classrooms have been built and equipped as of March 2012; (ii) 30,000 student desks have been purchased and distributed; (iii) 747 parents' associations were trained in canteen management; and (iv) the school feeding program has been implemented trough the assistance of the World Food Program, benefiting 145,589 children in the poorest areas for 54 days, twice a day. Available data indicates that, between 2008 and 2011: (a) primary GER increased from 95% to 97%; (b) retention rate increased from 58.6% to 65.2%; (c) girls participation in primary education rose from 50.03% to 50.35%; and (d) the proportion of school offering complete primary education increased from 43% to 80%. In terms of sensitization campaigns, however, UNICEF undertook the study on barriers to girls' schooling (finalized in December 2011, which will be used for the new project currently under preparation) and the government continues its program to celebrate the best performing girls during a graduation ceremony which has been very successful in keeping girls in secondary education.

Component 2: Improve quality of pedagogical content of primary education and the efficiency of the Education system has been supported through the purchase of 2,776,314 textbooks (and teachers'

guides), which (once distributed) will raise the textbook: student ratio from 2:1 to 4.6:1. On the other hand, the implementation of the textbook policy was carried out (i.e. availability of textbooks in schools at no cost) with exception of the liberalization of textbook publishing.

Component 3: Quality of teaching and internal efficiency of education was supported through the financing of incentives to encourage teachers who are teaching effectively *("prime de craie").* This incentive was supposed to ensure that teachers spend the required time in the classrooms teaching. Unfortunately, however, activities related to teacher evaluation to monitor the most important aspects of classroom practice and teacher behavior (attendance, preparation of lesson plans, planning teaching for the school year, pupil evaluation) were prepared by the Evaluation unit but not adequately budgeted. Furthermore, activities related to quality improvement in student examination and the student learning monitoring unit *(Cellule d'évaluation des acquis des élèves)* were not fully carried out, although the team was trained in Dakar. These two activities are therefore included in the new project financed by the Global Partnership for Education currently under preparation.

Key Issues and Actions

The project seems to have missed opportunities to address certain constraints, especially in terms of the PDO and related results framework development. This is mainly due to the fact that when this project was prepared, GPE projects did not follow normal Bank procedures and so did not benefit from the same level of documentation as other projects did. However, Bank team could have proposed a restructuring at the time of re-engagement in March 2010 after the 15 months suspension for instance, although not much progress had been made, making it difficult for the team to assess the types of changes that were necessary. The objectives were very ambitious but since the project supported the government's program, they both had the same objectives, which made it difficult for the project to show its contribution.

To ensure completion of all activities, a six-month extension until March 31, 2012 to ensure completion of all activities was processed and approved on September 20, 2011. However, some activities under Component 3 such as teacher evaluation and student examination mechanisms were not budgeted adequately and could thus not be fully carried out (only preparatory activities were done). Given the importance of those activities, the government decided to include their implementation in the 2012 - 2014 action plan. The remaining 5% of student textbooks have arrived at the port of Nouakchott and final reception done on March 8, 2012.

The grant has been fully disbursed. The government has been advised that any activities undertaken after March 31, 2012 will no longer be eligible for financing from the grant. The government confirmed that, especially in the case of school construction, they will use their own resources to complete any remaining activities.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unitof Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
percentage of primary schools offering 6 grades increased from 43.3% in 2008 to 78% in 2010	☐	Text	Value	43.3%	Proportionof schools complete 56%	80%	78%
			Date	11-Jun-2008	23-Nov-2010	02-Nov-2011	31-Mar-2012
			Comments		Construction of 600 classroomsis under.	The projectis above the target of 78% at end of project	

Intermediate Results Indicators

Indicator Name	Core	Unit Measure		Baseline	Actual (Previous)	Actual(Current)	End Target
Classrooms built and/or rehabilitated	☐	Text	Value	0	53%	520	600
			Date	11-Jun-2008	11-May-2010	02-Nov-2011	31-Mar-2012
			Comments		600 classrooms are under construction but not finalized.	600classrooms areunder construction but not finalized.	

Indicator Name	Core	Unit Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Purchasing 3 million textbooks and 75,000 instructional materials	☐	Text	Value	0	3millionand 75,000 instructional materials	2,700,000 textbooks and 75,000 instructional materials	3,000,000 textbooksand 75,000 instructional materials
			Date	11-Jun-2008	23-Nov-2010	02-Nov-2011	31-Mar-2012
			Comments		Awarding contract for the acquisition of3million	Awarding contract for the acquisition of 2.7 million	Baseline and end targetfigures havebeen

					textbooksand 75,000 instructional materialsis underway.	textbooks and 75,000 instructional materials is underway.	modified; instead of8,514,776 textbooks in 2008 and a target of 11,514,776for end of project, the new values are: 0 for 2008 and 3 million for end of project
Indicator Name	**Core**	**Unit Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Teachers graduated from pre-service teaching training (number)	☐	Text	Value	10,714	12714		14,000
			Date	06-Jun-2008	11-May-2010	02-Nov-2011	31-Mar-2012
			Comments		Teacher graduation will take place at the end of the academic year.	Teacher graduation will take place at of the academic year. This is a program indicator and will be updated as new data becomes available.	
Indicator Name	**Core**	**Unit Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Ratio of girls to boys in primary and secondary education (%)	☐	Text	Value	50	50.9	50.43	55
			Date	06-Jun-2008	23-Nov-2010	02-Nov-2011	31-Mar-2012
			Comments				
Indicator Name	**Core**	**Unit Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Teachers trained in-service (number)	☐	Text	Value	5000	8000	13,714	14,000
			Date	06-Jun-2008	23-Nov-2010	02-Nov-2011	31-Mar-2012
			Comments				

Indicator Name	Core	Unit Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Primarycompletion rate, total (% of relevant age group)	☐	Text	Value	50%	64%	61%	60%
			Date	06-Jun-2008	23-Nov-2010	02-Nov-2011	31-Mar-2012
			Comments			The project is above the end of project target by 1%	

Mongolia

Coordinating Agencies: ADB and Japan.

Other Members of the Local Donor Group: JICA, Save the Children, UNESCO, UNICEF, and World Vision, Ministry of Education, Culture, and Science (MECS); Inter-ministerial Sector-Wide Approach Team

Date of ESP Endorsement: May 2005
Date of **ESP Re-endorsement:** Spring 2009
Current Sector Plan Period: 2006–2015

Approval Date: 03/16/2007
Closing Date: 12/31/2012 (the closing date has been extended from end 2009 to end 2012)

Project Development Objective(s): The overall GPE goal is to ensure universal completion of basic education and close the gender and rural-urban gaps in enrollment and school completion by 2015. To help Mongolia move towards the goal of quality basic education for all, the GPE grant aims to: (i) improve access to and completion of basic education (primary and secondary education), with particular attention to rural areas; (ii) improve the quality of basic education; (iii) expand access to preschool education in rural areas; and (iv) improve project management.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
The GPE project has completed implementation, except for construction of the Baganuur school complex. The construction is expected to be completed in August 2012. A follow-up GPE Grant of $10 million to support early childhood education in Mongolia was approved by the GPE Board of Directors in December 2011. It is expected that implementation of the new grant will begin in the Spring of 2012.

The resources have been well used to improve teaching and learning environments. Several years after the delivery of inputs, the schools continue to use them well. The mission undertook a physical audit of the goods in Uvurkhangai and found the quality of most of the goods to be satisfactory.

Key Issues and Actions
During the supervision visit, in a few instances, there have been defects in the quality of the building construction, in particular kitchens, ventilation systems, and walls. The mission has recommended that the Project Implementation Unit ask the contractors to replace or repair the defects to the items that are still under warranty.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Gross enrollment ratio in primary education		Percentage	Value	96.40	98.60	98.60	96.20
			Date	01-Sep-2005	31-May-2011	31-May-2011	30-May-2009
			Comments		Due to extension of basiceducation from 10 to 12 years and lowering of enrollmentage from 8 to 6, there has been fluctuation of gross enrollment ratio and in-take rates.	Due to extension of basic education from 10 to 12 yearsand loweringof enrollmentage from 8 to 6, there hasbeen fluctuationof gross enrollment ratio and in-take rates.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross enrollment ratio in secondary education		Percentage	Value	94.20	94.700	94.70	99.50
			Date	01-Sep-2005	31-May-2011	31-May-2011	30-May-2009
			Comments		Same as above	Same as above	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Net in-take rate into Grade 1		Percentage	Value	90.60	92.20	92.20	99.90
			Date	01-Sep-2005	31-May-2011	31-May-2011	30-May-2009
			Comments		Same as above.	Same as above.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Transition ratio from primary to secondary education		Percentage	Value	93.70	96.40	96.40	98.80
			Date	01-Sep-2005	31-May-2011	31-May-2011	30-May-2009
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross enrollment ratio of pre-school		Percentage	Value	53.80	77.60	77.60	99.00

education			Date	01-Sep-2005	31-May-2011	31-May-2011	30-May-2009
			Comments				

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Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of new schools built	☐	Text	Value	0	2	2	3
			Date	01-Sep-2005	31-May-2011	31-May-2011	31-Dec-2012
			Comments		Cumulative total since project inception.	Cumulative total since project inception.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Provision of in-service training in teaching methods in five subjects in primary and secondary schools and to Grade 1 and dormitory teachers	☐	Text	Value	0	10103	1	1
			Date	01-Sep-2005	30-Sep-2010	30-Sep-2010	31-Dec-2012
			Comments		Cumulative total since project inception.	Cumulative total since project inception.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Deployment of mobile ger pre-schools	☐	Text	Value	0	171	171	171
			Date	01-Sep-2005	31-May-2011	31-May-2011	31-Dec-2012
			Comments		Cumulative total since project inception.	Cumulative total since project inception.	

Mozambique

Coordinating Agency: GIZ until March 2012, then DFID from April 2012 to March 2013, and then the World Bank from April 2013 to March 2014 (to be confirmed).

Other Members of the Local Donor Group disbursing through the Education Sector Support Fund (FASE): World Bank, Ireland, CIDA-Canada, Finland, Germany, DFID, Portugal, Spain, UNICEF, DANIDA, Italy, and Flanders.

Date of ESP Endorsement: December 2011
Current Sector Plan Period: Mozambique Strategic Plan for Education (2012–2016).

Approval date: 04/28/2011
Closing date: 07/31/2015

Project Objectives: To improve access to, and quality and equity of education.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
The project was declared effective on February 6, 2012 and initial disbursement of $15million is being processed.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Gender Parity Index (GPI)	☐	Percentage	Value	0.90		0.90	0.94
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Transition rate EP2/next level post primary	☐	Percentage	Value	79.00		79.00	90.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Net enrolment of 6 year olds in Grade 1	☐	Percentage	Value	69.90		69.90	86.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Primary completion rate	☐	Percentage	Value	50.80		50.80	60.80
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Direct project beneficiaries	☒	Number	Value	0.00		0.00	8000000.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Female beneficiaries	☒	Percentage	Value	0.00		0.00	48.50
		Sub Type					

		Supplemental					

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
System for learning assessment at the primary level	☒	Yes/No	Value	No		No	Yes
			Date			08-Sep-2011	
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Utility of the learning assessment system	☒	Number Sub Type Supplemental	Value	0.00		0.00	4.00
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Development and implementation of institutionaldevelopmentplanfor SDEJETs	☐	Text	Value	n.a.		n.a.	Implementation year 4
			Date				
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Execution of the approved state budget (that includes FASE) for the sector (aggregated total of recurrent investment)	☐	Percentage	Value	100.00		100.00	100.00
			Date				15-Jul-2015
			Comments	For each year, the goal is >90% and <105%			
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Percentage of primary schools covered by programs using the concept of "skills for life"	☐	Percentage	Value	60.00		60.00	100.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
ratio between orphans and non orphans	☐	Percentage	Value	0.80		0.80	1.00

attending school in relation to ration between orphans and non orphans in the reference age population (i.e., primary school age children)			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Percent of ADE funds disbursed according to plan	☐	Percentage	Value	95.00		95.00	99.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of people who complete the alphabetization cycle	☐	Number	Value	680455.00		680455.00	3500000.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
dropout rate in primary education	☐	Percentage	Value	6.50		6.50	4.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional qualified primary teachersresultingfromproject interventions.	☒	Number	Value	0.00		0.00	25000.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of classrooms built or rehabilitated at secondary level through the accelerate	☐	Number	Value	0.00		0.00	800.00

classroom construction program			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number	Value	0.00		0.00	3200.00
			Date	28-Apr-2011		08-Sep-2011	15-Jul-2015
			Comments				

Nepal

Coordinating Agency: World Bank

Other Members of the Local Donor Group: (i) Pooling Donors: ADB, AusAID, Denmark, DFID, EU, Finland, Norway, UNICEF, World Bank; (ii) non-pooling Donors: Association of International NGOs (AIN), JICA, UNESCO, USAID, and WFP.

NGOs: Education Journalist Group, Community School National Network, Save the Children Nepal, Care Nepal.

CSOs: Teachers' Association Nepal.

Date of ESP Endorsement: 2001.

Signing date: 12/07/2010
Closing date: 12/15/2014

Program Development Objective: The Program Development Objective is to increase access to and improve quality of school education, particularly basic education (Grades 1-8), especially for children from marginalized groups

Current Summary Ratings

Progress towards achievement of PDO	Moderately Satisfactory
Overall Implementation Progress (IP)	Moderately Unsatisfactory

Implementation Status Overview
The project was approved in September 2009 and became effective in December 2009. The project supports the School Sector Reform Plan (SSRP; 2009–2015) of the Government of Nepal. The program is funded jointly by over a dozen development partners through a SWAp modality. Nine partners pool their resources with those of the GON, while the remaining five partners support the program directly. In addition, the SSRP is also supported by the GPE. To date, the project has disbursed approximately USD 44.41 million of IDA Grant and US$ 30 million from GPE.

The program has made good progress in all four of its key performance indicators (KPIs): (i) net enrollment rate (NER) for basic education, (ii) basic education completion rate, (iii) gender parity index (GPI) for basic education, and (iv) completion of learning assessment for grade 8 students. Starting from a 2008-09 baseline of 73% the NER for basic education has increased to 86.6%, surpassing the end of program target of 85%. Similarly, the completion rate for basic education has reached 57%, exceeding the 2011/12 target of 54%. Nepal has achieved gender parity in net enrollment for basic education with the GPI for net enrollment being 0.99. The field work to assess learning outcomes for grade 8 students is almost complete, though delayed by a few months. The final results will be published by August 2012. The assessments for grades 3 and 5 began in January 2011 and the field work will start around December 2012. These improvements in the areas of access, gender parity, schooling efficiency, and quality assessment indicate that the program is making moderately satisfactory progress towards achieving the PDOs.

However, poor financial management and a weak fiduciary environment, coupled with little progress in implementing the program's Governance and Accountability Action Plan continue to pose serious impediments to effective implementation. These were once again reviewed and monitored during the Joint Consultative Meeting held in December 2011. Development Partners including IDA continue to monitor progress in these two areas on a regular basis. As a response to the weak fiduciary environment, the Bank and Development Partners, in close coordination with the GON, have carried out an in-depth fiduciary review. The Bank team, in consultation with both the development partners and the GON, is also initiating a public expenditure tracking survey and a forensic review of the textbooks printing and distribution system where some governance issues have recently emerged. Furthermore, in an effort to improve financial management the Bank team is working closely with the Ministries of Education and Finance, to modify budget heads to allow for better tracking of expenditures under this program.

Key Issues and Actions

Poor Financial Management: FM rating has remained 'Unsatisfactory' for three reporting periods in a row. Although the Government has fully committed to address these issues, little progress has been made given the serious and deeply structural nature of the problems. The development partners and the GON have agreed to implement the financial management action plan (FMAP). This continues to be the most serious risk to project implementation and successfully meeting PDOs.

Governance and Accountability Action Plan: Key provisions under the plan have not been implemented three years after the approval of support to this program.

Improving Governance and Accountability in Textbook Printing and Distribution:Contrary to an earlier policy commitment, the MOE has recently decided to push through with further expanding the Government's engagement with the private sector for printing and distribution of textbooks. This policy commitment was originally reached over 8 years ago, and about four years ago the Government engaged the private sector in printing and distribution of textbooks in the Eastern and Western regions. However, the current political dispensation believes that further enhancing private sector participation might not be politically feasible. The failure to push through this reform, which was an indirect way of addressing governance issues in the textbook printing and distribution system, has compelled the Bank team to tackle the governance issues more directly. The GON has been requested to take a set of critical actions in the coming months and these are being monitored closely.

Pipeline Support: Additional IDA Financing of US$ 75 million was scheduled for delivery this FY. However, given the fiduciary and governance issues faced by this program, the Task Team in consultation with management has agreed to postpone delivery of this additional financing to next year and make it conditional upon improvements in Fiduciary and Governance environments under the SSRP.

Results Indicators

ProjectDevelopment Objective Indicators	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Indicator Name Net enrolment rate for primary education (grades 1-5)	Core ☐	Unit of Measure Percentage Sub Type		Baseline	Actual(Previous)	Actual(Current)	End Target
			Value	92.00		95.10	99.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments				
Indicator Name Gender parity index in enrolment for primary education (grades 1-5)	Core ☐	Unit of Measure Percentage Sub Type	Value Date	Baseline 98.00 22-Sep-2009	Actual(Previous)	Actual(Current) 99.00 11-Jan-2012	End Target 100.00 15-Dec-2014
			Comments				
Indicator Name Net enrolment rate for basic education (grade 1-8)	Core ☐	Unit of Measure Percentage Sub Type		Baseline	Actual(Previous)	Actual(Current)	End Target
			Value	73.00		86.60	85.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments				
Indicator Name Gender parity index in enrolment for basic education (grades 1-8)	Core ☐	Unit of Measure Percentage Sub Type		Baseline	Actual(Previous)	Actual(Current)	End Target
			Value	95.00		99.00	98.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments				
Indicator Name Gender parity index in enrolment for secondary education (grades 9-12)	Core ☐	Unit of Measure Percentage Sub Type		Baseline	Actual(Previous)	Actual(Current)	End Target
			Value	91.00		99.00	95.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments				
Indicator Name Completion Rate for Primary Education (G5)	Core ☐	Unit of Measure Percentage Sub Type		Baseline	Actual(Previous)	Actual(Current)	End Target
			Value	58.00			79.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
Completion Rate for Basic Education (G8)	☐	Percentage	Value	41.00		56.80	66.00

Indicator Name	Core	Sub Type Unit of Measure	Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments				
				Baseline	Actual(Previous)	Actual(Current)	End Target
Student Learning Assessment in Grades 3, 5 and 8	☐	Yes/No	Value	No		No	Yes
.			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments			NASA is being carriedout. Assessment initiatedin December 2011 for grade 8.	
		Sub Type	Comments		Based on DOE status report 2010.	Based on DOE statusreport 2010.	

Intermediate Results Indicators	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Indicator Name Number of schools under community management	Core ☐	Unit of Measure Number Sub Type		Baseline	Actual(Previous)	Actual(Current)	End Target
			Value	8500.00		11902.00	26500.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments				
Indicator Name Teachers with required Certification at Basic Level	Core ☐	Unit of Measure Percentage Sub Type		Baseline	Actual(Previous)	Actual(Current)	End Target
			Value	91.00		95.00	97.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments			Ateacher database is being developed which willallow estimatingthe proportionof teacherswith teaching licenses.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Net Enrolment Rate for Secondary Grades(9-12)	☐	Percentage Sub Type	Value	21.00		30.60	27.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments			Enrollmentin grades 11 and 12 significantly increased after PCL (equivalent to +2 level) phase out from Tribhuvan Universityen masse last year.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
SLC Pass Rates as percentage of exam appeared	☐	Percentage Sub Type	Value	62.00		55.90	71.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments			The SLC results arepublished everyyear around June. So the above figure isfromthe previous year. In academicyear 2010 the figure was64.3% whereas last year it went down significantly.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Repetition Rates at Grade 1	☐	Percentage Sub Type	Value	28.00		21.30	2.00
			Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments			Large number of underage	

						children enrollingin grade 1 result in suchhigh repetition rates in grade1. Expansionof ECED classes is expected to help reduce this rate.	
Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Share of Out-of-School Children aged 5-12	☐	Percentage	Value	27.00		13.40	
		Sub Type	Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments	Estimate based on EMIS data.		The figure above is obtained as NER, and are mostlikely overestimated. However, a more accurate estimate will be obtained using the NLSS III.	TBD
Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Gross Enrolment Rate (G 1-5)	☐	Percentage	Value	147.00		135.90	135.00
		Sub Type	Date	22-Sep-2009		11-Jan-2012	15-Dec-2014
			Comments				
Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Gross Enrolment Rate (G 1-8)	☐	Percentage	Value	123.00		123.70	132.00
		Sub Type	Date	22-Sep-2009		11-Jan-2012	15-Dec-2014

Niger

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: AFD, Belgium, DFID, KfW, EU, Luxembourg, JICA, IsDB, AfDB, UNESCO, WFP, Switzerland and World Bank, Oxfam Quebec, Concern, Plan Niger, and Aide et Action.

Date of ESP Endorsement: 2002
Current Sector Plan Period: 2008–2011 (2nd Phase of PDDE)

Approval Date: 10/15/2009
Closing Date: 05/31/2012

Project Development Objective(s): The project development objective is to contribute to the implementation of the Education Sector Program, thereby improving access to better-quality primary education. In order to achieve this objective, the project will focus on three components to: (i) increase access and equity in primary education; (ii) improve the quality of primary education; and (iii) strengthen the capacity of the Ministry of Education, as well as of decentralized education administrative entities.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Implementation Status Overview
The project is making sound progress toward its planned objectives. Target indicators for the academic year 2010/2011 are on track as shown by the list of indicators. However, the closing date of the project was extended by 6 months, from November 30, 2011 to May 31, 2012 due to delays in the implementation of the school construction program and of the textbook acquisition and distribution. These implementation issues have been addressed and will allow for the completion of all project activities within the extended project period.

Disbursement increased from 47 percent in February 2011 to 66 percent as of November 23, 2011, and is on track to achieve 100 percent disbursement by the extended project closing date. The relative high undisbursed rate is related to the two main activities, notably classroom construction and textbooks purchase. Since the procurement process was completed and the contracts awarded, the disbursement will increase substantially soon. The closing date of the project was extended by 6 months, from November 30, 2011 to May 31, 2012.

The PDO indicators have been achieved or surpassed. Only one indicator, the gender parity index, still needs to be achieved. It is close to achievement though, at 44 (target 45). Social and cultural factors which include early marriages of girls negatively influence the access and the maintenance of girls at school. The Government and the civil society organizations, including the Comité de Gestion de l'Etablissement Scolaire (COGES) accentuate information campaigns and advocacy. In addition, the Government will reinforce its girls' education approach in the new sector program strategy scheduled

to be finalized by end of December 2011, based on lessons learned from the impact evaluation of the COGES involvement in school management.

More specifically, the project's accomplishments consist of three of the five PDO indicators surpassing their target values, notably: (i) the total primary gross enrolment rate increased from 62 percent to 76 percent (target 70.0 percent); (ii) the rural primary gross enrollment rate improved from 58.9 to 70 percent (target 67.0 percent); and (iii) the completion rate of primary increased from 45.8 percent to 51.2 percent (target 50.0 percent).

Access component
Construction program: A total of 314 classrooms are expected, of which 242 classrooms were already built and 72 will be completed by end of April 2012. 70 latrines were completed and 24 were expected to be completed by next April.

Girls Education: A sensitization campaign was organized in all regions to support girls' enrolment. 5520 members of COGES (School Based Management committee) were trained to diagnose girls enrolment constraints, prepared remedial action plan and undertake proximity sensitization. In addition, 139 Communes with the lowest girl's enrolment rate have received each CFA F 250,000 (US$500) to celebrate girls' success at nation examination. Therefore, 417 girls who succeeded in the national examination with the best score in their communes have received a kit of school materials and some cash.

Quality component
A total of 412.259 grammar textbooks and 373.967 booklets and other reading materials in French and Math were expected to be acquired by end of April 2012. With the Project support and on test basis, school supplies were purchased directly by COGES in a district and allowed a timely availability of these materials early at the school year entry. This is critical in terms of instructional time saving which is determinant in learning outcomes improvement. Based on the success of the test, the Government is interested to generalize the approach. In addition, the project has trained 3,150 teachers involved in teachers' training institution curriculum reform.

Institutional development component
To reinforce the decentralization process, in addition to COGES members training mentioned above, 40 members of COGES were trained in planning and management of alternative rural schools (ERA). In addition, three staffs of the Ministry of Education were trained abroad to conduct sector PER (Public Expenditure Review).

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
The average Pass rate in primary education increased from 83.6% in 2007/2008 to 86.6% by 2010/2011	☐	Percentage	Value	83.60	87.00	89.00	86.60
			Date	31-Dec-2008	15-Nov-2010	15-Nov-2011	30-Nov-2011
			Comments		Actual data not available yet	Updated based on data of school year 2010/2011	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Completion rate of primary education increased from 45.8% in 2007/2008 to 50% by 2010/2011	☐	Percentage	Value	45.80	49.30	51.20	50.00
			Date	31-Dec-2008	15-Jan-2010	15-Nov-2011	30-Nov-2011
			Comments			Updated based on data of school year 2010/2011	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Primary school gross enrollment rate in rural areas increased from 58.9% in 2007/2008 to 67% in 2010/2011	☐	Percentage	Value	58.90	70.30	70.00	67.00
			Date	31-Dec-2008	15-Nov-2010	15-Nov-2011	30-Nov-2011
			Comments			Updated based on data of school year 2010/2011	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gender Parity Index	☐	Percentage	Value	42.70	58.60	44.00	45.00
			Date	31-Dec-2008	15-Jan-2010	15-Nov-2011	30-Nov-2011
			Comments			Updated based on data of school year 2010/2011	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Primary school gross enrollment rate increased from 62% in 2007/2008 to 70% in 2010/2011	☐	Percentage	Value	62.00	72.90	76.10	70.00
			Date	31-Dec-2008	15-Nov-2010	15-Nov-2011	30-Nov-2011
			Comments		Updated based on	Updated based on	

					data of school year 2009/2010	data of school year 2010/2011	

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Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
System for learning assessment at the primary level	☒	Yes/No	Value	No	Yes	Yes	Yes
			Date				
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
546,000 students booklets acquired and distributed	☐	Number	Value	0.00	0.00		546000.00
			Date		09-Mar-2011	15-Nov-2011	30-Nov-2011
			Comments		Contract awarded	Contract awarded	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
412,260 textbooks acquired and distributed	☐	Number	Value	0.00	0.00	0.00	412260.00
			Date		14-May-2010	15-Nov-2011	30-Nov-2011
			Comments		Not yet acquired.	Contract awarded	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
IEC campaign organized to promote girls# education. No IEC campaign supported by BESP.	☐	Number	Value	0.00	0.00	23.00	23.00
			Date		14-May-2010	15-Nov-2011	30-Nov-2011
			Comments		IEC Campaign is underway in 23 areas with low girls education	IEC Campaign is underway in 23 areas with low girls education	IEC campaign is organized in areas with low girls' education rate.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Public sector expenditure reviews are prepared	☐	Number	Value	0.00	0.00	0.00	1.00
			Date		15-Nov-2010	15-Nov-2011	30-Nov-2011
			Comments		Underway	Underway	At least one PSER is prepared.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of functioning school management	☐	Number	Value	10162.00	12623.00	13763.00	14000.00

committees increased from 10,162 in 2007/2008 to 14,000 in 2010/2011.			Date	31-Dec-2008	14-May-2010	15-Nov-2011	30-Nov-2011
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
3 core team members of the MoE are trained in PER preparation	☐	Number	Value		3.00	3.00	3.00
			Date		14-May-2010	14-May-2010	30-Nov-2011
			Comments		Pre-Financed by Pooled-Fund	Pre-Financed by Pooled-Fund	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
5,700 members of school management committees (COGES) are trained	☐	Number	Value		592.00	5560.00	5700.00
			Date		15-Jan-2011	15-Jan-2011	30-Nov-2011
			Comments			5520COGES membersin general Schools and 40 COGES membersof innovative Schools (ERA)	

Papua New Guinea

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: AusAID, EU, JICA, NZAID, UNICEF, World Bank
Date of ESP Endorsement: 2002
Current Sector Plan Period:

Approval Date: 03/03/2011
Closing Date: 06/30/2014

Project Development Objective(s): The principal development objective of the proposed Reading Education Project (READ PNG) is to improve the reading skills of elementary and primary education students. Progress toward achievement of this objective will be monitored against baselines for reading results which would be established in selected provinces during 2010 and during the 3 year program period (2011-2013).

Current Summary Ratings

Progress towards achievement of PDO	Moderately Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
READ PNG has got off to a slow start due to a 7 month delay between grant signature and effectiveness. The Project was formally launched by Government on April 19, 2011 and the grant became effective on November 3, 2011 after a Financial Management Specialist and an Accountant were engaged by the Department of Education (DoE). Coordinators for each of the three project components (books/materials procurement, teacher training and early grade reading assessment) have also been successfully engaged. The initial deposit of about $1 million has been made into the designated account.

DoE effectively began project implementation in mid-2011, despite the effectiveness delays. A large tender for English language readers has been advertised. Offers from publishers are expected to be evaluated and books selected in February/March 2012. Around $10 million in book contracts are expected to be signed in 2012, and the books distributed to classrooms prior to the beginning of the 2013 school year. Another tender for learning materials to support reading is expected to be launched in early 2012. The first provincial baseline of early grade reading was undertaken in late 2011 in Madang province, and the results will be disseminated and discussed in early 2012. It is expected that two additional early grade reading baselines will be established in 2012, in the National Capital District and in East New Britain.

Progress to date has been facilitated by regular support from the Bank team, especially from the Country Office. It is expected that demands on the Bank team will diminish progressively as DoE engages more consultant support and the programs being supported become integrated into DoE.

Since project appraisal, the Bank team has agreed to the following two changes in the project design, neither of which changes the overall project objectives or organization of the project:

Given pilot experience with carrying out early grade reading assessments, we have agreed with DoE that a minimum of 4 provincial early grade reading baselines will be carried out during the 3 year project time frame. These will be in Madang, National Capital District, East New Britain and Western Highlands. The initial goal for the project was to carry out 15 provincial baseline assessments. During piloting, the provincial assessment work was determined to be more difficult and time intensive than originally foreseen, as well as more expensive. The average cost of field work was originally costed at about $50,000 per province and the actual cost is proving to be about double that.

It was agreed with DoE and Bank procurement staff that contracting for local language books to be used in elementary schools would be carried out through a simple grant scheme, as the owners of such texts are likely to be NGOs, churches and schools and not formal publishers or businesses which could be expected to respond to a tender. There is also a social safeguards justification for introducing the grants approach, as indigenous populations are more likely to be excluded from proposing local language books as part of a more traditional book procurement arrangement. A simple grant scheme has been defined in which the scheme will be advertised, books will be submitted and evaluated and invoices will be paid for the printing and distribution of books. This exercise is expected to begin in mid-2012.

Key Issues and Actions

Initial project implementation experience has revealed a potentially major problem with the structure of DoE management of READ PNG, as well as the IDA-financed Flexible Open and Distance Education (FODE) Project. The fiduciary arrangements that were agreed for project implementation are proving problematic and putting implementation performance at risk. In an effort to comply with government and donor partner priority for use of local systems and procedures, it was decided during preparation that financial management and procurement advisers would be housed in and report to Corporate Services, which is the division of DoE responsible for procurement and financial management. This approach made even further sense in education as two World Bank-funded projects were beginning implementation at the same time and the Bank wanted to avoid establishing individual project implementation units in line divisions. However, the management of the Corporate Services division has so far not been effective at managing these consultants. We are also finding that using DoE's own procedures -- a donor priority -- is increasing the risk of delays, as these procedures are often heavy and long. We are committed to continuing to use local procedures and DoE's existing governance structure for at least the first 12-18 months of project implementation. An assessment should be made at the mid-term of implementation of this 3-year project as to whether alternative arrangements are justified and what those alternative implementation arrangements might be.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
EGRA Scores	☐	Text	Value	0baselines completed		1provincial baseline completed	4provincial baselines completed
			Date	11-May-2011		14-Dec-2011	30-Jun-2014
			Comments	Baseline to be established following first provincial EGRA surveys; national target of 15 provincial baselines reduced to 4		EGRA baseline producedfor Madang Province	

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Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Books in vernacular	☐	Number	Value	0.00	0.00	0.00	50000.00
			Date	11-May-2011	11-May-2011	14-Dec-2011	30-Jun-2014
			Comments	Numberof vernacular books funded undergrant scheme		Grant scheme not yet started	Vernacular books funded
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Books delivered	☐	Number	Value	0.00	0.00	0.00	800000.00
			Date	11-May-2011	11-May-2011	14-Dec-2011	30-Jun-2014
			Comments			Books not yet procuredand delivered	English + Vernacular

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Teachers trained	☐	Number	Value	0.00	0.00	0.00	3000.00
			Date	11-May-2011	11-May-2011	14-Dec-2011	31-Dec-2013
			Comments	Numberof teachers trained		Training not yet started	

Sao Tomé and Principe

Coordinating Agency: UNDP

Other Members of the Local Donor Group: Brazil, Portugal, AfDB, Taiwan, World Bank, WFP, UNDP, UNESCO, UNICEF

Date of ESP Endorsement: September 2007
Current Sector Plan Period: 2007–2017

Approval date: 01/20/2009
Closing date: 06/30/2011

Project Development Objective: The project is intended to assist the Government of Sao Tomé and Principe to improve the delivery of basic education services with a focus on greater equitable access, better quality, and improved local governance of services.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
This Project closed on June 30 2011 with 100 percent disbursement rate and most of planned activities completed. Both Project Development Objectives and Implementation Performance are satisfactory. The Project was instrumental in supporting the country progress towards universal primary education. The US$ 3.6m supported the construction of 22 new classrooms in primary education, allowing for the enrollment of additional 1,500 children, and 16 classrooms in early childhood education, the pre-service training of 60 new teachers, in-service training of 350 teachers, purchase and distribution of 200,000 textbooks for primary education students, and various training activities addressed to technical staff of the education sector.

Key Issues and Actions
Building on the success of the Project, the Government has requested a second GPE Project, and has asked the World Bank to continue to be the Supervising Entity. EPDF money in the amount of 237,000 US$ was provided to Sao Tome and Principe to help prepare a Country Status Report (CSR), review its Education Sector Strategy, and prepare a new Education Sector Plan. The work on those fronts is progressing well. The CSR is about to be finalized. The Education Strategy and the Education Sector Plan will be finalized in May 2012. The country intends to convene a round table of donors to mobilize additional resources for education (the GPEF has indicated an amount of $1.1million for the next three years).

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Completion Rate at Primary Education	☐	Percentage	Value	44.20	66.80	70.00	80.00
			Date	20-Nov-2008	28-Feb-2011	16-Jun-2011	30-Jun-2011
			Comments			Even though the target was not achieved(the target may have been overestimated), thecompletion ratehas progressed steadily. In light of the progress, thisisan impressive result.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Survival Rate from grade 1-6	☐	Percentage	Value	62.00	94.20	94.20	85.00
			Date	20-Nov-2008	28-Feb-2011	28-Feb-2011	30-Jun-2011
			Comments				

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Repetition Rate in Primary Education	☐	Percentage	Value	24.00	12.00	12.00	15.00
			Date	20-Nov-2008	28-Feb-2011	16-Jun-2011	30-Jun-2011
			Comments			The current value still lags behind the target, but there was huge improvement. Repetitionrate was cut by half since 2008.	

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Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number	Value	0.00	0.00	22.00	22.00
			Date	20-Nov-2008	28-Feb-2011	16-Jun-2011	30-Jun-2011
			Comments		the construction of 22 classrooms is underway, but they will be finalized in June 2011	theywillbe finalized in June 2011	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Percentage of untrained teachers in primary education	☐	Percentage	Value	75.00	58.00	58.00	45.00
			Date	20-Nov-2008	28-Feb-2011	16-Jun-2011	30-Jun-2011
			Comments				

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Percentage of schools with a triple shift regime	☐	Percentage	Value	15.00	7.80	7.80	0.00
			Date	20-Nov-2008	28-Feb-2011	16-Jun-2011	30-Jun-2011
			Comments				

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Percentage of schools that offer a full six year cycle of primary education	☐	Percentage	Value	6.50	35.00	35.00	60.00
			Date	20-Nov-2008	18-Nov-2010	16-Jun-2010	30-Jun-2011
			Comments			Thisindicator does not take into account the 22 new classrooms, since they will be available in the upcoming school year.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Effective Learning Time per Day	☐	Percentage	Value	2.30	3.00	3.00	4.30
			Date	20-Nov-2008	18-Nov-2010	16-Jun-2010	30-Jun-2011

			Comments				
Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Pre-school classrooms built	☐	Number	Value	0.00	8.00	18.00	18.00
			Date	20-Nov-2008	18-Nov-2010	16-Jun-2010	30-Jun-2011
			Comments				

Senegal

Coordinating Agency: USAID

Other Members of the Local Donor Group: AFD, AfDB, Coopération Française, EU, IDA, IsDB, Japan, UNICEF, USAID, WFP

Date of ESP Endorsement: 2006
Current Sector Plan Period: 2008–2012

Project Development Objective: The CF operation supports the government's goal of attaining universal primary education by 2015 through construction and the extension and equipping of classrooms and ancillary buildings.

Approval date: 07/09/2009
Closing date: 12/31/2012

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
The project is on track in meeting its development objective. The grade one intake rate is 113 percent while the target at the end of the project is 110 percent. The primary Gross enrollment rate of 93.9 percent is likely to meet the end of project target of 96 percent. Currently more girls than boys are enrolled at the primary level. The primary completion rate (PCR) rose from 59.1% to 66.5% for the 2010-11 school year greater than the average 1 point annually over the last decade and if this continues for 2011 the target of 70% will likely be exceeded.

The Grant agreement of US$81.5 was signed on July 2009. A first tranche of US$35 million was released in 2009. That amount has been used to implement a program of 1960 classrooms, 254 schools administration facilities, and 374 water points.

The implementation of this program is almost completed with 1770 classrooms delivered over 1960 planned for the first phase. The implementation of the second phase has started for the construction of 2400 classrooms, 460 latrines, 266 school administration facilities, and 421 water points. The works already completed are comprised between 10 and 75 percent. All 2400 classroom are expected to be completed by the end of the project.

To implement the second phase of US$46.5 million, the Government and the World Bank team restructured the project in November 2010 to diversify the implementation modalities for an accelerated delivery of the second phase. So, in addition to AGETIP, in charge of implementing the first phase, six additional agencies have been designated to handle the implementation of the project. They are: The Directorate of School Construction, the six Regional Development Agencies of the Regions for Kaolack, Thies, Diourbel, Louga, and St-Louis.

To date, all implementing agencies have completed their procurement processes and have started the construction of 2400 classrooms, 460 latrines, 266 school administration facilities, and 421 water points.

The more efficient and effective procurement process generated US$8.3 million that the Government proposes to use to build additional classrooms and auxiliary facilities for 25 junior secondary schools to support the Government's recent policy to implement a compulsory ten-year basic education.

The project closing date was extended to December 31, 2012 to allow a full completion of the schools construction. A full supervision mission in planned for May 2012.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Admission rate into grade one of primary school	☐	Percentage	Value	113.00	117.00	123.00	110.00
			Date	06-Oct-2008	05-Jun-2009	31-Dec-2010	31-Dec-2011
			Comments		Good progress		
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Primary gross enrollment rate	☐	Percentage	Value	90.00	92.50	94.50	96.00
			Date	05-Jun-2008	05-Jun-2009	31-Dec-2010	31-Dec-2011
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Primary completion rate	☐	Percentage	Value	58.00	59.70	59.10	70.00
			Date	05-Oct-2008	19-Jun-2009	31-Dec-2010	31-Dec-2011
			Comments		The trend is slow and may not lead to achievement of the target.		

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Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Repetition rate	☐	Percentage	Value	7.60	7.50	7.50	6.80
			Date	07-Oct-2008	04-Jun-2009	04-Jun-2009	31-Dec-2011
			Comments		small decrease	small decrease	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Dropout rate	☐	Percentage	Value	9.20	11.50	11.50	5.00
			Date	05-Oct-2008	11-Oct-2008	11-Oct-2008	31-Dec-2011
			Comments		the dropout rate is increasing and is extremelyhigh	the dropout rate is increasing and is extremelyhigh	

					notably in grade one (14%)andfive (18%).	notably in grade one (14%) and five (18%).	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of classrooms delivered under CF program	☐	Number	Value	0.00	0.00	1700.00	3910.00
			Date	08-Dec-2009	05-Mar-2010	05-Mar-2010	31-Dec-2011
			Comments		Theprocurement process is ongoing	The procurement processis ongoing	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
number of classrooms delivered to complete incomplete cycles	☐	Number	Value	0.00	0.00	708.00	2010.00
			Date	05-Nov-2009	05-Mar-2010	31-Jul-2011	31-Dec-2011
			Comments		Theprocurement process is ongoing		
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of temporary structures replaced	☐	Number	Value	0.00	0.00	651.00	1900.00
			Date	08-Sep-2008	05-Mar-2010	31-Jul-2011	31-Dec-2011
			Comments		Theprocurement process is ongoing		
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of new schools constructed	☐	Number	Value	0.00	0.00	30.00	150.00
			Date	09-Oct-2008	05-Mar-2010	31-Jul-2011	31-Dec-2011
			Comments		Theprocurement process is ongoing		

Sierra Leone

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: AFD, DFID, EC, Irish Aid, IsDB, JICA, Save the Children UK, SIDA, UNESCO, UNICEF, WFP, and a number of additional international NGOs

Date of ESP Endorsement: Appraisal – March 2007; Endorsement –April 2007
Current Sector Plan Period: 2007–2015

Project Development Objective: The objective of CF grant for Sierra Leone is to expand access to and improve the quality of basic education in the country.

Approval date: 09/02/2008
Closing date: 09/30/2012 (second extension)

Current Summary Ratings

Progress towards achievement of PDO	Moderately Unsatisfactory
Overall Implementation Progress (IP)	Moderately Unsatisfactory

Implementation Status Overview
The Project witnessed significant delays in its first two years. It became effective in September 2008 but the initial disbursement of US $3 million did not occur until late June 2009. The delays in start-up resulted in the project being extended from its original closing date of June 30, 2010 to December 31, 2011. Subsequently, the Education Sector Plan (ESP) Secretariat, housed within the Ministry instead of establishing a separate PIU, was understaffed and the Ministry itself did not have the requisite skills to undertake the procurement of schools/classrooms, materials, furniture and textbooks envisioned under the project. In January 2011 implementation continued to be very slow. As the project gained momentum, it became clear that the project focused too much on inputs which were not reaching schools (in the case of books, materials and furniture) or not being completed (schools/classrooms/ancillary facilities). The Ministry requested an extension which the Bank team asserted could only be granted if the project was restructured to shift the over-emphasis on goods and works towards a few small, but key activities that would begin to move towards a 'programmatic approach" which would eventually have more long term impact on strengthening the system.

The project was successfully restructured and extended on December 29, 2011 to September 30, 2012. The restructuring was designed to (i) curtail remaining large-scale procurement in order to focus completion of existing activities (i.e.: ensure all materials are delivered to and used in schools, complete remaining civil works), and (ii) help work on activities to start strengthening government systems such as conducting a review of the Junior Secondary School (JSS) Curriculum, developing a Student Assessment Framework and improving the efficiency of an existing JSS Girls' Incentives Program. Additional training for teachers and School Management Committees (SMC) will be undertaken, and the successful school-based deworming program from June 2011 will be scaled up from seven to twelve districts. The change in approach is evident by the fact that the Ministry Directors of various units are actively involved in all aspects of project planning and implementation as part of their work program. Previously most project activities were done in isolation by the Education Sector Plan (ESP) coordinator.

Since the October 2011 mission, the ESP Secretariat has been strengthened with additional personnel who are improving the pace of implementation. All Financial Management reports have been submitted and found to be satisfactory; six more schools have been completed and commissioned bringing the total to 32 out of 57 schools; and books and learning materials are being distributed to schools. Teacher training under the project is on track for successful completion, as is the SMC training program. Another disbursement request for $1.1 million has been submitted.

Improvement in the following four areas by the end of April 2012 would allow the Bank team to upgrade the "Implementation Progress" from Moderately Unsatisfactory to Moderately Satisfactory - with the hope of reaching fully satisfactory by the end of the project. These include: (i) carrying out a validation exercise to ensure that the learning material s and furniture reached schools and are in use; (ii) completing the remaining civil works – including wells and latrines – before the rainy season begins in June; (iii) finalizing the TOR and hiring consultants to work with the various ministry directorates on, inter alia, the Student Assessment Framework and JSS Curriculum Review; and (iv) accelerating the work on the Girls' Incentive Program. Similarly, "Progress towards achievement of project development objectives" could be upgraded in the same time frame if the validation demonstrates impact and active use of the inputs to support improved access and learning in the classroom.

Capacity remains weak and standard supervision practices need to be reinforced with additional resources.

Key Issues and Actions

The project was extended from December 31, 2011 to September 30, 2012.

Validation of the goods and works in schools will be taking place before the end of April 2012 to ensure their efficient and effective use.

The Minister will hold a meeting with the Local Councils and non-performing contractors to develop a plan for rapid resolution. He has agreed to invite his counterparts in Finance and Economic Development as well as Local Government.

The project will contract the Financial Auditor for 2011 by March 31.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Percentage of pupils who pass the NPSE examination	☐	Text	Value	72%	72.4%	72.6%	72%
			Date	15-Sep-2008	28-Jan-2011	30-Jun-2011	31-Dec-2011
			Comments	Goalisto maintainthe sameaverage pass rate as the baseline		NPSE for 2010-11 school year.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Primary Completion Rate	☐	Percentage Sub Type	Value	61.80	67.00	70.00	Primary Completion Rate
			Date	31-Oct-2008	31-Dec-2010		
			Comments	Source: SL Country Status Report	Source: School Census 2010, Statistics Sierra Leone		

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Teacherpayrollandsalary verification exercise completed	☐	Text	Value	0	Initialverification completed, bio data being collected. 40 percent of teachers have no records.	N/A	Teacherpayroll andsalary verification exercise completed and maintained
			Date	15-Sep-2008	04-Feb-2011	04-Feb-2011	14-Sep-2011
			Comments		Teacher payroll and salaryverification exercise carried out.	Teacherpayroll andsalary verification exercisecarried out. No follow-up actions taken to	This indicator is not influenced by project activities and investments, andwillbe dropped.

						date.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
EducationSectorAnnual Performance Review organized	☐	Text	Value	0	Annually during the project	2 (10/2009 and 6/2011)	Education Sector Annual Performance Review organized for Year 1, Year 2and Year 3
			Date	15-Sep-2008	16-May-2011	20-Jun-2011	14-Sep-2011
			Comments		An Education Sector Annual Performance Reviewwas organizedin October, 2009 Next to take place starting May 16, 2011. Timed to coincide with report of 2010 School Census.	AnEducation SectorAnnual Performance Reviewwas organized in June 2011.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of teaching and learning materials that are distributed to primary schools	☐	Text	Value	0	Materials procured, but no TLMs have beendistributed under the project yet		850,000 sets of teachingand learning materials to be distributed to primary schools
			Date	15-Sep-2008	04-Mar-2011	23-Sep-2011	14-Sep-2011
			Comments		Approximately 50% of materials have beenprocured. Deliveryto Freetown expected byApril2011, distributionto schools pending	Approximately 50% of materials havebeen procured. Delivered to LCs inJuly2011. About30% deliveredto	This indicator will bedropped 12/31/2011 due to measurement and definition issues.

						schools.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of new teachers who enroll for the distance education program	☐	Text	Value	0	200	300	300additional teachers enroll in distance education program(100 teachers annually)
			Date	15-Sep-2008	31-May-2010	31-May-2010	31-Dec-2011
			Comments		This round due to be completedby August 2011	Completed August 2011	
Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of Junior Secondary teachers who receive in-service training	☐	Text	Value	0	260 enrolled	260	260junior secondary teachers receive in-service training
			Date	15-Sep-2008	28-Mar-2011	28-Mar-2011	30-Dec-2011
			Comments		Due to be completed by July 2011	Completed August 2011	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of primary teachers who receive in-service training under the project	☐	Text	Value	0	1,000primary teachers enrolled.	700	1,000primary teachersreceive in-service training
			Date	15-Sep-2008	04-Feb-2011	30-Aug-2013	30-Dec-2011
			Comments		Ongoing	Ongoing	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Numberofnewclassrooms constructed under the project	☐	Text	Value		258classrooms underway	237	318classrooms completed
			Date		04-Feb-2011	23-Sep-2011	30-Dec-2011
			Comments		Construction nearly completed.60 classrooms left to be procured and built.	Construction nearly completed. Remaining classrooms	Reduced to 237 under restructuring.

						originally planned under the project will not be built underthe restructured project.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Percentage of girls enrolled at junior secondary level	☐	Text	Value	40.9%	40.9%	43.5%	Increase towards parity (50-50%)
			Date	30-Sep-2009	31-May-2010	31-May-2010	31-Dec-2011
			Comments		School Census data available May 2011	2010 School Census	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of new entrants into primary 1	☐	Text	Value	324,000 children enrolled in primary 1	323,389pupils enrolledinP1 (47.8% girls)	217,652	346,500 children enrolledin Primary 1 7,500 additional enrollment annually
			Date	15-Sep-2008	31-May-2010	27-May-2011	31-Dec-2011
			Comments		Report from 2010 School Census due May 13, 2011	2010School Census - A decline in intake natural in PostConflict setting where there was a surge in enrollments early on.	This indicator is not reliable in a PostConflict situation and will be dropped.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of pupils enrolled at primary level 1,324,183 children enrolled in primary schools	☐	Text	Value	1,324,183 children enrolled in primary schools	1,322,238pupils enrolled in 5,016 primary schools	1,194,502	1,369,183 children enrolled in
			Date	15-Sep-2008	31-May-2010	27-May-2011	31-Dec-2011

			Comments		Report from 2010 School Census due May 13, 2011	2010School Census - There are concerns about the baseline and erratic trendsin enrollments in a PostConflict situation.Many over- and under-aged children flow in and out of schools. The trends are not clear.	This indicator will bedropped becausethe baselineand projections were faulty.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of LCs which conduct fee-free awareness campaigns based on findings of out-of-school study	☐	Text	Value	0	14 conducted	19	All19LCs conduct fee-free awareness campaigns based on the findings of out-of-school study
			Date	15-Sep-2008	04-Feb-2011	04-Feb-2011	31-Dec-2011
			Comments		Implementation in progress	Not financed by the project	This indicator will bedropped because many of the LCs conducted thecampaigns with other donor resources during thedelayof project effectiveness.

Tajikistan

Coordinating Agencies: World Bank and UNICEF

Other Members of the Local Donor Group: GTZ, USAID, EU, KfW, WFP, UNDP, Aga Khan Development Network (AKDN), and Open Society Institute (OSI)

Date of ESP Endorsement: October 2005 (refers to Sector Plan 2006–2015)
Current Sector Plan Period: 2009–2015

FTI-3
Effectiveness: 12/23/2009
Closing date: 09/30/2012

Project Development Objective: The operation aims to contribute to an increased access to improved learning environments and a more efficient delivery of quality education services.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
The grant to Tajikistan (FTI-3) is progressing satisfactorily. The Grant is designed to help fill gaps in the implementation of the National Strategy for Education Development (NSED), particularly with respect to the goals to improve the physical infrastructure, and material and technical aspects of the education system; to improve the management and performance of the education system for the delivery of quality education services; and to ensure the quality of education services. It supports activities like school construction and rehabilitation, provision of furniture and reading materials to schools, training to school directors on the efficient school management, supporting central and local level authorities and schools in carrying on per capita financing, training of rayon and school methodologists on supporting teachers, education data collection and processing for the decision makers and development of a new Education Strategy.

Civil works have been completed in four sites and are on-going in all remaining 26 sites, reading materials for schools have been selected, purchased and delivered to schools, the first phase of the directors' training on the financial management is completed, and training evaluation results are presented and discussed with key stakeholders. The second phase on pedagogical leadership will start soon. Mentoring program is completed, and the program evaluation results were presented and discussed with key stakeholders. All modules for EMIS are developed and introduced (except one) nationwide, and the NSED Action Plans are drafted and submitted for the Government approval. The NSED package serves as a basis for on-going preparation of a new GPE grant.

Key Issues and Actions
The Mid Term Review of the Grant was conducted in December 2011. The key conclusion of the Review was that the FTI-3 Grant is progressing well, albeit with some delays. In March 2011, the Closing Date was extended till September 30, 2012 in order to accommodate for delays in the design of civil works, in procurement of furniture, and the new procurement procedure put in place by the

Government. In October 2011, the Bank received a request to reallocate Grant proceeds between categories, to increase Designated Account authorized allocation, and to reduce scope of component 3.3 (Evaluation of the supply and demand schemes promoting enrollment). The request was approved.

Disbursement was behind schedule mainly due to the aforementioned delays in the civil works and furniture provision, which together comprise 73% of total project costs. The design for the Civil Works took more time than planned to accommodate innovations and improvements per the reviewers' recommendations. With the start of the Civil Works the disbursement was catching up. To further accelerate disbursement, the Recipient asked the Bank to increase the Designated Account ceiling, which was approved by the Bank.

Another reason for the delay is the new tender procedures adopted by the Government envisaging review and approval of the tender results by the State Investment Committee, which delays procurement processes. The evaluation process for furniture was protracted and completed with rejection of all bids. Now, the contract is signed for one package, and the Bank has got evaluation report for the one which was re-bidden.

As of March 1, 2012, $5.1 million is disbursed, $5.0 million is committed, and remaining $3.4 million is allocated including $2.0 million for furniture.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
(Quality) Number of teachers who received in-class mentoring support during the year	☐	Number	Value	0.00	0.00	0.00	1000.00
			Date	16-Apr-2010	30-Aug-2010	20-Nov-2011	30-Sep-2012
			Comments			Data is being collected	80% of est. target group.The proportionof beneficiaries who are female will be at least equal to the proportion in thegeneral teacher population.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
(Efficient delivery) Class size in new PCF rayon's	☐	Text	Value	19		21	Increase of at least one point
			Date	16-Apr-2010	30-Aug-2010	01-Jan-2011	30-Sep-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
(Efficient Delivery) Pupil: stavka ratio in new PCF rayon's	☐	Text	Value	13.4		13.8	Increase of at least one point
			Date	16-Apr-2010	30-Aug-2010	01-Jan-2011	30-Sep-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Access) Number of students in targeted schools who have benefited from reading materials	☐	Number	Value	0.00	0.00	50000	180000.00
			Date	16-Apr-2010		January 1, 2012	30-Sep-2012
			Comments			Number of benefitting	

						students is being collected.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
(Access) Number of students in targeted schools that have benefited from furniture	☐	Number	Value	0.00	0.00	0.00	67000.00
			Date	16-Apr-2010	30-Aug-2010	20-Nov-2011	30-Sep-2012
			Comments			The contract for one package is just signed; the ICB for the re-bidden package is under evaluation.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
(Access) Number of students in the targeted schools that have benefited from civil works	☐	Number	Value	0.00	0.00	3000.00	13000.00
			Date	16-Apr-2010	30-Aug-2010	01-Mar-2012	30-Sep-2012
			Comments			In four completed schools.	

Intermediate Results Indicators

Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Sub-component 4.1: Percentage of targeted MOE staff who successfully passed trainings on financial management, procurement procedures, and management.	☐	Percentage	Value	0.00	0.00	0.00	90.00
			Date	16-Apr-2010	30-Aug-2010	01-Dec-2011	30-Jun-2011
			Comments			data is being collected	At least 90% of targeted staff
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Sub-component 3.3: Reports are completed and recommendations discussed	☐	Text	Value	No reports	No reports		Allplanned reports should be publishedand officially discussed.
			Date	16-Apr-2010	30-Aug-2010	20-Nov-2011	30-Sep-2012
			Comments			TORs for busing	

						are being finalized	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Sub-component 3.2: Number of module reports submitted to the Unit for Analysis and Education Sector Reform Development	☐	Number	Value	0.00	0.00	8.00	9.00
			Date	16-Apr-2010	23-Dec-2010	23-Dec-2010	30-Jun-2011
			Comments		work is ongoing on 4 modules	work is completed on 8 modules.	9(teachers; schoollibrary; premises, territory and equipment; demography; students; infrastructure and buildings; textbooks rental; construction; financial management)
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Sub-component 3.1: % of the districts in the country that have their school budget approved according to the PCF regulations	☐	Percentage	Value	0.00	0.00	0.00	70.00
			Date	16-Apr-2010	30-Aug-2010	01-Dec-2011	30-Jun-2011
			Comments			Data is being collected	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Sub-component 2.3: Reports are completed and recommendations discussed	☐	Text	Value	No reports	No reports		Final report is available, including analysesof training needs and demands;of training courses; and of relation between demand/need and supply, including recommendations
			Date	16-Apr-2010	23-Dec-2010	20-Nov-2011	30-Sep-2012

			Comments		WG is established	TORs are shared with the partners for comments	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Sub-component 2.2: % of FTI-trained methodologists who successfully master the essentials of the course	☐	Percentage	Value	0.00	0.00	89.70	90.00
			Date	16-Apr-2010	23-Dec-2010	01-Dec-2011	30-Jun-2011
			Comments		Mentoring program wasmodernized and piloted. TOT and training will start in end January 2011	96 out of 107 trained methodologists so farhave successfully mastered basics of the course.	At least 90% (of 520est. methodologists to be trained). The proportionof methodologists trained who are female will be at least equal to the proportionof methodologists who are female.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Sub-component 2.1:% of FTI-trained directors who successfully master the essentials of the course	☐	003	Value	0.00	0.00	97.30	90.00
			Date	16-Apr-2010	23-Dec-2010	01-Dec-2011	30-Sep-2012
			Comments		MOEhas modernized the FM part of the training module.	366 out of 376 directors trained sofarhave successfully mastered basics of the course.	The end date was changedin accordance with the new Closing Date. At least 90% (of 600 est. directors to be trained). The proportion of directors trained who are female will be at least equaltothe proportionof directors who are female

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Sub-component 1.3:Number of schools that received supplementary reading materials	☐	Number	Value	0.00	0.00	464.00	700.00
			Date	16-Apr-2010	23-Dec-2010	01-Dec-2011	30-Sep-2012
			Comments		MOEhasre-advertised assignmentfor international TA	Reading materials havebeen purchased and are being delivered to schools	The end date was changedin accordance with the new Closing Date

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Sub-component 1.2: Number of classroom (equivalents) equipped with new furniture	☐	Number	Value	0.00	0.00	0.00	1100.00
			Date	16-Apr-2010	23-Dec-2010	20-Nov-2011	30-Sep-2012
			Comments		MOE sent Bidding documents	ICB is underway	The end date was changedin accordance with the new Closing Date

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Sub-component 1.1:Number of classrooms that have been rehabilitated or constructed	☐	Number	Value	0.00	0.00	0.00	200.00
			Date	16-Apr-2010	23-Dec-2010	20-Nov-2011	30-Sep-2012
			Comments		Localdesigning firm and three international engineers for the design proof check arecompleting design stage.	CWs started in May 2011. In two completed schools the roofs were rehabilitated.	The end date was changedin accordance with the new Closing Date.

The Gambia

Coordinating Agency: World Food Programme

Other Members of the Local Donor Group: DFID, World Bank, AfDB, BADEA, OPEC Fund for International Development (OFID), UN funds and programs as well as several NGOs, including VSO, ActionAid, Future in Our Hands

Date of ESP endorsement: 2003
Date of ESP Re-endorsement: August 2008 by local donor group; submitted to GPE in September 2008
Current Sector Plan Period: 2009–2011

Approval date: 7/31/2009
Closing date: 12/31/2012

Project Development Objective: The overall objective is to improve teaching and learning conditions in basic education, including early childhood development.

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
The last semi-annual education sector joint donor review mission was conducted from November 28 to December 2, 2011. WFP (coordinating agency of the Local Education Group), FAO, FAWEGM, IsDB, JICA, Peace Corps, PAFEG French, Spain Embassy, VSO, US Embassy, Nigeria High Commission, UNICEF, and World Bank attended the review.

Key Issues were the following:

- While the Education Sector Policy (2004-2015) and Strategic plan are being revised laying out strategies, sectoral priorities, and goals to be met, continuous government commitment will be necessary as well as resource mobilization from partners. The government reaffirmed its commitment during the joint review.
- Variation in learning outcomes with especially poor outcomes in regions 4-6. Student questionnaires drew attention to a number of policy-oriented issues. The results of the assessments should be used to inform teacher training and policy-making.
- Equity issues affect the performance of the sector. A bottleneck analysis will be conducted to look at issues of equitable access to target resources (including school feeding) and efforts to reach the poor and excluded children.
- The comprehensive draft M&E framework is supported by all partners. The M&E will capture inputs, outputs, outcomes, impact as intermediary stages leading to results programmed declined in work plans for each ministry entity with a quarterly follow-up. It is also designed to facilitate the follow-up of the sector policy and includes EMIS produced data such as school level statistics. It will be critical to: a) share the draft M&E framework with a large number of

concerned parties and partners; b) scale up the current EMIS towards a more comprehensive one for decision making.

Component 1: Increasing access to equity in basic education
Although the components under the GPE project have been soundly making progress, the number of new classrooms construction has been reduced from 400 to 252 due to the inaccurate cost estimates that were used during the project preparation. So far, 45 out of 252 new classrooms have been constructed by the NGOs and a framework agreement for an additional 78 new classrooms has been prepared with Future In Our Hands (FIOH) International NGO. Most of the remaining classrooms will be completed before the end of 2012.

Component 2: Improving the quality of teaching and learning materials
This component's implementation has been satisfactory. With regard to the supplementary readers, 22 Gambian authors have been contracted to supply 41 titles for a total quantity of 247,999 copies. To date, 202,674 copies have been delivered to schools. Out of 41 titles, 18 are new titles and will be field tested soon in order to determine the effectiveness of the materials.

Component 3: Strengthening management and institutional capacity at the central and regional levels.
Annual data collection from schools have been collected and processed through EMIS. The Government presented the initial 2010/2011 EMIS data which have received more scrutiny with the involvement of cluster monitors and regional directorates to conduct data checks and review. Most of the duplications have been removed especially those related to the madrassas, for which it was difficult to keep oversight due to frequent changes in names. Once the 2010/11 data are stabilized and all the remaining cluster data are received, and the madrassa list between 2010 and 2011 has been addressed, the EMIS team will retrospectively carry out a trend analysis.

Since July when the 2010-11 data were collected, there are still some data gaps due to delays in submission from some cluster monitors. The methodology could be further refined to ensure a swifter turnaround time. However, although some data are still pending, the current estimates demonstrate a drop in government school enrollment with a shaper decrease in regions 4, 5, and 6 as well as an overall small drop in the total enrollment (about 2%).

Policy Revision for Basic and Secondary Education (2012-2015) is ongoing. Thematic areas include access equity, quality, sector management with 29 Sub themes ranging from ICT, to strategies attracting those that are not in conventional schools nor in madrassas, non formal education, madrassa education, teacher incentives, and efficiency measures, to name a few.

The revised policy process has seen an energetic start with a systematic consultative process including through phone interaction, TV/radio. More than 600 regional representatives were consulted on the draft policy pronouncements. Some of the comments made during the consultations relate to the need to provide remedial classes as part of the school mandates. Although the suggested sub-topics are already quite comprehensive, without having the detailed content of each, it is also recommended to introduce a 2nd chance education for dropouts to provide an opportunity to complete the regular and conventional school program or equivalent. More information on this approach will be shared by the partners.

Next steps: a) Consultations with National Assembly Members, b) national conference, c) final policy drafting, and interface between drafters and readers; d) start drafting the Strategic plan after the first draft policy is completed; e) clarify the issues of the common mandates such as TVET and teacher training.

Key Issues and Actions

Currently the project restructuring is underway; the documents have been prepared and cleared for Regional Vice President's approval. There are two main proposed changes: (a) revision of the Project Development Objective (PDO) to reflect the activities and objectives of this project more precisely and (b) revision of the results framework to be more specific with reliable and collectible data.

(a)The PDO would be modified from "improve conditions for teaching and learning in basic education including early childhood development" to "improve conditions for teaching and learning in basic education". This change stems from the fact that most early childhood interventions planned under the project were implemented through the Japan Social Development Fund (JSDF). It has been agreed that the few activities relating to ECD supported by the project including the support of ECD networks and the formulation of an ECD policy, do not have the intensity to warrant inclusion in the development objective. The development objective would therefore be revised to reflect the interventions leading to the outcome for which the program can reasonably be held accountable.

(b)Apart from the PDO, another significant change relates to the revision of the results framework. Indicators will be revised in order to be specific, measurable, available, relevant and time-bound (SMART). It has been noted that the framework is overloaded with indicators and in some cases repetitious one, so it is therefore necessary to identify a focused set of indicators which draw on indicators that are regularly collected and reported by government agencies. During this process the baseline targets would be adjusted as it was determined that the available data at the time of appraisal was invalid.

Results Indicators

The results indicators will be updated once the restructuring has been approved.

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Intake rate for ECD	☐	Percentage	Value	39.40		41.00	45.00
			Date	30-Dec-2008	15-Jun-2010	15-Jun-2011	31-Dec-2012
			Comments		See PDO rating explanation		
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Intake Rate at lower basic level	☐	Percentage	Value	101.00	94.00	94.00	125.00
			Date	30-Dec-2008	25-Jan-2011	25-Jan-2011	31-Dec-2012
			Comments	Baseline will be changed in the RP			Target will be adjusted in the RP
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Intake rate for Upper basic level	☐	Percentage	Value	88.00	68.00	68.00	90.00
			Date	30-Dec-2008	30-Dec-2010	30-Dec-2010	31-Dec-2012
			Comments	Baseline will be changed in RP			Target will be adjusted in RP
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross enrolment for ECD	☐	Percentage	Value	26.00	36.40	36.40	42.00
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments	Baseline will be changed in the RP	See PDO rating explanation	See PDO rating explanation	Target will be adjusted in RP
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gross enrolment at lower basic school	☐	Percentage	Value	91.40	88.20	88.20	101.90
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments	Baseline will be changed during MTR			Target will be adjusted in RP

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Gross enrolment at upper basic school	☐	Percentage	Value	60.00	62.00	62.00	69.00
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments				Target will be adjusted during MTR

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Completion rate at lower basic school	☐	Percentage	Value	65.00	75.00	75.00	80.00
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments	Baseline will be changed at MTR			Target will be adjusted during MTR

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Completion rate at upper basic school	☐	Percentage	Value	56.00	59.00	59.00	63.00
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments				Target will be adjusted in the RP

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
% of qualified teachers (LBS)	☐	Percentage	Value	70.00	70.00	70.00	80.00
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments				Target will be adjusted in the restructuring paper (RP)

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Performance management system is functional and helps inform key personnel decisions	☐	Text	Value	All job profiles completedin regions	PMS in use	PMS is in place	PMS in use
			Date	30-Dec-2008	17-Dec-2010	17-Jun-2010	31-Dec-2012
			Comments				

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Number of classrooms built under CF	☐	Number	Value	0.00	45.00	45.00	141.00
			Date	30-Dec-2008	20-Dec-2010	20-Jun-2011	31-Dec-2012
			Comments				Target will be changed in the RP
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of classrooms rehabilitated under CF	☐	Number	Value	0.00	0.00	0.00	30.00
			Date	30-Dec-2008	17-Dec-2010	16-Jun-2011	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Teacher-Pupil Ratio at lower basic school	☐	Text	Value	1:39	1:41	1:41	1:45
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Teacher-Pupil Ratio at upper basic school	☐	Text	Value	1:22	1:38		1:45
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Pupil: Textbooks ratio at lower basic school	☐	Text	Value	1:1	1:1		1:1
			Date	30-Dec-2008	15-Jun-2010	15-Jun-2010	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Pupil: Textbooks ratio at upper basic school	☐	Text	Value	3:1	2:1	3:1	1:1
			Date	30-Dec-2008	17-Dec-2010	17-Aug-2011	31-Dec-2012
			Comments			thetextbooks have not yet been delivered but are envisaged by end of Nov.	

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Annual instruction hours	☐	Hours	Value	866.00	870.00	870.00	880.00
			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of hours per week devoted to reading, by region	☐	Text	Value	TBD		will be dropped in RPasnever tracked	TBD
			Date	30-Dec-2008	15-Jun-2010	15-Jun-2010	31-Dec-2012
			Comments		will be available by April 2011	will be replaced by areading competency measurement	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
% of schools with approved school development plans	☐	Text	Value	90		100	100%
			Date	30-Dec-2009	15-Jun-2010	15-Jun-2010	31-Dec-2012
			Comments		will be available by September 2010		
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Increase grade level competence (mastery) in core subjects on NAT	☐	Percentage	Value	10.00			15.00
			Date	30-Dec-2008	15-Jun-2010	15-Jun-2010	
			Comments		will be available by April 2011	this indicator will be adjusted in the RP	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Increasegradelevelcompetence (minimum) in core subjects on NAT	☐	Percentage	Value	46.00			60.00
			Date	30-Dec-2008	15-Jun-2010	15-Jun-2010	31-Dec-2012
			Comments		will be available by April 2011	this indicator will be adjusted in the RP	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**

Frequency and duration of support visits to schools by cluster monitors	☐	Text	Value	2h	4h	4h	Two-hour visit to each school per week
			Date	30-Dec-2008	15-Jun-2010	15-Jun-2011	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Education share of budget	☐	Percentage	Value	14.00	17.00	19.00	20.00
			Date	30-Dec-2008	15-Jun-2010	15-Jun-2010	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Availability of sector statistics by February of each year	☐	Text	Value	2007 data available	2010 available	2010 available	2011 available
			Date	30-Dec-2009	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Net enrolment rate for lower basic school	☐	Percentage	Value	75.00	70.00	70.00	85.00
			Date	30-Dec-2008	22-Dec-2010	22-Dec-2010	31-Dec-2012
			Comments	Baseline will be changed in RP			Target will be changed in RP
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Net enrolment rate for upper basic school	☐	Percentage	Value	38.00	44.00	44.00	48.00
			Date	30-Dec-2008	22-Dec-2010	22-Dec-2010	31-Dec-2012
			Comments	Baseline will be changed in RP			Target will be changed in RP
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gender parity (female/male) at lower basic school	☐	Number	Value	1.03	1.02	1.02	1.03
			Date	30-Dec-2008	22-Dec-2010	22-Dec-2010	31-Dec-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Gender parity (female/male) at upper basic	☐	Number	Value	0.91	0.88	0.88	1.00

school			Date	30-Dec-2008	17-Dec-2010	17-Dec-2010	31-Dec-2012
			Comments				

Togo

Coordinating Agency: UNICEF
Other Members of the Local Donor Group: World Bank, France, Germany, European Commission as well as several NGOs, including Plan Togo, Aide et Action, Handicap International

Date of ESP endorsement: 2010
Current Sector Plan Period: 2010–2020

Approval date: 09/16/2010
Grant Agreement Signature: 10/29/2010
Effectiveness date: 01/28/2011
Closing date: 05/01/2014

Project Development Objective: (i) increase coverage of and retention in basic education, (ii) support improvements in the quality of teaching, and (iii) strengthen institutional and community capacity in implementation and management of the Project.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Implementation Status Overview
The Togo GPE Project is a three-year program supporting the implementation of the 2010-2020 Education Sector Program (ESP) and financed by a grant (US$45 million) funded by the GPE. The Grant Agreement was signed on October 29, 2010 and the project became effective on January 26, 2011. First supervision mission was completed in July 2011 and second supervision mission in December 2011.

The project unit is fully staffed. A Steering committee has been established. After a slow start, the implementation rhythm accelerated with the purchase of around 3 million textbooks, the first transfer of school grants (based on equity and performance, total amount of US$ 1.8 million) and a good start of the school building component, in particular through the training of school committees of the first 16 rural construction sites for managing the school building using simplified procurement and financial management procedures. Activities regarding communication on the project and on the Education Sector Plan have also taken off smoothly.

Project implementation has taken off. More commitment to the implementation of the education sector plan would speed up achievement of planned results. Communication on the sector plan and on the project shall support this process.

Key Issues and Actions
A concern regarding the ESP is the delay from the Government in signing the decree and staffing the Secrétariat Technique Permanent (STP) in charge of monitoring ESP implementation. This body shall play a key role in ensuring a more homogeneous implementation of the ESP cross sub-sectors. Although the focus of the project is primary education, it also supports the overall ESP

implementation, through provision of technical assistance for supporting the setting up of a sustainable observatory able to monitor the links between training and job market's demands.

Project implementation: Eleven months after effectiveness, disbursement rate is 8.1% and Disbursement+Commitment rate is 16.1%. The 3 million textbooks have been delivered to Lomé and have now to be transferred directly to schools (firms that will deliver books directly to schools have been selected through a national bidding process). The school grants for the first year have been transferred to bank accounts located at district levels and training of school committees on the way to use the school grants has been done. The grassroots management training for school building in rural areas has been done for all school committees of the experimental first phase (16 sites) of the project and sub-grant agreements have been signed between school committees and the Ministry of Education. Blue prints of the schools have been approved and school committees have now the non objection to select firms in charge of supervising the civil works. Grassroot management training of the school committees selected for the second phase has started.

Most of the indicators of the project are progressing: i) primary completion rate reached 78% in 2011; ii) a learning assessment (PASEC) has been conducted; iii) significant progress has been made for the preparation of the capacity building plan of the Ministry of Education.

The two activities that deserve the most attention for speeding up implementation and disbursement are: i) the school buildings in urban areas, and ii) the construction of the 3 teacher training institutes (both delegated by the Ministry of Education to the executing agency Agence d'Exécution des Travaux Urbains AGETUR). A particular attention is also needed for the implementation of the sub-component devoted to finalization of the new curricula of ECD and primary education.

Procurement: The mission has rated procurement of the project as Moderately Satisfactory. The 2012 procurement plan has been approved. The mission recommended the setting-up of more systematic meetings of the project unit in order to monitor more closely and pro-actively implementation of the activities.

Financial Management: The mission has rated Financial Management of the project as Moderately Satisfactory. The mission noted with satisfaction the recruitment of the external auditor. The mission recommended the urgent setting-up of the FM software in order to update the 2011 accounting of the project using the software.

Environmental and Social safeguards: The mission noted with satisfaction the recruitment of an environmental and social safeguards specialist who joined the project team in November 2011. The mission also recommended to the Ministry of Education to take the necessary actions for mitigating the risks of potential conflicts regarding land ownership and for assessing more precisely the needs for financial compensation on a couple of sites that have been selected for school buildings.

Communication: The mission noted with satisfaction the recruitment of a communication specialist and the preparation of draft communication tools and strategy. At a time when the project will scale up, the mission recommended the finalization of the communication tools and the start of communication activities.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
Time-bound capacity building plan	☐	Percentage	Value	0.00	0.00	0.00	75.00
		Sub Type	Date	07-Jun-2010	03-Mar-2011	28-Feb-2012	30-Apr-2014
			Comments		Plan under preparation	Planunder finalization	% of completion ofactivities planned in the capacity-building plan
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Direct project beneficiaries	☐	Number	Value	0.00	0.00	0.00	75000.00
		Sub Type	Date	01-Apr-2010	03-Mar-2011	28-Feb-2012	30-Apr-2014
			Comments		Actual implementation not yet started	New schools not yet built but school committeesin chargeof managingthe schoolbuilding have been trained	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Ratio Reading textbooks: students in primary school	☐	Text	Value	1:2.0	1:2.0	1:2.0	1:1.4
		Sub Type	Date	05-Jan-2009	03-Mar-2011	28-Feb-2012	30-Apr-2014
			Comments			Textbookshave beenpurchased and delivered in Lomé. They still havetobe deliveredto individual schools (planned for March 2012)	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**

Ratio Math textbooks: students in primary school	☐	Text	Value	1:2.1	1:2.1	1:2.1	1:1.5
		Sub Type	Date	05-Jan-2009	03-Mar-2011	28-Feb-2012	30-Apr-2014
			Comments			Textbookshave beenpurchased and delivered in Lomé. They still havetobe deliveredto individual schools (planned for March 2012)	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Primary completion rate	☐	Percentage	Value	63.00	76.00	76.00	74.00
		Sub Type	Date	05-Jan-2009	08-Jan-2010	18-Oct-2011	30-Apr-2014
			Comments		2010/11data (Source: MEPSA) It is important to note that following a new population census, population datahas dramatically updated downwards, which has a big effect on completionrate. Thenthebig increase compared to 2009 is not a real increase but an improvementof the data.	2010/11data (Source: MEPSA) It is important to note that following a new population census, population datahas dramatically updated downwards, which has a big effect on completionrate. Thenthebig increase compared to 2009 is not a real increase but an improvementof the data.	

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Intermediate Results Indicators

Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of financing agreements signed	☐	Percentage	Value	0.00	0.00	29.60	80.00

between inspectorates and communities as a % of planned number in the project action plan		Sub Type	Date	07-Jun-2010	31-Aug-2011	21-Dec-2011	30-Apr-2014
			Comments		Firstfinancial agreements expected to be signedby December 2011	The16first financial agreements have beensigned (29.6% of the planned 54)	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
System for learning assessment at the primary level	☒	Yes/No	Value	No	Yes	Yes	Yes
		Sub Type	Date	07-Jun-2010	31-Aug-2011	21-Dec-2011	30-Apr-2014
			Comments		A PASEC survey hasbeen implementedin 2010. The results were reportedto education policymakers.	A PASEC survey hasbeen implemented in 2010. The results were reportedto education policymakers.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Utility of the learning assessment system	☒	Number	Value	0.00	2.00	2.00	3.00
		Sub Type					
		Supplemental					
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Schoolbuildingprogramoverall satisfaction of actors and beneficiaries	☐	Percentage	Value	0.00	0.00	0.00	70.00
		Sub Type	Date	07-Jun-2010	31-Aug-2011	31-Aug-2011	30-Apr-2014
			Comments		Survey instrument under preparation	Survey instrument under preparation	% of satisfaction of actors and beneficiaries of theschool building program
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Percentage of resources managed by the contractmanagementagencyand	☐	Percentage	Value	0.00	0.00	0.00	80.00
		Sub Type	Date	07-Jun-2010	31-Aug-2011	21-Dec-2011	30-Apr-2014

communities according to agreed procedures			Comments		Both construction programs are at the preparation stage for phase 1.	New schools not yetbuiltbut school committeesin chargeof managingthe school building have been trained	The target is to reach 80% of the grants managed accordingto agreed procedures
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	☒	Number	Value	0.00	0.00	0.00	652.00
		Sub Type	Date	07-Jun-2010	31-Aug-2011	21-Dec-2011	30-Apr-2014
			Comments		Firstclassrooms expected by June 2012.	First classrooms expected by June 2012.	The target is to reach 80% of the numbers planned in the Project Action Plan (80% of 815)
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Completion of a credible school health, nutrition and HIV/Aids implementation plan	☐	Text	Value	No existing Plan		Planunder preparation	Final version of the Plan
		Sub Type	Date	07-Jun-2010	31-Aug-2011	21-Dec-2011	30-Apr-2013
			Comments		TOR for technical assistance is being finalized.	The recruitment of a specialist is under process	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Completion of literacy implementation plan	☐	Text	Value	No existing Plan		Planunder preparation	Final version of the Plan
		Sub Type	Date	07-Jun-2010	31-Aug-2011	31-Aug-2011	30-Apr-2013
			Comments		Consultant about to be recruited to provided technical support.	A consultant has been recruited to supportthe finalization of the plan	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Completion of Early Childhood	☐	Text	Value	No existing	No existing Plan	No existing plan	Final version of

Development implementation plan				Plan			the Plan
		Sub Type	Date	06-Jun-2011	31-Aug-2011	21-Dec-2011	30-Apr-2013
			Comments		TOR for technical support is being prepared.	TOR for technical support is being prepared.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Primary school teacher's deployment consistency index	☐	Number	Value	0.55		0.56	0.60
		Sub Type	Date	30-Nov-2009	03-Mar-2011	21-Dec-2011	30-Apr-2014
			Comments	The value is the R-squared between numberof teachers and numberof students, calculated on the basis of all public/community primary schools	Provisionaldata providedby MEPSA are not credible and need further checks	Great efforts have been made by the Ministryof Educationto improvethis indicator. Further improvements are expected soon.	
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of communities having grassroots management training compared to planned number	☐	Percentage	Value	0.00	0.00	29.60	80.00
		Sub Type	Date	07-Jun-2010	31-Aug-2011	21-Dec-2011	30-Apr-2014
			Comments		Actual implementation hasjustbeen initiated	The16first communities have beentrained (29.6% of the 54 planned for Year 1)	The target value is 80%ofthe numbers planned in the project action plan
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of regional teacher training institutes built and equipped	☐	Number	Value	0.00	0.00	0.00	3.00
		Sub Type	Date	07-Jun-2010	31-Aug-2011	31-Dec-2011	30-Apr-2014

			Comments		Actual implementation not yet started	Managing firms havebeen selected.The buildings of the 3 regional teacher training institutes are expected for end of 2012.	Completion of the 3 constructions.
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Actual number of schools with grant delivered compared to the planned number	☐	Percentage	Value	0.00	0.00	100.00	75.00
		Sub Type	Date	07-Jun-2010	01-Nov-0116	21-Dec-2011	30-Apr-2014
			Comments		Actual implementation not yet started		The target value is 75%ofthe numbers planned in the project action plan
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Completion of new textbooks in math and reading	☐	Text	Value	New textbooks do not exist		Newcurricula under finalization	Final version of newtextbooks available
		Sub Type	Date	07-Jun-2010	01-Dec-2010	28-Feb-2012	30-Apr-2014
			Comments		Actual implementation not yet started		
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Actual number of textbooks purchased and delivered to primary school compared to planned number	☐	Percentage	Value	0.00	0.00	0.00	85.00
		Sub Type	Date	07-Jun-2010	31-Aug-2011	28-Feb-2012	30-Apr-2014
			Comments		Actual implementation not yet started	Textbooks have been purchased and delivered to Lomé. They still havetobe deliveredto individual schools (plannedfor March 2012)	The target value is 85%ofthe numbers planned (85%of1.6 million textbooks)

Yemen

Coordinating Agencies: UNICEF (Donor Coordinator) and JICA (Deputy Coordinator)

Other Members of the Local Donor Group: Netherlands, Germany (GTZ and KfW), WFP, JICA, Save the Children, CARE International and Dubai CARE

Date of ESP Endorsement: 2004
Current Sector Plan Period: 2002–2015

Approval Date: 9/30/2009
Closing Date: 9/30/2012

Project Development Objective(s): The objective is to increase the access of children, especially girls, to primary education in 7 out of 21 governorates.

Current Summary Ratings

Progress towards achievement of PDO	Moderately Satisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Implementation Status Overview
Overall, the project is progressing and most of the activities are already under implementation. The project underwent a reallocation of funds in May 2011 to: (i) account for the higher costs for civil works; (ii) account for the higher costs of school bags, and the addition of computers and accessories for some target schools that was in the initial project plan but not costed for; (iii) increase the amount allocated to training; and (iv) reduce the amount allocated to the contracting of rural female teachers. Given the current political situation and the unrest in the country, activities will not be completed by the current grant closing date of September 30, 2012 as many activities have been delayed due to current unrest in the country. The GoY will submit a request for extension by mid March 2012.

The Project Administration Unit (PAU) will update the Project Implementation Plan (PIP) and disbursement Plan by March 15, 2012.

Key Issues and Actions
Country Situation: Continued staff evacuation and travel restriction brings challenges to grasping the whole picture on the ground. Because of the security situation in Yemen, international and local staff is either on Administrative leave or Development Assignment after ending their evacuation last December 2011. Supervision missions have not been possible early 2011. However, the team managed to conduct one as a reverse mission in Amman, Jordan during November 20-27, 2011.

The WB officially suspended disbursements as of July 28th, 2011. However, this suspension was lifted on January 20, 2012. The Ministry of Education will submit a request for an extension of six months to enable the project to complete activities delayed due to the suspension of disbursement such as construction, teacher training program for rural female, and school kits. The PAU team is currently working with the MoE to prepare required documents.

The civil works component of the project started in May 2010. Contracts for the construction of classrooms have been awarded for a total amount of about US$9.2 million for 404 classrooms. Out of these contracted classrooms, 307 have been completed and handed over to the MOE.

The cost of school construction is being analyzed and this will lead to an update of project targets with the project expected to be restructured to reflect the changes by Mid April 2012.

Component 2 is progressing with the second on-the-job training for female teachers had been planned from end July to September 2011 for 506 female teachers from 42 districts from the targeted governorates. However, due to the country situation and the suspension of disbursement, the process to issue Bank no objection for this activity took longer than usual, which delayed the training. Therefore, the MOE planned to conduct part of the training during January-February 2012, for only 491 teachers as 15 dropped from the program. In addition, the provision of school kits for students in grades 1-6 has been distributed to 281,714 students in the five governorates (Hajja, Hodiedah, Dhamar, Al Baida and Al Dhalae). It is expected that 214,385 kits will be distributed during the second semester of 2011/2012 if the process of procuring the kits goes as planned.

Results Indicators

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
a) Number of boys enrolled in G1-6in7intervention governorates will increase by 50,000 compared to the baseline of 616,874	☐	Number	Value	616874.00		698112.00	667000.00
			Date	06-Aug-2006		26-Sep-2011	30-Sep-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Number of girls enrolled in G1-6 in 7 intervention governorates will increase by 69,000 compared to the baseline of 437,450	☐	Number	Value	437450.00		501149.00	507000.00
			Date	06-Aug-2006		26-Sep-2011	30-Sep-2012
			Comments				

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Intermediate Results Indicators

Indicator Name	Core	Unit of Measure		Baseline	Actual(Previous)	Actual(Current)	End Target
a)About 17,430 new and improved studentplaces (mainly for girls) will be created in the selected 7 governorates)	☐	Number	Value	0.00		9,210.00	17,430.00
			Date	30-Sep-2009		30-Jan-2012	30-Sep-2012
			Comments				
Indicator Name	**Core**	**Unit of Measure**		**Baseline**	**Actual(Previous)**	**Actual(Current)**	**End Target**
Construction of about 240 new classrooms in 30 targeted districts in 7 governorates	☐	Number	Value	0.00		153.00	240.00
			Date	30-Sep-2009		2-Feb-2012	30-Sep-2012
			Comments				