GLOBAL PARTNERSHIP FOR EDUCATION PROJECTS SUPERVISED BY THE WORLD BANK

Annual Progress Report for 2012

Human Development Network Education
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Abbreviations

ADB	Asian Development Bank
ACTED	Agence d'Aide à la Coopération Technique Et au Développement
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
AusAID	Australian Agency for International Development
BADEA	Banque arabe pour le développement économique en Afrique
BEPE	Bureau d'Exécution des Projets d'Education, Djibouti
CAR	Central African Republic
CF	Catalytic Fund
CIDA	Canadian International Development Agency
CP	Cadre Partenarial
CSO	Civil Society Organizations
DFID	Department for International Development, UK
DVV	Deutscher Volkshochschul-Verband, Germany
EDCM	Education Donors' Consultative Mechanism, Mongolia
EFA-FTI	Education For All-Fast Track Initiative
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
EPDF	Education Program Development Fund
ESP	Education Sector Plan
EU	European Union
FASE	Education Sector Support Fund, Mozambique
FM	Financial Management
FTI BEP	Fast Track Initiative for Basic Education Project, Liberia
GDC	German Development Cooperation
GEQIP	General Education Quality Improvement Program, Ethiopia
GER	Gross Enrollment Rate
GIR	Gross Intake Rate
GoN	Government of Nepal
GPE	Global Partnership for Education
GPI	Gender Parity Index
HD	Human Development
ICB	International Competitive Bidding
IDA	International Development Association, World Bank
IDB	Inter-American Development Bank
IP	Implementation Progress
IsDB	Islamic Development Bank
ISR	Implementation Status and Results Report
JICA	Japan International Cooperation Agency
JSSK	Janak Shiksha Samagiri Kendra
KfW	Kreditanstalt für Wiederaufbau (German Investment Bank) Germany
LEG	Local Education Group
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MEST	Ministry of Education, Science and Technology, Sierra Leone
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MOET	Ministry of Education and Training

MTR	Mid Term Review
NCB	National Competitive Bidding
NER	Net Enrollment Rate
NESP	National Education Sector Plan, Timor Leste
NGO	Nongovernmental Organization
NSED	National Education Sector Strategy, Tajikistan
NZAID	New Zealand Agency for International Development
OFID	OPEC Fund for International Development
OSI	Open Society Institute
PAD	Project Appraisal Document
PAPSE	Education Sector Development Project, CAR
PCR	Primary Completion Rate
PDO	Project Development Objective
PIU	Project Implementation Unit
READ	Reading Education Project
RVP	Regional Vice President, World Bank
SE	Supervising Entity
SSRP	School Sector Reform Plan
SWAp	Sector Wide Approach
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UTDBE	Untrained Teacher Diploma in Basic Education
VSO	Voluntary Service Overseas, UK
VVOB	Flemish Development Cooperation
WB	World Bank
WFP	World Food Programme
WHO	World Health Organization

All dollar amounts are in U.S. dollars unless otherwise indicated.

Introduction

This report is the World Bank's fourth annual status report to the Global Partnership for Education (GPE - previously the Education for All-Fast Track Initiative (EFA-FTI)). It documents operations financed through FTI's Catalytic Fund (CF) and through the new GPE Fund when the World Bank (WB) is the Supervising Entity (SE). The report is produced following the requirements in the Administrative/Contribution Agreements between GPE donors and the WB. The Country Summaries presented in the report are based on updated implementation status and results reports that are the standard reports required by the WB. The report focus on the calendar year 2012 and shows disbursement as of end of 2012, but the country level information is as far as possible updated to reflect major changes in the first months of 2013.

Previously the annual progress report included a general overview of the status of the education sector in each country. The GPE Secretariat is now reporting annually on the sector results, most recently in its report "Results for Learning Report 2012" (Report link). Therefore, this progress report only includes the status and progress of the specific operations supported by GPE for which the WB is the SE.

Table 1 below provides an overview of the GPE projects supervised by the World Bank as well as all projects financed by the CF. For each country is indicated: the total allocation supervised by the World Bank, the total disbursements (as of end December 2012) on those allocations, the total allocations supervised by other Supervising Entities and transfers to them by the Bank, the allocation for the active and closed projects supervised by the World Bank. The disbursements are low or zero for some of the projects approved by the GPE Board relatively recently, in particular the project in DRC was approved on November 20, 2012, the projects in Ghana ($75.5 million), Vietnam ($84.6 million), Nicaragua ($16.7 million) were approved on July 31, 2012, the project in Sudan in two installments of $50.7 million and $25.8 million was approved on July 31, 2012 and November 20, 2012 respectively. Among them a few are still in the process of declaring its effectiveness (refer for details to Remarks Column in Table 2).

Table 1 Overview of GPE Projects Supervised by World Bank or financed through the CF. Allocations and Disbursements as of end 2012 (in US$ millions)

Country	Total Allocation	Total Disbursements	Other SE		Active Allocation	Closed Allocation
			Allocation	Transfer		
Afghanistan	56.2		56.2	9.1		
Benin	76.1	75.1				76.1
Burkina Faso	102.0	102.0				102.0
Cambodia	57.4	57.4				57.4
Cameroon	47.3	47.1				47.3
Central African Republic (CAR)	37.8	35.3			37.8	
Cote d'Ivoire	41.4	2.0			41.4	
Djibouti	12.0	10.9			4.0	8.0
Democratic Republic of Congo (DRC)	100.0				100.0	
Ethiopia	168.0	160.1			168.0	
Gambia	41.4	38.4			28.0	13.4
Ghana	94.5	19.0			75.5	19.0
Guinea	64.0	29.2	24.0	24.0	40.0	
Guinea-Bissau	12.0		12.0	12.0		
Guyana	32.9	32.9				32.9
Haiti	22.0	19.7			22.0	
Kenya	121.0	121.0				121.0
Kyrgyz Republic	15.0	13.9				15.0
Lao PDR	30.0	15.9			30.0	
Lesotho	31.9	13.1			20.0	11.9
Liberia	40.0	7.5			40.0	
Madagascar	124.1	60.0	64.1	64.1		60.0
Malawi	90.0	38.2			90.0	
Mali	6.6	6.6				6.6
Mauritania	23.0	23.0				23.0
Moldova	13.2	9.1			4.4	8.8
Mongolia	39.4	31.4			39.4	
Mozambique	169.0	99.0			90.0	79.0
Nepal	120.0	68.0			120.0	
Nicaragua	40.7	24.0			16.7	24.0
Niger	21.0	20.6				21.0
Papua New Guinea (PNG)	19.2	1.5			19.2	
Rwanda	175.0	105.0	70.0	44.0		105.0
Sao Tome and Principe	3.6	3.6				3.6
Senegal	81.5	63.4			81.5	
Sierra Leone	13.9	11.4				13.9
Sudan	76.5				76.5	
Tajikistan	31.8	28.3			13.5	18.3
Timor Leste	15.8	13.0			2.8	13.0
Togo	45.0	23.9			45.0	
Vietnam	84.6				84.6	
Yemen	40.0	39.8			20.0	20.0
Zambia	60.2		60.2	60.2		
Total	**2,497.0**	**1,470.1**	**286.5**	**213.4**	**1,310.3**	**900.1**

Table 2 below shows the active projects as of December 31, 2012. For each country is indicated: the total allocation, the disbursement on that allocation, and the ratings for achievement of project development objective (PDO rating) and implementation progress (IP rating). The country chapters provide more details on the issues some operations are facing and actions/measures undertaken to solve those problems.

Table 2 Overview of Active GPE Projects Supervised by World Bank. Allocations and Disbursements as of End 2012 (in US$ millions) and Ratings as of Mid-March 2013.

Country	Total Allocation	Total Disbursements	PDO Rating	IP Rating	Remarks
Central African Republic (CAR)	37.8	35.3	S	S	
Cote d'Ivoire	41.4	2.0	-	-	effectiveness 10/15/2012
Djibouti	4.0	2.9	S	S	
DRC	100.0	0.0	-	-	approved by GPE Board 11/20/2012; not effective yet
Ethiopia	168.0	160.1	S	MS	same ratings for 2 projects (P106885 & P118700)
Gambia	28.0	24.9	S	S	
Ghana	75.5	0.0	S	S	approved by GPE Board 07/31/2012, effective 02/15/2013
Guinea	40.0	29.2	MS	S	
Haiti	22.0	19.7	MS	MS	
Lao PDR	30.0	15.9	S	S	
Lesotho	20.0	1.4	MU	MS	
Liberia	40.0	7.5	MS	MS	
Malawi	90.0	38.2	S	S	
Moldova	4.4	0.4	-	-	no Implementation Status Report (ISR) since effectiveness 03/27/2012
Mongolia	39.4	31.4	S MU	MS MS	2 ongoing projects (ratings for P125445 & P108776 respectively)
Mozambique	90.0	20.0	MS	S	
Nepal	120.0	68.0	MS	MS	
Nicaragua	16.7	0.0	-	-	approved by GPE Board 07/31/2012; not effective yet
PNG	19.2	1.5	MS	MS	
Senegal	81.5	63.4	S	S	
Sudan	76.5	0.0	-	-	$50.7 mln & $25.8 mln approved by GPE Board 07/31/2012 &11/20/2012 respectively; not effective yet
Tajikistan	13.5	10.0	S	S	
Timor Leste	2.8	0.0	-	-	no ISR since effectiveness 07/06/2012
Togo	45.0	23.9	S	S	
Vietnam	84.6	0.0	-	-	approved by GPE Board 07/31/2012; effectiveness 01/09/2013
Yemen	20.0	19.8	S	S	closing 03/31/2013
Total	**1,310.3**	**575.4**			

*Rating Scale: Satisfactory (S), Moderately Satisfactory (MS), Moderately Unsatisfactory (MU), Unsatisfactory (U)

Table 3 shows a list of closed projects, allocation of funds and disbursements.

Table 3. Overview of Completed GPE Projects Supervised by World Bank. Allocations and Disbursements as of End 2012 (in US$ millions).

Country	Total Allocation	Total Disbursements
Benin	76.1	75.1
Burkina Faso	102.0	102.0
Cambodia	57.4	57.4
Cameroon	47.3	47.1
Djibouti	8.0	8.0
Gambia	13.4	13.4
Ghana	19.0	19.0
Guyana	32.9	32.9
Kenya	121.0	121.0
Kyrgyz Republic	15.0	13.9
Lesotho	11.9	11.7
Madagascar	60.0	60.0
Mali	6.6	6.6
Mauritania	23.0	23.0
Moldova	8.8	8.8
Mozambique	79.0	79.0
Nicaragua	24.0	24.0
Niger	21.0	20.6
Rwanda	105.0	105.0
Sao Tome and Principe	3.6	3.6
Sierra Leone	13.9	11.4
Tajikistan	18.3	18.3
Timor Leste	13.0	13.0
Yemen	20.0	20.0
Total	**900.1**	**894.7**

The GPE Board decisions on approval of the GPE grants includes recommendations for the Local Education Group in relevant countries based on recommendations from the GPE Financial Advisory Committee (FAC). Earlier decisions of the Board on approval of financing from the Catalytic Fund were made without recommendations.

Table 4 provides update on actions taken to-date to address the Board's recommendations for the projects supervised by the World Bank.

Table 4. Status of Addressing GPE Board Recommendations for Active Projects Supervised by World Bank

GPE Board Recommendation	To-date Progress
Cote d'Ivoire	
1. The program does not fully address the fragility context of the country nor does it propose a clear strategy to improve girls' education. It would be helpful to develop a strategy for integrating the project implementation unit fully within Ministry of Education structures.	The project takes into account the context of fragility of the country: (i) fragile areas of the country are West, South and North. The School Construction under GPE financing is in areas impacted by the post-electoral conflict (west and south). The French development Agency is building school facilities in the North, (ii) the community based approach is based on the principle of peace building and social cohesion in the villages that were affected by the conflict. Girls' education is described in the section 2 below. The Project Implementation Unit (PIU) is integrated within the Ministry of Education. The Coordinator of the Sector Task Force is the head of the PIU who has been strengthening the linkages between the project and overall government interventions. He is also in charge of the implementation of the Education Sector plan. The Project supports the strengthening of the Direction of Finance of the Ministry through: training of fiduciary civil servants and technical assistants to ensure full take off of the project.
2. The amount allocated shall be subject to a mid-term review to assess progress on the following: a) Adaptation of the education sector plan and the Global Partnership program to the country's fragile context b) Progress in improving the gender focus of the project c) Establishment of a strategy to fully integrate the program implementation unit into Ministry of Education structures d) Implementation of the teacher training program	a) The education Sector plan was adapted to the context of fragility. It is planned to start the updating of the mid-term action plan based on the progress made from the recovery of the schools in 2011. As described in question 1 above, the GPE project has adapted to the country's fragile context. b) To improve girls participation and restore demand especially for girls, the project supports to establish (i) small lower-secondary schools (collèges de proximitiés) in remote areas to attract rural students and girls wanting to go to school closer to home and to provide an incentive for children to complete primary school; and (ii) incentive schemes to promote girls' education (information and sensitization campaigns and special ceremonies for graduating girls). c) As described above, the PIU is integrated within the Ministry of Education. The Coordinator of the Sector Task Force is the head of the PIU who has been strengthening the linkages between the project and overall government interventions. He is also in charge of the implementation of the Education Sector plan. The Project supports the strengthening of the Direction of Finance (DAF) of the Ministry through: training of fiduciary civil servants and technical assistants to ensure full take off of the project. d) Primary school curricula were revised and are under piloting. Full roll-out is scheduled for the next school year.
Democratic Republic of Congo	
1. There are concerns with the current levels of government funding to education and there is a need for an increase.	The Government has committed to increase the funding to education with the budget allocated for education gradually increasing from a low 9% to 10,8% in 2012 and to 13% in 2013. To show its commitment, during the preparation of the Financing Request, the Government has also addressed a letter to GPE to continue the gradual increase of the funding to education to bring the share to 14% in 2014 and 15% in 2015.
2. The LEG is encouraged to ensure that the issue of mother	The SE will discuss this aspect with the LEG in the next round

GPE Board Recommendation	To-date Progress
tongue language of instruction is appropriately considered.	of partners meeting.
3. The SE will need to have sufficient in-country staff in place to oversee such a large program, and should consider options to address this.	The SE has already selected a Sector Leader to be based in Kinshasa in July 2013. To complement this, there will also be an in-country Education Specialist. The recruitment process (preferably from the diaspora) is on-going and is planned to be completed by June 2013.
Ghana	
1. There is concern that the monitoring and evaluation proposed for the program may be insufficient, noting in particular the need to ensure appropriate targets for the activities, adequate oversight of financial management of the school grant component, and consideration of how the impact on results of capacity building activities will be demonstrated.	A comprehensive set of Monitoring and Evaluation (M&E) templates and operational guidelines have been developed to systematically track progress towards the achievement of the Project Development Objective. These are detailed in the latest version of the Project Implementation Manual (revised March, 2013). Substantial training has taken place to ensure that the M&E templates are well-understood and are being utilized by all relevant stakeholders (District Directors, Accountants, Circuit Supervisors, Head teachers, Staff at Ministry of Education and Ghana Education Service HQ, etc.). A number of data collection instruments will be used to monitor the School Grant Component. The School Grant reporting template captures information on how much money schools receive through GPEG school grants, actual expenditure figures at the school level, and information on key performance indicators that feed into the project's results framework. School Report Cards will also provide detailed school-level data (enrollment numbers, attendance, pupil performance, School Educational Assessment Test Results, School Management, etc.). The impact of the GPEG project will also be documented in two major studies: (i) Impact Assessment of Untrained Teacher Diploma in Basic Education (UTDBE); and (ii) Impact Evaluation on School and District Grants.
2. The financial management system at the local level should be reinforced in order to assure effective implementation of the program at the district level.	Financial management systems at the District level are being supported under the GPEG through ongoing training and orientations. The Financial Controller at the Ghana Education Service also provides in-field Technical Assistance on an as needed basis.
Mali	
1. The FAC notes the challenging and changing environment in which this program must operate and strongly suggests that the LEG and the SE work closely together and along with partners such as the Education Cluster to ensure that the program is flexible enough to adapt to this environment.	LEG and the SE have been working closely during project preparation and they have benefited from the Education Cluster knowledge and experience with emergency situations. The preparation team paid great attention in the project design to ensure full flexibility to respond to the evolving context. For instance, the Project activities will be approved annually through the Annual Work Plan which is part of the Sector Annual Work Program to be approved by the *Cadre partenarial (CP)*. Joint program reviews will be organized by the *CP*, including the SE every six months (April and September) to assess progress made and issues that need attention in the annual work program. These joint reviews will be used to monitor the evolution of the context and eventually adjust the project interventions if there is a need to allocate funds to the North or to other emerging issues.
2. The FAC encourages the LEG to ensure that there will be ongoing conflict analysis as appropriate to help inform the process of adapting the program as required to meet the changing needs.	The Bank has launched an evaluation of the impact of the crisis on HD sectors to be conducted in two phases (by June 2013, and December 2013). As part of the study, an Education resilience assessment and action plan will be developed with the aim to support building an effective response to the crisis in the short and long terms. More precisely, the main objective of this task

GPE Board Recommendation	To-date Progress
	will be to identify risks and assets at the school, community and national level (at individual and institutional level) and how to best align education systems at these three levels with resilience factors. A key assumption of this analysis is that existing strategies—for access, learning and school management—can be made relevant to adverse contexts and contribute to improving education quality and provide resilience-building opportunities.
3. The FAC would welcome the expansion of activities to the North of the country if/when circumstances permit, and would also note that in identifying activities and budget to reprogram in order to meet the changing needs, that the LEG consider the school construction activities as a potential area from which to reallocate resources.	Please, see question #1 above
4. The FAC requests that the program be monitored closely and that they be kept informed of the progress in implementation from the LEG and SE through the Secretariat.	Project preparation has been finalized with negotiations held in April 11-12, 2013. Signing of the Grant Agreement is expected to take place by mid-May for effectiveness and a first disbursement before end of June. The Government is finalizing the effectiveness conditions (adoption of the implementation manual, and signing of contracts between the Ministry of Basic Education and Constructions Managers) to speed-up implementation and prepare for a sound school year in September 2013.
Nicaragua	
1. The FAC expressed concerns regarding the lack of civil society involvement in the development of the program, and the lack of community participation in preschool education.	This issue was addressed in the Manual of Operations prepared for the GPE, which includes a detailed procedure for community participation to be used for the implementation of the Project Component 1 (increasing access and improving learning conditions of preschool conditions). In particular, the procedure includes the consultation of beneficiary communities for all the activities related to construction and/or rehabilitation of classrooms, learning and complementary facilities in selected preschools. The Education Regional Delegations will also work with the schools and communities in the selected municipalities for the selection of teachers who will participate in the certification of pre-service teacher training. Finally, it is expected that school communities will be consulted and involved for carrying out of the integrated early childhood development monitoring and evaluation system.
2. Due to Nicaragua's geography, the risk of natural disasters should be appropriately managed in relation to school construction activities.	This issue was addressed both in the Project Appraisal Document (PAD) and in the Manual of Operations. The PAD mentions that all school infrastructures would be designed to withstand major natural disasters (i.e. earthquakes, floods, landslides) and provide adequate shelter in the case of such events. As appropriate, each civil works contract would specify the required structural safety and exposure to natural hazards to be considered in the design and construction of school facilities. A rigorous monitoring and quality assurance procedure would be included in the contracts to ensure compliance with environmental health and safety standards as outlined in the Environmental Management Framework. The Manual of Operations includes a detailed procedure and check list for civil works activities financed by the Project. The Manual describes the technical studies to be carried out for the preparation of civil works and those more specifically related to natural disaster risks.

GPE Board Recommendation	To-date Progress
Sudan	
1. The LEG should develop and implement procedures for an equitable and conflict-sensitive selection of sites for construction of schools and recommends that the Joint Sector Review include a verification of these procedures.	An open and transparent process of selecting sites for the construction of schools is ongoing by the Ministry of Education in collaboration with the World Bank. The localities have been selected across the ten target states based on poverty and education outcome related indicators. The next step is the selection of schools, which will require additional data from the Ministry of Education. It is expected that this process of school selection will be completed by June 2013. The details of the selection will be discussed at the next Joint Sector Review meeting.
2. The comprehensive education sector plan under development should include provision for increased domestic financing for education and efficient use of education funds, including teacher deployment.	The development of the full education sector plan is ongoing with the support of the IIEP and UNICEF. Teacher management issues are included in the sector plan. The LEG is continuing dialogue with government on increase in domestic financing of the education sector.
3. Further information regarding the plans and budget for textbook distribution and teacher training should be approved by the Local Education Group prior to the start of implementation.	The Local Education Group (LEG) has been informed and concurs with the plans and budget for the textbook procurement, distribution and associated teacher training aspects in line with the proposal made to the GPE in October 2012. The Operations Manual has outlined the next steps with regard to this component.
Vietnam	
1. The LEG is encouraged to continue to discuss opportunities for furthering Vietnam's bilingual education policy in the implementation of the program, where appropriate.	The LEG has continued to discuss opportunities for furthering Vietnam's bilingual education policy. UNICEF has assisted the Government in the implementation of the Lao Cai Language Mapping Project.
2. It is expected that the Government of Vietnam will provide to the LEG, in the context of its Joint Sector Review process, a plan to scale up the program. It is expected that the scaled-up program will be integrated into the government's systems.	The Ministry of Education and Training has requested the development partners and in particular the World Bank (Supervising Entity) for assistance in carrying out an Impact Evaluation study of the program. The IE and the knowledge development associated with the IE are considered to be crucial inputs into scaling up the program on the basis of scientific evidence. The LEG has discussed the request, and since the knowledge development refers to an internationally well-known and scalable Escuela Nueva program that will bring benefits to other countries in the region and indeed globally, an application has been submitted to the GPE Global and Regional Activities program.
3. The Secretariat should work with the LEG to strengthen the Results Framework.	The Secretariat has provided very useful guidance and suggestions to LEG with regard to strengthening the results framework.

As of end of calendar year 2012 the active projects funded by GPE and supervised by the World Bank totals 28 operations. Of the total 28 operations, seven (25%) were approved in 2012. The majority of the active portfolio, 23 projects (82%), is stand-alone GPE operations and five (18%) operations include both IDA and GPE funding and/or funding from other donors. The analysis of the projects' objectives, activities and their alignment with the GPE objectives were conducted for the 28 active projects as of end of the calendar year 2012, excluding the projects completed prior or during the calendar year 2012.

The GPE operations feature a diverse set of objectives. Table 5 presents trends in the prevalence of the specific objectives and broad groupings of the objectives over time. The most common project objectives

are to improve the quality of education (86%) and to increase access or enrollment to/into basic education (71%). Half of the operations have the objective to improve or strengthen the education sector management, governance and build capacity. Some projects included a specific statement to improve the equity of the education services for disadvantaged/vulnerable groups (39% of operations) and female students (7% of operations). Nonetheless a large share of operations is targeted at disadvantaged/vulnerable groups, including gender dimensions (86% of operations).

Table 5. Prevalence of Objectives in Active Projects by Funding Type

	CAR	*Cote d'Ivoire*	*Djibouti*	*DRC*	*Ethiopia (P106855)*	*Ethiopia (P118700)*	*Gambia*	*Ghana*	*Guinea*	*Haiti*	*Lao PDR*	*Lesotho*	*Liberia*	*Malawi*	*Moldova*	*Mongolia (P125445)*	*Mongolia (P108776)*	*Mozambique*	*Nepal*	*Nicaragua*	*PNG*	*Senegal*	*Sudan*	*Tajikistan*	*Timor leste*	*Togo*	*Vietnam*	*Yemen*	*Total Projects with Objective*			*Share of Total Projects with Objective (%)*
																													Blend IDA/GPE	*GPE Funding*	*TOTAL*	
Blend IDA/GPE Funding					√	√					√			√				√	√										5	23	28	
Fragile and conflict affected states	√	√		√					√	√			√						√				√		√	√		√	1	10	11	
Objective																																
Quality of education, inputs, services	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√		√	√		√	√		5	19	24	**86%**
Access/enrollments																																
Basic education	√	√	√	√					√	√	√	√	√	√	√		√	√	√	√		√	√	√		√		√	3	17	20	**71%**
Early childhood/pre-school education															√	√	√			√									0	4	4	**14%**
Equity																																
Disadvantaged/vulnerable groups			√	√					√	√	√	√		√	√			√	√								√		3	8	11	**39%**
Gender																		√										√	1	1	2	**7%**
Education Sector Management/Governance		√	√	√	√	√	√	√	√				√								√		√	√	√	√			2	12	14	**50%**

Table 6 details the project activities in support of achieving the development objectives of the 28 active projects. It also summarizes the prevalence of each activity and its share in the total number of analyzed projects. Overall, the lending operations emphasized a variety of interventions focused on improving access to basic education and learning conditions, enhancing education quality and learning outcomes, and strengthening education system performance. Many projects focused on expanding access to basic education through construction and rehabilitation of classrooms and school infrastructure (79% of total operations), and through targeted grants and stipends to disadvantaged children. Additionally, grants were provided to increase client ownership and participation in governance of the education sector based on bottom-up approaches.

Improving education quality and learning outcomes is a high priority for the majority of the projects as evidenced by the spectrum of activities: teacher training (75% of total operations), development and supply of learning materials (89% of total operations), development and implementation of student assessments (50% of total operations including reform of assessment system), and increased community participation (32% of total operations). Interventions in the early childhood/pre-school education (46% of total operations) help to decrease disparities in school readiness and to achieve better learning progression and outcomes of the students. Almost one fifth of the operations (21% of total operations) included interventions aiming at better nutrition and school health. Strengthening education system performance is also among the priority areas in many projects with activities to enhance the management capacity from the central government institutions (68% of total operations); local government (54% of total operations); school (32% of total operations); community (18% of total operations) level; and finally support of planning, monitoring and evaluation, including set-up and implementation of Education Management Information Systems (50% of total operations).

Table 6: Share of Active Projects with Each Type of Activity

Type of Activity	*CAR*	*Cote d'Ivoire*	*Djibouti*	*DRC*	*Ethiopia* (P106855)*	*Ethiopia** (P118700)*	*Gambia*	*Ghana*	*Guinea*	*Haiti*	*Lao PDR*	*Lesotho*	*Liberia*	*Malawi*	*Moldova****	*Mongolia*** (P125445)*	*Mongolia (P108776)*	*Mozambique*	*Nepal*	*Nicaragua*	*PNG*	*Senegal*	*Sudan*	*Tajikistan*	*Timor leste*	*Togo*	*Vietnam*	*Yemen*	***Total Projects with Activity***			**Share of Total Projects with Activity (%)**
																													Blend IDA/GPE	*GPE Funding*	*TOTAL*	
Blend IDA/GPE Funding					√	√					√			√				√	√										5	23	28	
Early childhood/pre-school education		√					√		√		√	√	√		√	√	√	√	√	√						√			2	11	13	46%
Management capacity building																																
Planning/M&E		√			√	√	√	√	√	√	√	√	√	√				√					√		√				3	11	14	50%
Central government institutions	√	√			√	√	√		√	√	√	√	√	√				√		√	√		√	√	√	√		√	4	15	19	68%
Local government level	√	√			√	√	√	√	√	√	√			√				√	√	√					√	√			5	10	15	54%
Community level								√						√	√								√			√			1	4	5	18%
School level		√	√		√	√		√					√	√				√						√					4	5	9	32%
Private/NGO							√					√																	0	2	2	7%
Teacher effectiveness																																
Teacher training	√	√	√	√	√	√	√	√	√		√	√		√	√		√	√	√	√	√			√			√	√	5	16	21	75%
Teacher management reform			√										√	√										√					1	3	4	14%
Curriculum/methods/books																																
Curriculum/materials supply/development	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√		√	√		√	√	√	4	21	25	89%
Reform of curriculum/textbooks/institutions				√	√	√									√			√					√						3	3	6	21%
Budget/Finance																																
New funding mechanisms																								√					0	1	1	4%

Type of Activity	*CAR*	*Cote d'Ivoire*	*Djibouti*	*DRC*	*Ethiopia* (P106855)*	*Ethiopia** (P118700)*	*Gambia*	*Ghana*	*Guinea*	*Haiti*	*Lao PDR*	*Lesotho*	*Liberia*	*Malawi*	*Moldova****	*Mongolia*** (P125445)*	*Mongolia (P108776)*	*Mozambique*	*Nepal*	*Nicaragua*	*PNG*	*Senegal*	*Sudan*	*Tajikistan*	*Timor leste*	*Togo*	*Vietnam*	*Yemen*	*Total Projects with Activity*			**Share of Total Projects with Activity (%)**
																													Blend IDA/GPE	*GPE Funding*	*TOTAL*	
Budget principles/process/fiduciary					√	√								√				√							√				4	1	5	18%
Governance/decentralization																																
School level		√			√	√		√	√		√		√	√				√						√	√				4	7	11	39%
Community level		√		√	√	√					√		√	√				√								√			3	6	9	32%
Private/NGO																								√					0	1	0	0%
Local government level		√			√	√		√	√		√													√					2	5	7	25%
Basic Education Reform/Reform central institutions				√											√										√				0	3	3	11%
Supply/Infrastructure																																
Construction/rehabilitation/ equipment	√	√	√	√			√	√	√		√	√	√	√	√	√	√	√	√	√		√	√	√		√		√	3	19	22	79%
Reform institutions for construction/equipment										√																			0	1	1	4%
Learning quality assessment																																
Reform assessment system					√	√					√	√	√		√				√				√						3	5	8	29%
Assessment of students		√	√				√		√		√								√	√	√								1	7	8	29%
Demand-side interventions																																
Conditional cash transfers/Other targeted incentives	√							√	√	√	√	√		√				√	√				√			√	√		3	9	12	43%
		√	√	√			√							√					√							√			2	5	7	25%

Type of Activity	*CAR*	*Cote d'Ivoire*	*Djibouti*	*DRC*	*Ethiopia* (P106855)*	*Ethiopia** (P118700)*	*Gambia*	*Ghana*	*Guinea*	*Haiti*	*Lao PDR*	*Lesotho*	*Liberia*	*Malawi*	*Moldova****	*Mongolia*** (P125445)*	*Mongolia (P108776)*	*Mozambique*	*Nepal*	*Nicaragua*	*PNG*	*Senegal*	*Sudan*	*Tajikistan*	*Timor leste*	*Togo*	*Vietnam*	*Yemen*	*Total Projects with Activity*			**Share of Total Projects with Activity (%)**
																													Blend IDA/GPE	*GPE Funding*	*TOTAL*	
Awareness/communication strategy/campaign																																
Adult literacy																		√	√										2	0	2	7%
Nutrition/health programs		√								√	√		√					√								√			1	5	6	21%

* APL Phase I -- First Portion of GPE Funding
**APL Phase I -- Second Portion of GPE Funding
***Pre-School/ECE Projects

The Global Partnership for Education has set five objectives for the period of 2012-2015 to overcome major barriers in achieving the longer-term goals for education. Table 7 shows how the current lending operations funded by the partnership are aligned with the objectives focused on fragile and conflict affected states (39% of total operations), equity with a particular attention to girl's education (86% of total operations), early-grade learning (particularly basic literacy and numeracy) (50% of total operations), teacher effectiveness (79% of total operations), and sector finance and sustainability (21% of total operations).

Table 7. Share of Active Projects Aligned for GPE Partnership Objectives

Objective	*Total Number of Projects*	Share of Total Projects*
Fragile and conflict affected states	11	39%
Equity including gender	24	86%
Basic literacy and numeracy by grade 3 (including early childhood education)	14	50%
Teacher effectiveness	22	79%
Finance	6	21%

Total Active Projects –28

Table 8 presents the results of completed operations based on an analysis of the achievement of outcomes towards established targets and the progress reached vis-à-vis baseline values prior to operations' interventions. Five Implementation Completion and Results Reports (ICRs) for Benin, Cameroon, Mauritania, Niger, and Sierra Leone were prepared and approved in the period between the release of the 2011 Annual Report and prior to preparation of this report. Only the key outcome indicators pertinent to the GPE objectives and goals are shown and grouped along the principal areas of the partnership's focus: access, equity, learning, teacher effectiveness, financing efficiency, and national education system effectiveness. The overall outcome rating of the project is determined on the basis of relevance of objectives and design as well as efficiency of implementation.

1. The project in Benin reflects two contrasting aspects. Notwithstanding the achievement of Project Development Objectives (PDOs), the project efficiency was modest due to weak internal system efficiency and delays in project implementation following a slow start-up.
2. Likewise, the project in Mauritania is rated moderately unsatisfactory given a similar aspect of a modest efficiency of the project. While the project design fit into Government's and Bank's strategy and the implementation mechanism was adequate, there were multiple factors contributing to project inefficiency, in particular, a complex PDO, inaccurate calculation and reporting of the indicator targets, multitude of activities, some of which were not executed due to insufficient resources or underestimated costing.
3. The project in Cameroon was relevant and simple and contributed significantly to recruitment and deployment of qualified teachers in primary education and building institutional/managerial capacity.
4. The Project in Republic of Niger was realistic and fully aligned with government objectives and activities of other Development Partners aiming at implementation of key components of the Education Sector Plan with improvement of design of some elements. Almost all outcome indicators were substantially achieved. The construction targets were reduced due to tax issues.
5. In a post-conflict and fragile state environment the implementation of the project in Sierra Leone was challenging with delays in implementation at project start-up. The project design mainstreamed institutional set-up into the government system that significantly improved the capacity of the Ministry of Education, Science and Technology (MEST). Given extensive

support by the project, MEST was able to prepare for a curriculum renewal, to develop systems for monitoring learning outcomes and using more transparent processes for distributing funds to schools.

The full ICRs for these four countries can be accessed on the World Bank's website.

Table 8: Achievement of Objectives and Outcomes by Completed Projects

	Benin			Cameroon			Mauritania			Niger			Sierra Leone		
Overall Outcome Rating*	***MU***			***MS***			***MU***			***MS***			***MS***		
Key Project Outcomes/Outputs	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**
Access															
Gross enrollment rate in pre-primary education	4.5%	10%	12.3%												
Gross enrollment rate in primary education	93%	112%	119%							62%	70%	76%	104%	106%	122%
Gross intake ratio							108.5 %	-	112%						
Number of classrooms built and/or rehabilitated	0	1,926	2,613				0	600	600	0	400	294	0	285	255
Equity															
Female students	44%	47.5%	46.9%										40.9%	45%	45%
Gender parity index				0.63	-	0.89									
Ratio of girls to boys in primary education							50.3%	50.5%	50.6%	42.7%	45%	44.2%			
Girls' enrollment in primary education							48.2% **	50%	50%						
Completion rate of female students in primary education	54%	60%	65.8%												
Gross enrollment rate in rural areas (primary education)										58.9%	67%	70%			
Learning															
Total qualified teachers	45%	-	60.1%												
New qualified teachers													0	1,000	1,000
New primary teachers				0	37,200	37,200									
Completion rate in primary education	65%	68%	71.5%				50%	64%	73.1%	45.8%	50%	51.2%	61.8%	70%	76%
Student-teacher ratio	47/1	-	47.9/1	50/1	48/1	45/1	47/1	40/1	39/1						
Textbook-student ratio	1.6	-	1.93												
Classes visited by Inspectors and Educational Advisers	6%	40%	65.9%												
Schools received learning	0	5,763	8,059												

	Benin			Cameroon			Mauritania			Niger			Sierra Leone		
Overall Outcome Rating*	***MU***			***MS***			***MU***			***MS***			***MS***		
Key Project Outcomes/Outputs	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**
materials															
Teacher Effectiveness															
Number of teachers benefitting from in-service training	0	16,000	52,255				0	80%	100%	0	3,150	3,100	0	1,260	1,260***
Number of community teachers benefitting from training	0	10,000	9,916												
Financing															
Public spending on total education	47.5%	-	49%												
Public spending on primary education	19.5%	-	31.1%												
Public expenditures reviews										0	2	1			
National Systems & Management Capacity Building															
Administrative, personnel and financial procedures for government system							No	Yes	Yes						
Education Sector annual performance review													0	3	3
Implementation of computerized framework	No	Yes	Yes												
Learning assessment system for primary education	No	Established & in use	Established & in use				No	Yes	Yes				No	Developed	Developed
Operational Education Management Information System EMIS							No	Yes	Yes						
School performance database							No	Yes	No						
Number of central government staff trained	0	100	454												
Functioning school management committees										10,162	14,000	14,000			

* Overall Project Outcomes Ratings -- Satisfactory (S), Moderately Satisfactory (MS), Moderately Unsatisfactory (MU), Unsatisfactory (U)
**The indicator measured in 3 disadvantaged regions
***Include primary & junior secondary teachers

In table 9 we have compiled the information from the aid effectiveness survey (AE) and the country annex of the results for learning report (RF) published by the GPE Secretariat.

Table 9 Aid Effectiveness

Country	Amount	Disbursed	Project ID	Closing date	AE study	RF	Use of country systems	PIU
CAR	37.8	35.3	P112321	6/30/2013	N	Y	GPE use country systems for procurement	No PIU
Cote d'Ivoire	41.4	2.0	P119328	9/30/2015	N	Y	no information provided	no information
Djibouti	4.0	2.9	P117424	3/31/2013	N	Y	no information provided	no information
DRC	100.0	0	P131120	8/31/2016	N	N	New GPE. No data	
Ethiopia	168.0	160.1	P106855	7/7/2013	Y	Y	Italy, Netherlands, DFID, Finland, the IDA and GPE grant use mainly country procurement systems through a pooled funding arrangement.	None
Gambia	28.0	24.9	P115427	6/30/2013	N	N	no information provided	no information
Ghana	75.5	0	P129381	10/31/2015	Y	Y	New GPE. No data	no PIU
Guinea	40.0	29.2	P111470	12/31/2013	Y	Y	No use of country systems by any donor. Co-financing with Agence Française de Développement (AFD) and KfW	One jointly with KfW, AFD, IDA and GPE
Haiti	22.0	19.7	P114174	10/31/2015	N	N		
Lao PDR	30.0	15.9	P114609	8/31/2014	Y	Y	33% of Financial Management (FM) systems (average 28%). No use of procurement systems, only Asian Development Bank (ADB)	None
Lesotho	20.0	1.4	P116426	11/30/2014	Y	Y	no information provided	None by GPE
Liberia	40.0	7.5	P117662	6/29/2015	Y	Y	No donor uses country systems	None reported for GPE
Malawi	90.0	38.2	P114847	6/30/2015	Y	Y	Full country systems used for FM other than requiring an external annual audit. National procurements use full country system while international procurement requires prior Bank review. Pooled	None

Country	Amount	Disbursed	Project ID	Closing date	AE study	RF	Use of country systems	PIU
							funding with Germany, UK, UNICEF, IDA and GPE	
Moldova	4.4	0.4	P128468	10/29/2014	N	Y	Overall use of FM systems 20% and procurement 23%	no PIU
Mongolia	39.4	31.4	P108776	6/30/2014	N	N		
Mozambique	90.0	20.0	P125127	7/31/2014	N	Y	no information provided	no information
Nepal	120.0	68.0	P113441	12/15/2014	Y	Y	Bank reported 100% use of FM and procurement systems. Pooled funding with 9 members	No PIUs
Nicaragua	16.7	0	P130124	4/30/2016	N	N		
Papua New Guinea	19.2	1.5	P105897	6/30/2014	Y	Y	No data reported for GPE. Very limited use of country systems by other donors	No use of PIUs by GPE
Senegal	81.5	63.4	P116783	9/30/2013	N	Y	Overall use of FM systems 50% and procurement 60%	2 PIUs in total
Sudan	76.5	0	P128644	2/28/2017	N	N		
Tajikistan	13.5	10.0	P115343	6/30/2013	Y	Y	No data on GPE, but Bank reported 100% use of country system for IDA	Bank using one PIU but within the Ministry of Education
Timor Leste	2.8	0	P125443	7/31/2015	N	Y	no information provided	no information
Togo	45.0	23.9	P116384	5/1/2014	Y	Y	No use of country system. Only AFD for procurement.	None
Vietnam	84.6	0	P120867	5/31/2016	Y	Y	New GPE. No GPE data, but overall use of FM systems 53% and procurement 8%	no data, but overall 12 PIUs
Yemen	20.0	19.8	P114253	8/31/2013	N	N	no information provided	no information

Central African Republic (P112321)

Coordinating Agency: UNESCO (2012) / UNICEF (present)
Members of the Local Donor Group: UNESCO, World Bank, UNICEF, AFD, WFP

Current Sector Plan Period: Phase 1 of the Government's National Education Strategy (2008-2011)
GPE Board Approval date: December 13, 2008
WB approval date: April 6, 2009
Revised Closing Date: June 30, 2013

Current Summary Ratings

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

Project Development Objectives (PDO)
The proposed Grant contributes to the implementation of Phase 1 of the Government National Education Strategy (2008-2011), and aims to improve access to better quality primary education. Funded by a grant from the Global Partnership for Education (GPE) of US$ 37.8 million, the Education Sector Development Project (PAPSE) became effective on June 22, 2009. Its closing date, extended for 12 months, will intervene on June 30, 2013. The PAPSE consists of three components: Access, Quality, and Management and Efficiency.

Implementation Status Overview
Progress towards achieving the project development objective remains satisfactory. From 2007/2008 to 2010/11, primary education has achieved significant results in enrollments and improving the learning environment. The Gross Enrollment Ratio (GER) has increased substantially to reach 87.2% in 2010/11 from 73.7% in 2007/2008. New entrants in Grade 1 and Grade 6 have also progressed steadily. For Grade 1, for example, the number of new entrants reached 115,803 in 2011 from 113,513 in 2010. Further, students have greater access to textbooks. The distribution of textbooks allowed two students to share three books in 2011 while three students shared one book a year earlier. Over 2,500 teachers have received training. Weakness remains on the internal efficiency of the system, with a repetition rate of 23% and a drop-out rate of 8.4%, impacting the completion rate that only reached 40% in 2011, compared to the target of 58%.

Project activities are almost fully completed. The project is having the last phase of construction using the savings from contracts signed with Agence d'Exécution des Travaux d'Intérêt Public (AGETIP) and the Agence d'Aide à la Coopération Technique Et au Développement (ACTED). The Government has been informed of the importance of completing the works before the closing date to benefit from the financing under the Grant. The project will close on June 30, 2013 and the Grant funds are available to finance solely works, goods and services that are fully executed and completed before the closing date. This policy applies to the entire project.

The effects of the Coup d'Etat in March 2013 are yet to be determined, but an extension of the closing date is expected.

Key Decisions Regarding Implementation
Extension of the closing date.

Link to the Disclosable ISR: CAR 2012 ISR

Cote d'Ivoire (P119328)

Coordinating Agency: UNICEF
Members of the Local Donor Group: World Bank, UNICEF, WFP, AFD

Current Sector Plan Period: 2012-2014
GPE Board Approval date: December 15, 2011
WB approval date: April 4, 2012
Revised Closing Date: September 30, 2015

Current Summary Ratings

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

Project Development Objectives (PDO)
The objectives of the Project are: (i) restoring and increasing access to basic education; (ii) rehabilitating and improving the conditions for teaching and learning; and (iii) restoring and strengthening institutional capacity to deliver quality basic education.

Implementation Status Overview
This is the initial ISR. The project was approved by the WB on April 4, 2012, signed on July 16, 2012. The project is effective since October 16, 2012.

The Project implementation Unit is integrated within the Ministry of Education. The Coordinator of the Sector Task Force is the head of the PIU that would strengthen the linkages between the project and overall government interventions, he is also in charge of the implementation of the Education Sector plan. The Project supports the strengthening of the Direction of Finance of the Ministry through: training of fiduciary civil servants and technical assistance to ensure full take off of the project. The key staff of the project has been recruited.

The steering committee has approved the Budget Action plan for 2012-2013. The project launched the bidding process for school construction and desks for students. The implementation for the Community based approach is under implementation.

The statistics for 2011-2012 are published. The GER has increased to reach 89.3% in 2011/2012 from 76.2% in 2008/2009. The Gross intake ratio (GIR) increased from 73.4% in 2008/2009 to 87.8% in 2011/2012 and for girls in the same period the GIR increased from 69.3% to 84.2%. Despite these progresses, quality and internal efficiency are weak, with a repetition rate of 19%, the completion rate reached 59.1% in 2011, compared to 48.5% in 2008/2009.

Primary school curricula were revised and are under experimentation. Generalization is scheduled for the next school year.

Key Decisions Regarding Implementation
None

Link to the Disclosable ISR: Cote d'Ivoire 2012 ISR

Djibouti (P117424)

Coordinating Agency: Agence Française de Développement (AFD)
Members of the Local Donor Group: JICA, UNESCO, UNICEF, USAID, World Bank, World Food Programme
Other Members of the Local Education Group: AfDB, IsDB, Arab Fund for Economic and Social Development, Dubai Care

Date of ESP Endorsement: September 2011
Current Sector Plan Period: National Education Strategy 2010–2011, Education Action Plan 2011-2016.
GPE Board Approval date: May 6, 2010
WB approval date: October 14, 2010
Revised Closing Date: March 31, 2013

Current Summary Ratings

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

Project Development Objectives (PDO)
The objective of the financing is to support Djibouti's Second Education Action Plan, namely, to increase equitable access to basic education and improve the quality and effectiveness of the education system.

Implementation Status Overview

This ISR is based on a supervision mission which took place in Djibouti from 14-20 October, 2012, and subsequent developments. The Grant was restructured in August 2012 to: (i) extend the closing date by 6 months (until March 31, 2013); (ii) reallocate funds among Categories 1 & 2 (due to error in the allocation of funds in the Grant Agreement); (iii) add a line for "incremental operating costs" (which had been omitted in the Grant Agreement). The implementation of Grant activities has progressed significantly, and the disbursement rate increased from 28% to 65.7%. The Ministry submitted a revised project progress report on October 24, 2012. The latest review of the procurement plan and financial situation indicates that Grant funds will be completely used by the closing date.

School construction and equipment has been completed for seven schools as planned, and the activity has been expanded to include repair, rehabilitation and extension of an additional 5 schools, as well as the construction of an additional school. Classrooms, a dorm and a canteen for children with special needs have also been undertaken as additional tasks by the project. All construction is 100% complete as of Dec 1, 2012. Approximately 2,950 students are currently attending constructed or rehabilitated schools and classrooms.

The Grant financed the provision of 857 pairs of glasses for children with eye disabilities and additional pairs (350) are expected to be acquired and distributed before the closing date. Awareness campaigns to sensitize parents on the importance of educating blind children, and the delivery of training/workshops on the use of new pedagogic guide to detect learning disabilities were completed. Three schools received equipment for canteens. Funds from the Grant were also used to provide dry foods to canteens in four schools in the rural regions, but the provision of supplies for dorms was canceled due to unexpectedly low

demand.

The Grant financed the provision of classroom supplies for 118 schools, including the delivery of school kits for 11,200 and other materials for about 57,000 children in primary schools, the printing of 50,000 textbooks which were distributed. The planned activity on standards and criteria was canceled because of time constraints.

The Grant financed the supervision of schools through the provision of a vehicle in 2011 for inspectors as well as training, equipment and materials for the Direction de la planification et de l'informatisation.
The remaining funds will be spent on the following key activities, among others: equipment of school for students with special needs, procurement of eyeglasses, and urgent roof repair for four schools damaged by tornadoes, the installation of a fence for the General Inspection building, a consultancy to revise the Bureau d'Exécution des Projets d'Education (BEPE) manual of procedures, and renewal of the maintenance contract for the accounting software.

The project has made significant progress towards achievement of the PDO as reflected by the Outcome Indicators which have been achieved and in several instances exceeded and therefore the rating for Progress towards achievement of PDO has been increased from moderately unsatisfactory to satisfactory. Moreover, overall implementation progress has significantly increased with all major activities completed and the remaining activities are on track for completion prior to project closing. Therefore the rating for overall Implementation Progress has been increased from moderately satisfactory to satisfactory.

Key Decisions Regarding Implementation
None

Link to the Disclosable ISR: Djibouti 2012 ISR

Democratic Republic of Congo, DRC (P131120)

Coordinating Agency: UNICEF
Members of the Local Donor Group: World Bank, DfID, UNICEF, USAID, UNESCO, African Development Bank, Belgium Cooperation.

Date of ESP endorsement: March 16, 2010
Current Sector Plan Period: 2010-2016
GPE Board Approval date: November 20, 2012
WB approval date: April 30, 2013
Closing date: August 31, 2016

Current Summary Ratings

Progress towards achievement of PDO	N/A
Overall Implementation Progress (IP)	N/A

Project Development Objectives (PDO)
In support of the implementation of the Ministère de l'Enseignement Primaire, Secondaire et Professionnel Interim Education Plan the project objectives are to: (a) increase access and equity in primary education, (b) improve learning conditions in primary education and (c) strengthen sector management and promote greater accountability by introducing new management practices at the local levels.

Key Decisions Regarding Implementation
None.

Ethiopia (P106855)

Coordinating Agency: USAID
Members of the Local Donor Group: British Council, Belgium, DFID, DVV International, EU, Embassy of Finland, GDC, Italian Development Cooperation, JICA, KfW, Netherlands, USAID, UNDP, UNESCO, UNICEF, WFP, World Bank
Donor partners: Belgium, GPE, EU, Finland, Germany, Italy, Japan, Netherlands, UK, UNESCO, UNICEF, USA, WFP, World Bank

Current Sector Plan Period: 2010/11-2014/15
GPE Board Approval date: May 6, 2010 and December 10, 2007
WB approval date: December 18, 2008
Revised Closing Date: September 30, 2013

Current Summary Ratings

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

Program Development Objectives (PDO)
The development objective of the Program is to improve the quality of general education (Grades 1-12) throughout the country. The development objectives of Phase 1of the General Education Quality Improvement Program (GEQIP) (2009-2013) are to: (i) improve teaching and learning conditions in primary and secondary education; and (ii) improve management planning and budget capacity of the Ministry of Education and Regional Bureaus of Education.

Implementation Status Overview
GEQIP put the target of textbook to student ratio of 1:1. The project has more than 120 new textbook titles developed, procured and distributed to schools. In addition, textbooks and teachers guides have also been developed in several ethnic languages, ensuring that the newly developed materials are more accessible to these groups of students. An external evaluation (Comprehensive evaluation of GEQIP) done in 2012 made an on-site assessment of textbook availability in classrooms report the ratio of textbook availability at 0.58. Since then, more textbooks have been distributed to schools and the current ratio of textbooks is estimated at 0.82. However, there is a high risk that some textbooks (e.g. primary biology and chemistry textbooks) might not be delivered before the project's closing date. In addition, the development of teacher training modules is also at risk of not being completed before the closing date.

There has been satisfactory progress in terms of increasing proportion of qualified teachers. The percentage of teachers with appropriate qualifications (diploma or degree) have increased from 4% in 2006/7 to 30% in 2011/12 (against a target of 15.7%) for Grade 1-4; from 53% in 2006/7 to 91% in 2011/12 (against a target of 56%) for Grade 5-8; and from 50% in 2006/7 to 91% in 2011/12 (against a target of 90%) for Grade 9-12. The pace of upgrading primary teachers from certificate to diploma has been higher than planned - planned 56,391 and admitted 79,723 (cumulative for 2009/10, and 2010/11, and 2011/12).

The Government has maintained the high priority accorded to general education. The share of education in the total Government budget increasing from 21.4% in 2006/07 to 25.3% in 2011/12, and the share of general education budget in the total education budget from 52.6% to 54.8% in 2009/10.

Data on non-salary expenditures, however, has not yet been reported systematically hence trends have not yet been fully established.

Key Decisions Regarding Implementation

The closing dates of Education for All Fast Track Initiative Catalytic Fund Grant I and II, which co-finance General Education Quality Improvement Program (GEQIP), were July 7 and June 30, 2013 respectively. The closing date of the IDA Credit financing GEQIP was July 7, 2013, while that of the Multi-Donor Trust Fund wa June 13, 2013. As the funds are pooled, all activities will need to be completed at the same time. The Ministry of Education (MOE) has agreed to extend the closing of the project to September 30, 2013 to finalize outstanding activities.

Link to the Disclosable ISR: Ethiopia 2012 ISR

GHANA (P129381)

Coordinating Agency: UNICEF and USAID
Members of the Local Donor Group: DFID, UNICEF, JICA, USAID, World Bank, WFP, Ghana National Education Campaign Coalition, and IBIS.
Other Members of the Local Education Group: Ministry of Education, Ghana Education Service, Ministry of Finance and Economic Planning

Date of ESP Endorsement: March 8, 2012
Current Sector Plan Period: Education Sector Plan (2010-2020)
GPE Board Approval date: July 31, 2012
WB approval date: October 11, 2012
Revised Closing Date: October 31, 2015

Current Summary Ratings

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

Project Development Objectives (PDO)
The PDO of the Ghana Partnership for Education Grant is to improve the planning, monitoring and delivery of basic education services in deprived districts of the Recipient's Territory.

Implementation Status Overview
This is the initial ISR for the GPE Grant. Effectiveness was declared only on February 15, 2013 and the Ministry of Finance and Economic Planning has sent the authorized signatories on March 11, 2013. Significant implementation progress has been made with key teams in the Ministry of Education and Ghana Education Service conducting preparatory trainings, orientations and district planning to ensure activities are undertaken once funding is released. The Annual Programs of Work have been approved at both HQ and District levels. Many of the Terms of References for consultancy services have been drafted and the Project Implementation Manual has been finalized and will be printed and disseminated next month. The Untrained Teacher Diploma in Basic Education (UTDBE) program conducted its first two face to face courses since September 2012. Some issues were identified in the selection of the enrolled trainees and a validation exercise will need to be conducted immediately.

Key Decisions Regarding Implementation
It was agreed that the GPE Grant would undergo a minor restructuring to include minor rehabilitation works under the District Grants. In addition, the UTDBE monitoring will require an immediate validation exercise to ensure that only eligible teachers are enrolled in the program. The most recent mission agreed that additional training/capacity building be provided to implementing units in financial management and procurement. The next joint sector review will be conducted in April/May 2013 to inform the planned National Education Sector Annual review (NESAR), currently scheduled for end-June 2013.

Guinea (P111470)

Coordinating Agency: AFD, UNICEF and WB for the EFA FTI CF

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
Restructuring RVP approval: September 15, 2011
GPE Board Approval date: May 6, 2010 (change of SE for part of the program and cancellation)
WB approval date: July 30, 2008
Revised Closing Date: December 31, 2013

Current Summary Ratings

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

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.

Implementation Status Overview
The task team has completed the restructuring of this project (level 2). To date, the project has disbursed 64 percent of total project funding since the Project was made effective on October 11, 2011. Implementation Progress (IP) rating is being upgraded to Satisfactory given the substantial progress that has been made since the project became effective.

The decision to restructure the project was made in order to: (i) narrow the scope of the Government's activities in the education sector following Kreditanstalt für Wiederaufbau's (KfW) decision to exit the pooled fund (KfW's funds remain frozen until parliamentary elections are held) and amend the targets of results framework; (ii) ensure the Government has a realistic timeline for project implementation by extending the closing date from December 2012 to 2013 ; and to (iii) achieve the Project Development Objectives (PDO).

Key Decisions Regarding Implementation
None.

Link to the Disclosable ISR: Guinea 2012 ISR

Haiti (P114174)

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
GPE Board Approval Date: June 10, 2010
Revised Closing Date: October 31, 2015

Current Summary Ratings

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

Project Development Objectives (PDO)
The objective of the EFA-FTI CF Grant (the CF Project) is to improve access and equity of primary education for poor children aged 6 to 12.

Implementation Status Overview
The project is implemented under the EFA Multi-donor Trust Fund and the activities under the first Grant are now expected to be completed by December 2013 (although the official closing date is in 2015). For Part 1 on improving access to school, the emergency operation called "Back to school" was completed in July 2011 and 2,824 schools received compensation grants to cover teacher salaries from the project. The surplus of funds allocated to "Back to school" have been used to support the implementation of the Government policy for a free and compulsory basic education, by financing an estimated 83,000 students under the tuition waiver program for the 2011-2012 school year. Under the Part 2, the project financed the school nutrition and health program for about 45,000 students for the 2011-2012 school year. For activities related to the curriculum reform and the improvement of Early Childhood Development, implementation is delayed despite the validation of the Education Operational Plan (OP) and the appointment of its steering committee by the Ministry of Education, in June 2012. Under Part 3, the planned activities are mostly completed with the provision of equipment and materials for the central Ministry and the 10 departments.

Key Decisions for Disclosure
The Ministry of Education named the World Bank as Supervising Entity for the Second Grant under the Global Partnership for Education (GPE). The request for the Second Grant for Haiti is expected to be submitted to the GPE by early September 2013.

The GPE approved on July 31, 2012 a Grant in the amount of US$129,500 for the preparation of a Priority Action Plan by the Government of Haiti and on October 15, 2012 a grant in the amount of US$120,000 for the Preparation of the Haiti Education For All Grant.

Link to the Disclosable ISR: Haiti 2012 ISR

LAO PDR (P114609)

Coordinating Agencies: AusAID, UNICEF

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

GPE Board Approval date: May 6, 2010
WB approval date: July 10, 2010
Revised Closing date: August 31, 2014

Current Summary Ratings

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

The Project Development Objectives (PDO)
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.

Implementation Status Overview
This ISR is prepared as part of the Mid-Term Review (MTR) of the Program which took place from September 10 - October 1, 2012 and included both World Bank, representatives from the Australian Agency for International Development (AusAID) independent program review team and representatives from UNICEF, UNESCO and World Food Program. The Mission jointly reviewed the progress and outcomes after two years of implementation, and provided recommendations that would enable the Program Development Objective (PDO) to be fully achieved.

The EFA-FTI program, which is jointly financed by the World Bank (through a US$30 million grant from the Global Partnership for Education – GPE, formerly EFA-FTI) and AusAid (AUD 20.26 million), is contributing to the government's overall basic education development program. The World Bank provides further assistance to the sub sector through its Second Education Development Project. Given the complementarities of the different interventions, the MTR both evaluated the Program's specific achievements as well as progress made in the sub-sector as a whole. Among the many Program accomplishments at the MTR, a few are highlighted: (i) construction of 332 schools (1,320 classrooms) from a Program target of 623 schools (2,738 classrooms) through Community-Based Construction, (ii) implementation of an innovative mobile teacher program by hiring the first batch of teachers, training and deploying them to the remote areas, (iii) development and implementation of a pilot National School Meals Program which provides fresh meals to school children in disadvantaged areas; (iv) completion of series of training for pre-primary school teachers, village committee members, principals, and primary school teachers; and (v) provision of teacher tool kits to trained teachers.

For the sector as a whole, the Ministry of Education and Sports (MoES) is to be complemented on: (i) establishing policy on inclusive education, (ii) developing the policy framework for a National School Meals Program, (iii) endorsing the National Education Quality Standard, and (iv) continuing support for the decentralization of the education system through the implementation of activities that

encourage ownership at the community, district and provinces; (v) launching the innovative mobile teachers activities; and (vi) providing block grants to primary schools countrywide.

These are significant achievements. However, despite these commendable accomplishments mentioned above, challenges remain, especially in the area of financial management. In addition, certain project activities are lagging behind due to the initial delays in project start-up. The MOES is closely monitoring of all activities to ensure that implementation is on track.

Key Decisions Regarding Implementation

As a result of the initial start-up delays and progress made to date, the MTR Mission concluded that additional one year extension would allowed the Program targets to be met and the overall Program Development Objective (PDO) to be achieved. A one year closing date extension has been approved.

Link to the Disclosable ISR: LAO PDR 2012 ISR

Lesotho (P116426)

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

GPE Board Approval date: November 5, 2009
WB approval date: June 30, 2010
Closing date: May 31, 2013

Current Summary Ratings

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

Project Development Objectives (PDO)
The Project Development Objectives are to: (i) provide improved facilities at existing primary schools; (ii) support and contribute to the expansion of access to pre-primary education; and (iii) support improvements in quality of teaching.

Implementation Status Overview
This report was prepared after the November 26 to December 7, 2012, mission and reflects the discussions held and agreements reached during the Project's Mid-term Review (MTR), which took place during this period, as well as follow up actions.

The ratings for Progress towards achievement of the Project Development Objective (PDO), and implementation progress (IP) are Moderately Unsatisfactory and Moderately Satisfactory, respectively. While overall implementation of project activities improved since the last ISR, this was not yet sufficient for satisfactory progress regarding the project's impact. Project implementation is fully mainstreamed in the Ministry of Education and Training (MoET), and although this is a step in the right direction, it has proven very challenging.

During the MTR, the Bank and MoET teams engaged in the process of identifying bottlenecks and solutions to accelerate implementation and improve project outcomes, considering two possible scenarios: (i) project closure on May 31, 2013, as per Grant Agreement, and (ii) a possible 18 months extension, as part of a project restructuring, to reach the Project PDO. A set of benchmarks to be met by January 31, 2013, which would trigger the extension was agreed. Based on this an extension to November 30, 2014 has been granted.

Below is a summary of the status of each Component.

Component 1: Improve the quality of primary school infrastructure
The project was expected to finance the construction and refurbishment of 330 new classrooms and 100 toilet blocks (corresponding to 64 schools) and to furnish the new classrooms while taking into account issues of gender and disability. Civil works were to take place in the 10 districts of Lesotho, through 3 batches. So far, civil works are on-going in three districts and in 12 schools (one batch), with two

schools completed, 90% of the work completed in 6 other schools, and 40% of the work carried out in the remaining schools. With regards to latrines, 5 out of 11 latrines are completed, and the progress regarding the remaining ones is around 40%.[1] Thus progress towards achievement of DO is rated Unsatisfactory for this component. Nonetheless, the efforts made to speed up implementation in the past 6 months were significant and thus, IP is rated Moderately Satisfactory.

Component 2: Support and contribution to the expansion of pre-primary education

This component aimed to support 100 existing and 20 new reception classes by financing the services of care givers, procurement of learning materials, and procurement of catering services. It is expected having reached approximately 3,600 children at project closing. Although implementation of this component has started late, implementation was able to catch up and both DO and IP ratings are Satisfactory for this component.

Component 3: Contributions to improvement in quality of teaching

This component finances a set of quality driven interventions by: (i) conducting analytical work to understand the conditions of education service delivery, teaching, and learning (school resources survey, classroom-based observation, skills profiles and training needs, and assessment of student outcomes measurement); (ii) assisting in increasing the qualification level of the teaching force in 'difficult' schools (these are schools located in the most remote and/or difficult to access areas of the country) by attracting and/or retaining more qualified teachers in targeted schools through incentives and/or upgrading the qualifications of teachers working there; (iii) providing additional in-service teacher training aimed at improving literacy and numeracy teaching; and (iv) providing textbooks in core subjects and for grades 4 to 7 where there are deficits and learning materials for the implementation of the new curricula. Progress towards achievement of DO and IP have been uneven, and thus, both are rated MS for this component. While activities such as the implementation of the teachers' incentives schemes are moving at a regular pace, and procurement of textbooks is on target, activities around curricula revision and in-service teacher training are lagging behind.

Key Decisions Regarding Implementation

The following were the major agreements made during the MTR regarding moving forward: (i) the Project Development Objective (PDO) remains valid and achievable; (ii) MoET would like to pursue an 18 months extension of the project in order to achieve the PDO; (iii) a tracking system for monitoring submission and processing of contracts will be put in place. The following benchmarks were agreed to be submitted by MoET to the Bank by January 31, 2013: (i) strategic technical assistance to support implementation and business process; (ii) all units of MoET to jointly revise the implementation arrangement section of the Project Implementation Manual (PIM) emphasizing roles, accountabilities, streamlining procedures (e.g.: coordination of Planning and Procurement units); (iii) restructuring proposal; (iv) analysis of alternative civil works modalities; (v) reconciled Statement of Expenditure and approved Withdrawal Application, conditional on the Bank assisting in approving and entering eligible contracts in the system

Restructuring and Extension of the Closing Date

The benchmarks were timely met by MoET, and a restructuring of the project is approved by the World Bank, based on a restructuring proposal submitted by MoET to the Bank on March 7, 2013. The restructuring includes (i) revision of the scope of project components; (ii) revision of some of the targets related to the Project Development Objective (PDO) indicators, and of some targets of intermediate indicators; and (iii) an extension the closing date of the project by 18 months from May 31, 2013 to November 30, 2014. The proposed restructuring include neither cancellation nor reallocation of funds.

[1] Information updated in March, 2013 through MoET's civil works supervision report.

Further, the proposed changes do not alter the objectives of the components nor the activities included in the latter ones, but they are limited to revisions in terms of scope which take into account MoET's real implementation capacity.

Link to the Disclosable ISR: Lesotho 2012 ISR

Liberia (P117662)

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
Future Commitments and Planned Disbursements from Donors

GPE Board Approval date: May 6, 2010
WB approval date: july 28, 2010
Closing date: June 29, 2015

Current Summary Ratings

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

Project Development Objectives (PDO)
The development objectives are 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.

Implementation Status Overview
The FTI Grant for Basic Education Project (FTI BEP) was approved on September 1, 2010 and the grant agreement was signed on September 29, 2010. The three-year project became effective on January 31, 2011. The project was restructured in November 2011 to include the construction, and not just rehabilitation, of Early Childhood Development centers. The project was restructured again in September 2012, to include the following changes: (i) revise the Project Development Objective (PDO), (ii) reduce the number of project components, and (iii) modify the results framework to be aligned with the new PDO. The revised components support: (i) strengthened institutional capacity for management and accountability at central and school levels, (ii) school construction in rural areas, (iii) procurement and distribution of teaching and learning materials, and (iv) school based management (SBM) through sub-grants. The new PDO is "To improve management capacity and accountability at the central and school levels for school construction in rural areas, procurement and distribution of teaching and learning materials, and school based management". The Financing Agreement was amended accordingly. Finally, in March 2013 the closing date of the project grant was extended for two years to June 29, 2015.

Since the September 2012 restructuring the project has demonstrated mixed implementation progress. The Ministry of Education (MOE) signed the contract with the School Construction Management Firm and hosted a stakeholder consultation workshop on "School Construction Standardization" in October 2012. Bid Evaluation Reports for 17 lots of Phase I school construction were submitted by the MOE, and presently are under review by the Bank. Preparation for Phase II of school construction is currently underway. Early in the new year the MOE ended the contract of the Textbooks Contracts Management

Consultant hired in September 2012, and hired a replacement consultant in April 2013 who presently is in Monrovia providing support. The MOE continues to make progress, albeit behind the time line agreed during the June 2012 mission, on the selection and procurement of supplementary readers and instructional materials. The School Grants Guidelines were approved in March 2013, and implementation of the pilot phase of the program commenced immediately in over 400 schools in four select counties. In addition, the MOE has filled critical positions in the project management structure (regional engineers, architect), and is actively working to fill positions vacated by departing Project Support Team staff. The most recent mission took place from February 25-March 8, 2013 and another mission is scheduled for the period May 6-15, 2013.

Key Decisions Regarding Implementation
None.

Link to the Disclosable ISR: Liberia 2012 ISR

Malawi (P114847)

Coordinating Agency: UNICEF

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

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

GPE Board Approval date: May 6, 2010
WB approval date: June 17, 2010
Closing date: June 30, 2015

Current Summary Ratings

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

Project Document Objectives (PDO)
To increase access and equity and enhance quality of the teaching and learning environment in basic education.

Implementation Status Overview
The Project is on course to meet its Development Objective of improving access and enhancing quality of the teaching and learning environment in basic education. The open and distance learning program has greatly reduced pupil teacher ratios (81:1 in 2009 to 76:1 in 2011). The primary school improvement program is providing significant resources to the school level for basic school inputs. The purchasing of teaching and learning materials and construction of primary classrooms which were delayed during the beginning of the project has accelerated over this fiscal year.

Key Decisions Regarding Implementation
The GPE grant has been extended until December 2014 to allow sufficient time for the Government to complete activities.

Link to Disclosable ISR: Malawi 2012 ISR

Moldova (P128468)

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: WB, UNDP, UNESCO

Date of ESP Endorsement: ESP updated and adopted by Government in 2010, and endorsed by the Local Education Group in 2011.
Current Sector Plan Period: 2010-2015

GPE Board Approval date: December 15, 2011
WB approval date: February 9, 2012
Closing date: November 29, 2013

Current Summary Ratings

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

Project Document Objectives (PDO)
Proposed Project Development Objective is to improve the access, the quality and inclusiveness of preschool education in Moldova by: 1) providing access to preschool programs in rural localities with no preschool education services and significant number of preschool age population; 2) ensuring increased access to preschool education of children with special needs and those from disadvantaged and vulnerable social groups; and 3) improving the quality of preschool education by raising the capacity of all preschool educators to routinely apply the new child-centered curriculum and the newly developed standards, provision of didactical materials and parental programs.

Implementation Status Overview
The project is a very innovative initiative placing Moldova at the forefront of the countries that are currently advancing their Early Childhood Development (ECD) agenda not only through increasing access to preschool services, but also promoting modern education quality programs.

The project advanced in many areas, including the review of legislation, development of various materials, renovations of 22 pre-school education facilities that are expected to be completed in due time. However, some key activities needed longer than the estimated time for launching, clarifying best ways for implementation, coordinating with local administration levels, as well as for ensuring their sustainability. These activities include the national kindergarten based teacher training/mentoring program, as well as the piloting of the school readiness assessment tool actually representing the most innovative project initiatives. More generally, some implementation delays were also accumulated because of the need to re-launch bids due to lack of applicants, to better adjust the mentoring program to the local needs, etc. At the same time, the project has funds available under the rehabilitation component (about US$ 0.4 million) that are currently being allocated to enhance the project impact. Given the limited time available until the Grant closing date (November 29, 2013) there is a risk of incomplete implementation unless an extension of the current closing date is granted. Therefore, the closing date was extended to October 2014.

Key Decisions Regarding Implementation

The Ministry presented an updated activity plan in the context of the complexity and the innovative character of the project as it tries to catalyze the modernization of the whole preschool system in the country.

Mongolia (P108776)

Coordinating Agencies: ADB and Japan (Co-chairs of the Education Donors' Consultative Mechanism, or EDCM). The World Bank supports one grant for education and is the trustee of EFA-FTI Catalytic Fund.

Other Members of the Local Donor Group: JICA, Save the Children, UNESCO, UNICEF, and World Vision
Members of the Local Education Group not listed above: 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

GPE Board Approval Date: March 16, 2007
Revised Closing Date: December 31, 2013

Current Summary Ratings

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

Project Development Objectives (PDO)
The overall goal is to ensure universal completion of basic education and to close the gender gap and rural/urban gap in enrollment and school completion by 2015. To help Mongolia move towards the goal of quality basic education for all, the FTI grant aims to: (1) improve access to and completion of basic education (primary and secondary education), with particular attention to rural areas; (2) improve the quality of basic education; (3) expand access to pre-school education in rural areas; and (4) improve project management

Implementation Status Overview
Mongolia was approved by the EFA-FTI Board of Directors to receive a Catalytic Fund Grant of $29.4 million to improve access to and quality of basic education. The Project has successfully improved the teaching and learning environment in Mongolian schools. It has provided universal coverage in training of first grade and dormitory teachers, training of teachers in Ulaanbaatar Teachers' College, and mobile Information and Communications Technology (ICT) teaching stations. The Project has also provided mobile ger-kindergarten services to herders and rehabilitated schools throughout the country. The remaining activity is the construction of the Baganuur school complex and the supply of the furniture and equipment to the school. Some project outcome indicators may not be met, since the original targets were set at the sectoral level and were beyond the scope of the project's interventions. However, almost all the outputs of the project were fully achieved as projected. The project's closing date has been extended to December 31, 2013 to enhance the project's development impact. 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.

Key Decisions Regarding Implementation
None.
Link to the Disclosable ISR: Mongolia 2012 ISR

Mongolia (125445)

Coordinating Agencies: ADB and Japan (Co-chairs of the Education Donors' Consultative Mechanism, or EDCM). The World Bank supports one grant for education and is the trustee of EFA-FTI Catalytic Fund.

Other Members of the Local Donor Group: JICA, Save the Children, UNESCO, UNICEF, and World Vision
Members of the Local Education Group not listed above: 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

GPE Board Approval Date: December12, 2011
WB approval Date: February 13, 2012
Revised Closing Date: June 30, 2014

Current Summary Ratings

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

Project Development Objectives (PDO)
The Project Development Objective is to assist the Government to cope with the surge in total fertility rates by providing access to early childhood education for children in disadvantaged communities.

Implementation Status Overview
The objective is to provide financial assistance to help low- and middle-income countries around the world achieve the Millennium Development Goal (MDG) on education.

Implementation of the project is in its early stages. The project has been restructured to account for the rising price of raw materials for construction, and the results framework has consequently been amended. It is expected that construction of the fixed kindergartens supported by the project will begin this summer. Additionally, this summer the project will provide alternative mobile ger-kindergarten services to children from nomadic herder families. The project is currently on track to achieving its Project Development Objective.

Key Decisions Regarding Implementation
The results framework has been amended to facilitate tracking progress to achieving the Project Development Objective.

Link to the Disclosable ISR: Mongolia 2012 ISR

Mozambique (P125127)

Coordinating Agency: GDC until March 2012, then DFID from April 2012 to March 2013, then the World Bank from April 2013 to March 2014, then UNICEF from April 2014 to March 2015

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

Date of ESP Endorsement: August 2012
Current Sector Plan Period: Mozambique Strategic Plan for Education (2012–2016).
GPE Board Approval Date: November 10, 2010
WB approval Date: April 28, 2011
Closing Date: July 31, 2015 for the IDA credit and July 31, 2014 for the GPE grant

Current Summary Ratings

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

Project Objectives (PDO)
The objective is to improve access to, and quality and equity of education.

Implementation Status Overview
The original IDA credit of 71 million USD became effective on February 6th, 2012 and disbursed a total of 38.4 million USD (or 54%) so far. The GPE Trust fund of 90 million USD became effective on June 11th, 2012 and disbursed a total of 46.7 million USD (or 51.9%) so far. The additional IDA financing of 40 million USD approved by the Board of Directors on May 1st 2012 was signed on August 29, 2012 and became effective in February 2013.

Progress towards achievement of PDO was rated as moderately satisfactory during the last implementation support mission due to: (i) delays in the effectiveness of the original IDA credit and GPE grant; (ii) the relatively low disbursement rates in 2012: and (iii) a pace of change that is slower than initially foreseen in terms of increasing access (particularly due to construction challenges) and improving quality.

Key Decisions
None

Link to the Disclosable ISR: Mozambique 2012 ISR

Nepal (P113441)

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/CSOs: Education Journalist Group, Community School National Network, Save the Children Nepal, Care Nepal, Teachers' Association Nepal.

Date of ESP Endorsement: 2001.

GPE Board Approval Date: November 5,2009
WB Approval Date: September 22, 2009
Closing date: December 15, 2014

Current Summary Ratings

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

Program Development Objective (PDO)
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.

Implementation Status Overview
The School Sector Reform Program (SSRP) 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 Sector Wide Approach (SWAp) modality. Nine partners pool their resources with those of the Government of Nepal (GoN), while the remaining five partners support the program directly. In addition, the SSRP is also supported by the Global Partnership for Education. Till date, the project has disbursed approximately US$ 57.97 Million of IDA Grant (~100%), US$ 26.31 Million of IDA Credit (~37%) and US$ 68.02 Million from GPE (~ 57%).

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) the 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 (and beyond) with the GPI for net enrollment being .99. The field work to assess learning outcomes for grade 8 students is complete and the results will be launched on December 3, 2012. The preparations for the next round of student achievement assessments covering Grades 3 and 5 is well underway and the assessments will be carried out in February 2013. 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, persistent problems with financial management and an overall weak fiduciary and governance environment, has been a serious impediment to effective implementation of the SSRP. Over the last year, these issues have been prioritized by the Government of Nepal and the Development Partners. A number of steps have been taken to address these issues and improve fiduciary oversight and governance in the program. These include inter alia: (i) analytical products - including an in-depth fiduciary review, review of social audits, and an on-going public expenditure tracking survey (PETS), (ii) strengthening internal control - by initiating the process of paying teacher salaries through Bank accounts and in the last six months alone this program has reached over 28,000 teachers, reimbursing ineligible expenditures identified from the previous year's audits, and (iii) strengthening program monitoring - by working to improve accuracy in reporting through better data collection methods and improved supervision, use of modified budget heads to allow for better tracking of program expenditure on four key category items (salaries, scholarships, textbooks and construction), and by digitizing the annual work plans and budgets.

Governance concerns have largely focused on textbook printing and distribution. Some of these concerns persist and will take longer to resolve in the current political environment. However, even on this issue we have seen some significant progress. This has been a tricky issue since the SWAp does not directly support textbook printing and distribution but instead supports textbook grants to schools which then procure books from registered vendors and bookstores. The development partners have always supported this approach as the public publishing house bears the same risks as a private publisher. Furthermore, the Government at the start of the SSRP supported a policy which aimed at increasing the participation of the private sector in textbook printing and distribution and the development partners supported this idea as it introduced an element of competition in the textbook printing and distribution system. Unfortunately, the Government backtracked on this commitment and reversed earlier policy commitments to have a greater involvement of the private sector and instead continue to protect the functioning of the public printing house in three regions of the country, including the most important central region. The development partners responded to this change in the Government policies by requiring greater transparency and accountability in the functioning of the public publisher. In particular, the development partners requested the following: (i) Establishment of an arm's length relationship between the leadership at the Ministry/Department and the Management Board of the public publishing house, the Janak Shiksha Samagiri Kendra (JSSK), (ii) Government orders to ensure that the JSSK was not allowed to further sub-contract to the private sector, (iii) the development of a comprehensive procurement plan (meeting the agreed upon procurement standards under the SSRP) by the JSSK and that this be publicly displayed, (iv) bringing a procurement consultant or agent on board for the JSSK, and (v) allowing for third party monitoring of the JSSK's activities to ensure transparency and accountability in the printing and distribution of textbooks under the SSRP. Though the Government committed to changing the composition of the Board, they have till date not been able to establish this required arm's length relationship. While recognizing that the Government has committed to improving governance and transparency under textbooks printing and distribution, the development partners have recently concluded that still remains work to be done in this area by the Government and have communicated our concerns on this issue and taken a decision to not support textbook grants requested under this year's annual work plan and budget, amounting to about US $ 18 million.

Given these financial management and governance concerns, the Bank had suspended last year the preparation of additional financing of US$ 75 million as Financial Management (FM) was rated Unsatisfactory (U) and Implementation Progress (IP) was rated as MU. However, over the progress over the last 7-9 months, notwithstanding some of the lingering issues on textbooks, the development partners and in particular, the WB team recognizes that the Government has made significant progress on a number of areas. The Bank team will upgrade both FM and IP rating with this ISR and will seek

internal waivers to support the processing of this additional financing needed to help finance a looming financing gap.

Finally, the Bank team will again play a central role as the Focal Point for all Development Partners supporting the SSRP. Based on requests from the Development Partners and from the Government, the Bank team assumed the role of donor Focal Point on November 1, 2012. And, will play this role till July 15, 2014.

Key Decisions Regarding Implementation

The negotiations for SSRP Additional Financing for US$100 million have been successfully completed. The IDA Board approved the financing on May 15, 2013.

Link to the Disclosable ISR: Nepal 2012 ISR

Nicaragua (P130124)

Coordinating Agency: in process of nominating a successor after UNICEF left
Other Members of the Local Donor Group: World Bank, UNICEF, Ibero-American States Organization, USAID, Luxembourg Cooperation, JICA, EU, Save the Children, Spanish Cooperation, Canadian Cooperation, UNDP, IADB, and International Labor Organization

Date of ESP Endorsement: March 26, 2012

GPE Board Approval Date: July 31, 2012
WB Approval Date: September 30, 2012
Closing date: April 30, 2016

Current Summary Ratings

Progress towards achievement of PDO
Overall Implementation Progress (IP)

Program Development Objectives (PDO)
The objectives of the Project are to: (a) increase access to preschool and lower secondary education in participating municipalities; and (b) improve preschool learning conditions and the quality as well as completion of lower secondary education nationwide.

Papua New Guinea (P105897)

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: AusAID, EU, JICA, NZAID, UNICEF, World Bank

Date of ESP Endorsement: June 2010
Current Sector Plan Period: 201-2019

GPE Board Approval Date: November 10, 2010
WB Approval Date: March 3, 2011
Closing Date: June 30, 2014

Current Summary Ratings

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

Project Development Objectives (PDO)
The principal development objective of the proposed Read 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).

Implementation Status Overview
Delivery of primary reading materials has begun. Payment of these supplier contracts, which has begun with 10% advances, should lead to a rapid increase in disbursement, reaching close to 50% of project funds by the time all books have arrived in the warehouse. With books now arriving, the consolidation and distribution of these materials is now time critical.

A draft teacher training manual for classroom library management has been received by the Bank, and revisions are underway. Plans to carry out the fourth, and last, provincial Early Grade Reading Assessment (EGRA) survey in the Western Highlands are underway for May 2013. Survey data sets and draft result reports for the National Capital District (NCD) and East New Britain (ENB) EGRA surveys has been completed for review. The NDOE's Senior Staff Management (SSM) meeting endorsed the findings and recommendations from the Madang EGRA report (2011), allowing for its public dissemination. Plans for the post-EGRA trial intervention in Madang are progressing on schedule. The project restructuring request from the government has been submitted to the Bank. The Bank team has suggested the request be lodged quickly to prevent delay in implementation of the Madang EGRA intervention. However, before the restructuring request can be considered by the Bank, the project reports significant improvement in its disbursement rates.

Following the change in Government of PNG policy towards the use of vernacular languages in schools, the way ahead for the purchase of vernacular supplementary readers remains undecided. The project has investigated the availability of materials and should now seek policy clarification in order to proceed with a new procurement strategy. A proposal should be developed and shared with the Bank for final decision in June 2013.

Key Decisions Regarding Implementation

Based on the rationales provided by the government, agreement was reached that in the request for the project restructuring, the government will also include a request for an extension of the closing date. Justifications provided include: (i) late start of the project effectiveness; and (ii) changes to the project's post-EGRA interventions require more time for implementation. It will also require a reasonable amount of time to complete a cycle of interventions to allow the government to measure the student reading achievements in order to draw lessons to inform policy changes, curriculum reform and pre-service teacher training.

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Link to the Disclosable ISR: PNG 2012 ISR5

Senegal (P116783)

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

Status of Catalytic Fund Operation

GPE Board Approval date: December 10, 2007
WB Approval Date: July 9, 2009
Closing date: September 30, 2013

Current Summary Ratings

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

Project Development Objectives (PDO)
The project will contribute to the Recipient's goal of attaining universal primary education by 2015 through construction of and equipment for classrooms.

Implementation Status Overview
The project is on track to meet 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 GER 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 that is greater than the average 1 point annual increase over the last decade and if this continues for 2013 the target of 70% will likely be exceeded.

The Grant agreement for US$81.5 was signed on July 2009. A first tranche of US$35 million was released in 2009 for Phase 1 of the 3-year project. That amount has been used to fund the construction of 1,771 (of the 1960 classrooms planned under the project), 254 schools administration facilities, 374 water points, and 20 walls. The construction of the remaining 89 classrooms is being finalized.

For Phase 2 of the project (US$46.5 million), the Government and the WB team decided to restructure the project in November 2010 to diversify the implementation modalities for an accelerated delivery of Phase 2. So, in addition to AGETIP, in charge of implementing the first phase, six additional agencies have been designated to handle Phase2. These agencies include: the Directorate of School Construction and the five Regional Development Agencies of the Regions for Kaolack, Thies, Diourbel, Louga, and St-Louis.

The more efficient and effective procurement process generated US$8.3 million in savings that the Government is using 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.

So far, 80 percent of the resources have been disbursed and 3,221 classrooms have been built while 1,139 and the 25 junior secondary schools are currently being finalized. However, the construction of 53 classrooms in the district of Bignona (Casamance Region) has not begun due to security reasons. The World Bank team and the Government have agreed to relocate them in urban areas where contractors could operate without security issue. To date, all implementing agencies have completed their procurement processes and are constructing 2400 classrooms, 460 latrines, 266 school administration facilities, and 421 water points.

Key Decisions Regarding Implementation

An assessment of the various construction modalities will be carried out at the end of the project to determine, for the ICR, the most cost-effective approach.

Link to the Disclosable ISR: Senegal 2012 ISR

Sudan (P128644)

Coordinating Agency: UNICEF

Other Members of the Local Donor Group: World Bank, DFID, EU, CIDA, French Embassy, Italian Embassy, Spanish Embassy, USAID, UNESCO, UNICEF

Date of ESP Endorsement: May 24, 2012
Current Sector Plan Period: 2012-2014

GPE Board Approval Date: November 30, 2012 and July 31, 2012
WB Approval Date: March 29, 2013
Closing Date: February 28, 2017

Current Summary Ratings: the ratings will be provided after the first implementation mission scheduled end June 2013

Project Development Objectives (PDO)
The objectives of the Project are to improve the learning environment in targeted areas; increase the availability of textbooks; and strengthen education planning and management mechanisms in Sudan.

Implementation Status Overview

The Grant Agreement between the Government of the Republic of Sudan and the World Bank was signed on 11 April 2013. The two conditions for effectiveness of the Project are: (i) preparation of an Operations Manual, satisfactory to the World Bank and; (ii) hiring of core staff for the Project Implementation Unit (PIU). The draft Operations Manual has been received by the World Bank and is deemed of good quality and covers all the main components of the Project. The hiring process for core PIU staff is ongoing and it is expected that the Project will become effective by the end of May 2013, one month after the originally planned effectiveness date. Despite the Project not yet being effective, there has been progress on several Project components.

An open and transparent process of selecting sites for the construction of schools is ongoing by the Ministry of Education in collaboration with the World Bank. The localities have been selected across the ten target states based on poverty and education outcome related indicators. The next step is the selection of schools, which will require additional data from the Ministry of Education. It is expected that this process of school selection will be completed by June 2013.

The Local Education Group (LEG) has been informed and concurs with the plans and budget for the textbook procurement, distribution and associated teacher training aspects in line with the proposal made to the GPE in October 2012. The Operations Manual has outlined the next steps with regard to this component.

The development of the full education sector plan is ongoing with the support of the IIEP and UNICEF. In addition, the draft instrument for the National Learning Assessment is in the process of being developed and is expected to be finalized in June 2013. The instrument for the rapid Education Management Information System (EMIS) has been piloted and the necessary amendments made prior to finalization. The first survey using the rapid EMIS will take place in August 2013.

Tajikistan (P115343)

Coordinating Agencies: UNICEF

Other Members of the Local Donor Group: EU, GDC, USAID.
Members of the Local Education Group not listed above: Aga Khan Development Network (AKDN), KfW, Open Society Institute (OSI), UNDP, WFP.

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

GPE Board Approval Date: November 5, 2009
WB Approval Date: April 16, 2010
Revised Closing Date: June 30, 2013

Current Summary Ratings

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

Project Development Objectives (PDO)
The objective of the project is to contribute to an increased access to improved learning environments and a more efficient delivery of quality education services

Implementation Status Overview
The FTI CF Grant to Tajikistan (FTI-3) is progressing satisfactorily and close to its completion. The Grant is designed to help fill financing 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 respective activities like schools construction and rehabilitation, provision of furniture and reading materials to schools, training to rayon and school methodologists on supporting teachers, training to schools directors on the efficient school management, supporting central and local level authorities and schools in carrying on per capita financing of the schools, education data collection and processing for the decision makers through support to the Education Management Information System (EMIS), and review of textbooks.

Due to the severe 2011/2012 winter conditions the civil works on the majority of sites were suspended and resumed only in the spring of 2012, causing delays in their estimated completion date. Therefore, WB management agreed to extend the Project from September 2012 till June 2013 to complete school construction as well as the rehabilitation of the premises of the Republican Institute for In-service Teacher Training (RIITT). To date, civil works have been completed on 30 sites and are on-going on 5 sites; furniture provision for schools is on-going; reading materials have been provided to 1,000 schools (covering 26% of all schools in the country); the mentoring program and the directors' training are completed; all planned modules for EMIS are developed and introduced nationwide; and the NSED has been completed and adopted by the Government. All of on-going activities are expected to complete by the closing date.

With Education Program Development Fund (EPDF), the Bank hired a local NGO to conduct a Third Party Verification of the FTI grant series in Tajikistan. The findings were presented and discussed with

key stakeholders, and some of the recommendations are used in the on-going Grant. On the basis of the inputs collected, the Report is being finalized.

Key Decisions Regarding Implementation

Report of the Third Party Verification of the FTI grant series will be shared with key stakeholders once it is finalized.

Link to the Disclosable ISR: Tajikistan 2012 ISR

The Gambia (P115427)

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 FTI in September 2008
Current Sector Plan Period: 2009–2011

GPE Board Approval Date: December 13, 2008
WB Approval Date: July 31, 2009
Revised Closing Date: June 30, 2013

Current Summary Ratings

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

Project Development Objectives (PDO)
The overall project development objective is to improve conditions for teaching and learning in basic education including early childhood development. This objective is aligned with the ongoing IDA project and consistent with the overall objectives of the Government's Education Sector Strategy Plan and the Medium-Term Plan for 2009-2011.

Implementation Status Overview
The project is expected to meet its objectives and expected results by June 2013. Most of the activities are being implemented satisfactorily. The closing date was extended 6 months from December 31, 2012 to June 30, 2013 to ensure that all activities including construction can be fully implemented by project end.

Key Decisions Regarding Implementation
None.

Link to the Disclosable ISR: the Gambia 2012 ISR

Timor Leste (P125443)

Coordinating Agency: UNICEF
Other Members of the Local Donor Group: AusAid, New Zealand Aid, Portuguese Embassy, Brazilian Embassy, UNESCO, USAID, CARE International, Save the Children, ILO, Akola Foundation, World Vision International

Date of ESP endorsement: November 2010
Current Sector Plan Period: 2011-2030

Board Approval Date: December 15, 2011
WB Approval Date: June 26, 2012
Revised Closing Date: July 31, 2015

Current Summary Ratings

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

Project Development Objectives (PDO)
The project development objective is to support the implementation of the National Education Sector Plan (NESP) through strengthening the capacity and systems of the Ministry of Education.

Implementation Status Overview
Grant agreement was signed on June 25, 2012. After the signing of the Grant Agreement, Timor-Leste had its presidential election. A new government has been in place since August 2012. The new government has reaffirmed the NESP, with clear identification of the priority education programs under the fifth constitutional government. Even though the transition of the government extended the starting-up phase of the project implementation, the Ministry of Education confirmed the project objective and activities, with re-aligned capacity building needs in specific management and technical areas.

Key Decisions Regarding Implementation
The Ministry of Education re-aligned technical assistance needs with the new organization structure of the Ministry. A national advisor will be identified to strengthen MoE's capacity of education sector strategy and planning. An international advisor will focus on strengthening MoE's monitoring and evaluation function, providing timely feedback on the implementation of NESP.

Togo (P116384)

Coordinating Agency: UNICEF
Other Members of the Local Donor Group: World Bank, France, Germany, European Commission, AfDB, Plan Togo, Aide et Action, Handicap International, Bornefonden, Terre des Hommes.

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

Board Approval Date: May 6, 2010
WB Approval Date: September 16, 2010
Closing date: May 1, 2014

Current Summary Ratings

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

Project Development Objectives (PDO)
The objectives of the Project are to: (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.

Implementation Status Overview
Significant progress in implementation has been made for catching up with delays. Disbursement rate reached 53% (USD 23.9 million disbursed out of the USD 45 million of the Grant), which is higher than the planned disbursement rate at this date (43%). 2.9 million textbooks have been delivered to schools, to be compared to an end of project target of 1.6 million. The training of school committees on the way to use the school grants has been achieved. The grants for the first year have been transferred to bank accounts located at district levels and schools have started to disburse. The schools of the experimental first phase in rural areas (16 sites) are under construction and are planned to be delivered by April 2012. Most of the indicators of the project are progressing and are on track or above the targets, in particular, the PDO indicators: i) primary completion rate reached 75% in 2011; ii) the capacity building plan (PIU-Civil servants skills transfer) has been completed and its implementation is satisfactory; and iii) thanks to the delivery of the 2.9 million textbooks, the ratios textbooks: students -in French and Math's- have increased above the targets even if it will be reported in the official statistics only when the 2012/13 school year data collection will be finalized (planned for June 2013).

There are also progress on the policy side with the significant improvement of the teacher posting consistency (the index (R2) has increased from 55% to 66% in two years, above the end-of-project target of 60%) and the preparation of a draft administrative text for re-organizing the primary cycle in three sub-cycles and for reducing repetition. The administrative text needs still to be approved and to be disseminated to all schools.

The two activities that deserve the most attention for implementation 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 AGETUR.

Key Decisions Regarding Implementation

Project implementation is satisfactory. The Bank acknowledged with appreciation: (i) the setting up of the bodies governing the Education Sector Plan (ESP) Implementation and Monitoring, including the Education Permanent Technical Secretariat (STP). It is recommended though to process with the staffing of the STP for efficient monitoring of the ESP; and (ii) the approval of the administrative text for re-organizing the primary cycle in three sub-cycles and for reducing repetition. However, it is recommended to disseminate the text in all schools.

Link to the Disclosable ISR: Togo 2012 ISR

Vietnam (P120867)

Coordinating Agency: UNESCO
Other Members of the Local Donor Group: UNICEF, ADB, AusAID, Belgium, Canada, France, Japan, New Zealand, Norway, UK, USAID, ACTIONAID, British Council, HANDICAP INTERNATIONAL, OXFAM, PLAN INTERNATIONAL, VCEFA, VVOB.

Date of ESP endorsement: August 30, 2010
Current Sector Plan Period: 2003-2015

GPE Board Approval Date: July 31, 2012
WB Approval date: January 9, 2013
Closing date: May 31, 2016

Current Summary Ratings

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

Project Development Objectives (PDO)
The project development objective is to introduce and use new teaching and learning practices in the classroom targeting the most disadvantaged groups of primary students. New practices refer to superior teaching and learning processes, where cognitively engaged children learn to be independent and innovative thinkers.

Implementation Status Overview
The project has suffered on consequence of the long delay between start of the project activities on July 1, 2012 and the first disbursement of US$ 13 million on February 5, 2013 (a period of 7 months). The project activities began from July 1, 2012, as the Ministry of Education and Training (MOET) was assured of the availability of retroactive financing. The sequence of the delays were 1 month up to approval by GPE Board (August 1, 2013), and 5 months up to signing of the grant agreement (January 9, 2013) and 1 month for the agreements with the commercial Bank. A number of activities required for the success of the project (for example, grants to schools, bi-weekly cluster meetings) will now be possible because the project now has available financing. The next few months are crucial for the success of the project - by the start of the new school year in September 2013 the project would need to begin implementation as per design.

The Ministry of Education and Training (MOET) is taking active steps to turn around the situation within the next few months. Together with the local development partners (Education Sector Group) a joint implementation support mission is being carried out in May 2013. An important objective of this mission is to determine the measures being taken to make sure that schools will receive the complete set of inputs necessary for successful project implementation before August/September which is the start of the school year. The ISR ratings will be revised depending on the situation at the start of the school year in September, 2013.

Key Decisions Regarding Implementation
None

Yemen (P114253)

Coordinating Agencies: Germany (GDC)

Other Members of the Local Donor Group: UNICEF, Netherlands, Germany (GDC and KfW), WFP, JICA, USAID.
Members of the Local Education Group Not Listed Above: Save the Children, CARE International, and CHF

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

Status of Catalytic Fund Operation

WB Approval Date: September 30, 2009
Revised Closing Date: August 31, 2013

Current Summary Ratings

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

Project Development Objectives (PDO)
The Project Development Objective is to increase access of children, especially girls, to primary education in 7 underserved governorates.

Implementation Status Overview
Despite the World Bank's earlier suspension of disbursement and the current unrest in Yemen, the project is progressing well. However, some activities have been delayed such as construction, training for rural female teacher program, and school kits.

In response to the crisis which led to an increase in prices and delays in implementation activities, the Republic of Yemen requested certain changes. These changes include: (i) extension of the Closing Date of the Project from September 30, 2012 to March 30, 2013; (ii) reallocation of the proceeds of Grant TF095158; and (ii) changes to indicators and targets in the Results Framework. These changes triggered level 2 restructuring and were approved by the Bank on September 18, 2012.

The project has been further extended to August 31, 2013 mainly to complete ten schools in Hajja an Ryma governorates. Due to some security issues, the implementation of these schools has been delayed. The implementation rate in those schools is between 15 percent and 60 percent. Since the security issues have been resolved in these school areas, it is estimated that the project will complete these schools within the new closing date. In addition, it is expected that all the funds of the project will be utilized by August 31, 2013.

Key Decisions Regarding Implementation
None.

Link to the Disclosable ISR: Yemen 2012 ISR