GLOBAL PARTNERSHIP FOR EDUCATION PROJECTS SUPERVISED BY THE WORLD BANK

Annual Progress Report for 2013

Human Development Network Education

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Table of Contents

Abbreviations 3
Benin (P129600) 3
Cambodia (P144715) 4
Cameroon (P133338) 5
Central African Republic (P112321) 6
Democratic Republic of Congo, DRC (P131120) 9
Djibouti (P145323) 11
Ethiopia (P129828) 12
Guinea (P111470) 15
Haiti (P114174) 17
Kyrgyz Republic (132490) 19
Lao PDR (P114609) 20
Lesotho (P116426) 22
Liberia (P117662) 23
Madagascar (P132616) 25
Malawi (P114847) 28
Mali (P123503) 30
Mauritania (P126902) 32
Moldova (P128468) 33
Mongolia (125445) 35
Mozambique (P125127) 36
Nepal (P113441) 38
Nicaragua (P133557) 40
Niger (P132405) 42
Papua New Guinea (P105897) 43
Senegal (P116783 and P133333) 45
Sierra Leone (P133070) 47
Sudan (P128644) 48
Tajikistan (P131441) 49
The Gambia (P133079) 51
Timor Leste (P125443) 52
Togo (P116384) 54

Uganda (P133780) 56

Table 1 Overview of GPE Projects Supervised by World Bank or financed through the CF. Allocations and Disbursements as of end 2013 (in US$ millions) 8
Table 2. Overview of Active GPE Projects Supervised by World Bank. Allocations and Disbursements as of End 2013 (in US$ millions) and Ratings as of Mid-March 2014 10
Table 3. Overview of Completed GPE Projects Supervised by World Bank. Allocations and Disbursements as of End 2012 (in US$ millions) 11
Table 4. Status of Addressing GPE Board Recommendations for Active Projects Supervised by World Bank 14
Table 5. Achievement of Objectives and Outcomes by Completed Projects 27

Annex 1. Tables of Trends 59

Abbreviations

ADB	Asian Development Bank
ACTED	Agence d'Aide à la Coopération Technique Et au Développement
AECID	Spanish Agency for International Development Cooperation
AECID	Agence Espagnole de Coopération Internationale pour le Développement
AFD	Agence Française de Développement
AfDB	African Development Bank
AGETIP	Agence d'Exécution des Travaux d'Intérêt Public
AGETUR	Agence d'Exécution des Travaux Urbains, Togo
AIN	Association of International NGOs in Nepal
AKDN	Aga Khan Development
AKF	Aga Khan Foundation
APL	Adaptable Program Loan
ARPM	Autorité de Régulation des Marchés Publics
AUF	French-speaking Countries' University Agency
AusAID	Australian Agency for International Development
BAD	Banque Africain de Développement
BADEA	Banque arabe pour le développement économique en Afrique
BERP	Basic Education Recovery Project, Sudan
CAR	Central African Republic
CBC	Community Based Contracting, Lao PDR
CbK	Community Based Kindergartens, Kyrgyz Republic
CDD	Community Driven Development
CF	Catalytic Fund
CGS	Comité de Gestion Scolaire, Mali
CIDA	Canadian International Development Agency
CP	Cadre Partenarial
CREPA	Centre Regional Pour L'eau et Assaignissement, Cameroon
CSO	Civil Society Organizations
CY	Calendar Year
DAF	Direction of Finance
DANIDA	Danish International Development Agency
DFID	Department for International Development, UK
DO	Development Objectives
DOE	Department of Education
DPs	Development Partners
DRC	Democratic Republic of Congo
EBRD	European Bank for Reconstruction and Development
ECD	Early Childhood Development
ECE	Early Childhood Education
ECU	The Education Sector Development Framework Coordination Unit, Lao PDR
EDCM	Education Donors' Consultative Mechanism, Mongolia
EFA-FTI	Education For All-Fast Track Initiative
EGRA	Early Grade Reading Assessment
EGRP	Early Grades Reading Program
ELAN	Ecoles et Langues Nationales
EMIS	Education Management Information System
EPF	Education Pooled Fund

ESDP	Education Sector Development Plan
ESIP	Education Sector Implementation Plan
ESP	Education Sector Plan
EU	European Union
FAC	Financial Advisory Committee GPE
FAO	Food and Agriculture Organization
FASE	Education Sector Support Fund, Mozambique
FAWECAM	Forum for African Woman Educationalist Cameroon
FCB	Fonds Commun Budgétaire
FENU	Forum for Education Non-Government Organizations, Uganda
FM	Financial Management
FMIAP	Financial Management Improvement Action Plan
FMIS	Financial Management Information System
FTI BEP	Fast Track Initiative for Basic Education Project, Liberia
FY	Fiscal Year
GDC	German Development Cooperation
GEQIP	General Education Quality Improvement Program, Ethiopia
GER	Gross Enrollment Rate
GIR	Gross Intake Rate
GIZ	Gesellschaft für Internationale Zusammenarbeit
GoN	Government of Nepal
GPE	Global Partnership for Education
GPEG	Ghana Partnership for Education Grant
GPI	Gender Parity Index
HD	Human Development
IBIS	Danish NGO in Ghana
ICB	International Competitive Bidding
ICRs	Completion and Results Reports
ICT	Information and Communications Technology
IDA	International Development Association, World Bank
IDB	Inter-American Development Bank
IE	Impact Evaluation
IFC	International Finance Corporation
IIEP	International Institute for Educational Planning
ILIs	Incentive Linked Indicators
ILO	International Labour Organizations
INFRE	Institut National pour la Formation et la Recherche en Education, Benin
INSET	In-Service Training
IOM	International Organization for Migration
IP	Implementation Progress
IsDB	Islamic Development Bank
ISR	Implementation Status and Results Report
JFA	Joint Financial Agreement
JICA	Japan International Cooperation Agency
JSR	Joint Sector Review
KfW	Kreditanstalt für Wiederaufbau (German Investment Bank) Germany
KPIs	Key Performance Indicators
LDF	Local Development Fund
LEG	Local Education Group

LUXDEV	Luxembourg Agency for Development Cooperation
M&E	Monitoring and Evaluation
MDG	Millennium Development Goals
MEST	Ministry of Education, Science and Technology, Sierra Leone
MECS	Ministry of Education, Culture, and Science, Mongolia
MENFP	Ministre de l'Éducation Nationale et de la Formation Professionnelle, Haiti
MINED	Ministry of Education, Mozambique
MINEDUB/DP	Ministère de l'Education de Base/ Division de la Planification, des
PC	Projets et de la Coopération, Cameroon
MINEFOP	Ministère de l'Emploi et de la Formation Professionnelle,Cameroon
MINEJEUN	Ministère de la Jeunesse
MINESEC	Ministère des Enseignements Sécondaires, Cameroon
MINESEC/	Ministère des Enseignements Sécondaires/ Stratégie Sectorielle de
SSE	l'Education, Cameroon
MINESUP	Ministère de l'Enseignement Supérieur, Cameroon
MOE	Ministry of Education
MOES	Ministry of Education and Sports
MOET	Ministry of Education and Training
MS	Moderately Satisfactory
MSP	Management Strengthening Project
MTAP	Mid Term Action Plan
MTR	Mid Term Review
MU	Moderately Unsatisfactory
NDOE	National Department of Education, Papua New Guinea
NEA	National Education Assessment
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
ODL	Open and Distance Learning
OIF	French-speaking Countries' International Organization
ONUFEMMES	E'entité des Nations Unies pour l'égalité des sexes et l'autonomisation des femmes
OPCR	Output and Performance-based Contracts
OSI	Open Society Institute
PAD	Project Appraisal Document
PAPSE	Education Sector Development Project, CAR
PAUET	Projet d'Appui d'Urgence au Programme Éducation pour Tous, Madagascar
PAUSENS	Programme d'Appui d'Urgence aux Secteurs Education, Nutrition et Santé, Madagascar
PCR	Primary Completion Rate
PDO	Project Development Objective
PDSSE	Plan Decennal de Développement du Secteur de l'Education
PET - QSDS	Public Expenditure Tracking and Quality of Service Delivery Survey
PIEQM	Project to Improve Education Quality, Malawi
PIPE	Programme d'Interventions Prioritaires en Education
PIU	Project Implementation Unit
PNG	Papua New Guinea

PNUD	Programme des Nations Unies pour le Développement
PSIP	Program for School Improvement Plans
READ	Reading Education Project
RECAMEF	Réseau national des associations de mères pour l'éducation des filles, Cameroon
RVP	Regional Vice President, World Bank
S	Satisfactory
SACMEQ	of Southern and Eastern African Consortium for Monitoring Education Quality
SBM	School Based Management
SCAC	Service de Coopération et d'Action Culturelle
SCSU	State Cluster Support Units, Sudan
SE	Supervising Entity
SIDA	Swedish International Development Cooperation Agency
SIL	Summer Institute of Linguistics, Camerooon
SSRP	School Sector Reform Plan
STC	Short Term Consultant
SWAp	Sector Wide Approach
SY	School Year
TA	Technical Assistance
TIKA	Turkish International Cooperation and Development Agency
TOR	Terms of Reference
U	Unsatisfactory
UIS	UNESCO Institute for Statistics
UNATU	Uganda National Teacher Union
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific, and Cultural Organization
UNFPA	United Nations Population Fund
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
UTDBE	Untrained Teacher Diploma in Basic Education
USD	United States Dollar
UTDBE	Untrained Teacher Diploma in Basic Education
VCEFA	Vietnam Coalition for Education for All
VEDC	Vocational Education Development Center
VSO	Voluntary Service Overseas, UK
VVOB	Flemish Development Cooperation
WASH	Water, Sanitation and Hygiene
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 fifth 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 2013 and shows disbursement as of end of 2013, but the country level information is as far as possible updated to reflect major changes in the first months of 2014.

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 2013) 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. In 2013 the overall value of the GPE Portfolio supervised by the World Bank has increased by $663.3 million through 15 new operations approved by the GPE Board. Projects were closed during 2013 in six countries: Djibouti, Ethiopia, the Gambia, Mongolia, Tajikistan, and Yemen. At the end of 2013 the World Bank supervised GPE grants in 36 countries amounting to $1.67 billion. On top of the GPE funding IDA added $554 million in co-financing and administered another $812 million in trust funds from other donors, also co-financing the GPE funding. In some countries governments were co-financing the programs as well. In total, 14 of the 36 countries had a formal co-financing arrangement. Some of the new projects, in particular the projects in Cambodia ($38.5 million), Cameroon ($53.3 million), Djibouti ($3.8 million), Ethiopia ($100 million), Gambia ($6.9 million), Kyrgyz ($12.7 million), Niger ($20.9 million), Sao Tome ($1.1 million), Sierra Leone ($17.9 million), Uganda ($100 million), are still in the process of declaring its effectiveness (see details to Remarks Column in Table 2). Therefore the disbursements are low or zero for them. The project in Benin of $42.3 million, approved on May 22, 2013, had experienced delays in meeting some conditions by the Government of Benin prerequisite to declaring effectiveness.

Table 1 Overview of GPE Projects Supervised by World Bank or financed through the CF. Allocations and Disbursements as of end 2013 (in US$ millions)

Country	Total Allocation	Total Disbursements	Other SE		Active Allocation	Closed Allocation
			Allocation	Transfer		
Afghanistan	56.2		56.2	9.1		
Benin	118.4	75.1			42.3	76.1
Burkina Faso	102.0	102.0				102.0
Cambodia	95.9	57.4			38.5	57.4
Cameroon	100.6	47.1			53.3	47.3
Central African Republic (CAR)	37.8	35.8			37.8	
Cote d'Ivoire	41.4	3.8			41.4	
Djibouti	15.8	12.0			3.8	12.0
Democratic Republic of Congo (DRC)	100.0	5.7			100.0	

Country	Total Allocation	Total Disbursements	Other SE		Active Allocation	Closed Allocation
			Allocation	Transfer		
Ethiopia	268.0	165.8			100.0	168.0
Gambia	48.3	41.4			6.9	41.4
Ghana	94.5	41.7			75.5	19.0
Guinea	64.0	38.7	24.0	24.0	40.0	40.0
Guyana	32.9	32.9				32.9
Haiti	22.0	20.5			22.0	
Kenya	121.0	121.0				121.0
Kyrgyz Republic	27.7	15.0			12.7	15.0
Lao PDR	30.0	23.8			30.0	
Lesotho	31.9	19.6			20.0	11.9
Liberia	40.0	11.4			40.0	
Madagascar	209.5	60.0	64.1	64.1	85.4	60.0
Malawi	90.0	75.3			90.0	
Mali	48.3	8.1			41.7	6.6
Mauritania	35.4	23.0			12.4	23.0
Moldova	13.2	10.1			4.4	8.8
Mongolia	39.4	31.6			10.0	29.4
Mozambique	169.0	125.7			90.0	79.0
Nepal	120.0	113.9			120.0	
Nicaragua	40.7	24.8			16.7	24.0
Niger	105.1	20.5			84.2	20.9
Papua New Guinea (PNG)	19.2	9.0			19.2	
Rwanda	175.3	105.0	70.3	70.3		105.0
Sao Tome and Principle	4.7	3.6			1.1	3.6
Senegal	128.4	70.4			128.4	
Sierra Leone	31.8	11.7			17.9	13.9
Sudan	76.5	2.7			76.5	
Tajikistan	48.0	31.8			16.2	31.8
Timor Leste	15.8	13.4			2.8	13.0
Togo	45.0	35.2			45.0	
Uganda	100.0	0.0			100.0	
Vietnam	84.6	39.0			84.6	
Yemen	40.0	39.8				40.0
Zambia	60.2		60.2	60.2		
Total	**3,148.5**	**1,725.2**	**274.8**	**227.7**	**1,710.7**	**1,162.9**

Table 2 below shows the active projects as of December 31, 2013. 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). As indicated above, some of the new projects approved by the GPE Board in year 2013 have not started up yet and hence can't be assessed with regard to their implementation status. A couple of projects pertaining to small grants categorization do not require a formal rating, so the ratings are lacking for the projects in

Moldova ($4.4 million) and Timor Leste ($2.8 million). 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 2013 (in US$ millions) and Ratings as of Mid-March 2014.

Country	Total Allocation	Total Disbursements	PDO Rating	IP Rating	Remarks
Benin	42.3	0.0	-	-	approved by GPE Board 05/22/2013, not yet effective
Cambodia	38.5	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
Cameroon	53.3	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
CAR	37.8	35.8	-	-	
Cote d'Ivoire	41.4	3.8	MS	MS	
Djibouti	3.8	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
DRC	100.0	5.7	S	S	
Ethiopia	100.0	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
Gambia	6.9	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
Ghana	75.5	22.7	S	S	
Guinea	40.0	38.7	S	MS	
Haiti	22.0	20.5	MU	MS	
Kyrgyz	12.7	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
Lao PDR	30.0	23.8	S	MS	
Lesotho	20.0	7.9	MS	MS	
Liberia	40.0	11.4	MS	MS	
Madagascar	85.4	0.0	S	S	
Malawi	90.0	75.3	MU	MU	
Mali	41.7	1.5	S	S	
Mauritania	12.4	0.0	-	-	Effective as of end February 2014, no ISR filed
Moldova	4.4	1.3	-	-	no ISR required for small grants
Mongolia	10.0	2.2	MS	MS	
Mozambique	90.0	46.7	MS	MS	
Nepal	120.0	113.9	MS	MS	
Nicaragua	16.7	0.8	-	-	No ISR filed in system yet

Country	Total Allocation	Total Disbursements	PDO Rating	IP Rating	Remarks
Niger	84.2	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
PNG	19.2	9.0	MS	MS	
Sao Tome & Principe	1.1	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
Senegal	128.4	70.4	S	S	2 projects (P116783, P133333), similar ratings for both projects
Sierra Leone	17.9	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
Sudan	76.5	2.7	S	MS	
Tajikistan	16.2	0.0	MU	MU	
Timor Leste	2.8	0.4	-	-	no ISR required for small grants
Togo	45.0	35.2	MS	MS	
Uganda	100.0	0.0	-	-	approved by GPE Board 11/18/2013, not yet effective
Vietnam	84.6	39.0	MS	MS	
Total	**1,710.7**	**568.7**			

*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	12.0	12.0
Ethiopia	168.0	165.8
Gambia	41.4	41.4
Ghana	19.0	19.0
Guyana	32.9	32.9
Kenya	121.0	121.0
Kyrgyz Republic	15.0	15.0

Country	Total Allocation	Total Disbursements
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
Mongolia	29.4	29.4
Mozambique	79.0	79.0
Nicaragua	24.0	24.0
Niger	20.9	20.5
Rwanda	105.0	105.0
Sao Tome and Principle	3.6	3.6
Sierra Leone	13.9	11.7
Tajikistan	31.8	31.8
Timor Leste	13.0	13.1
Yemen	40.0	39.8
Total	**1,163.0**	**1,156.5**

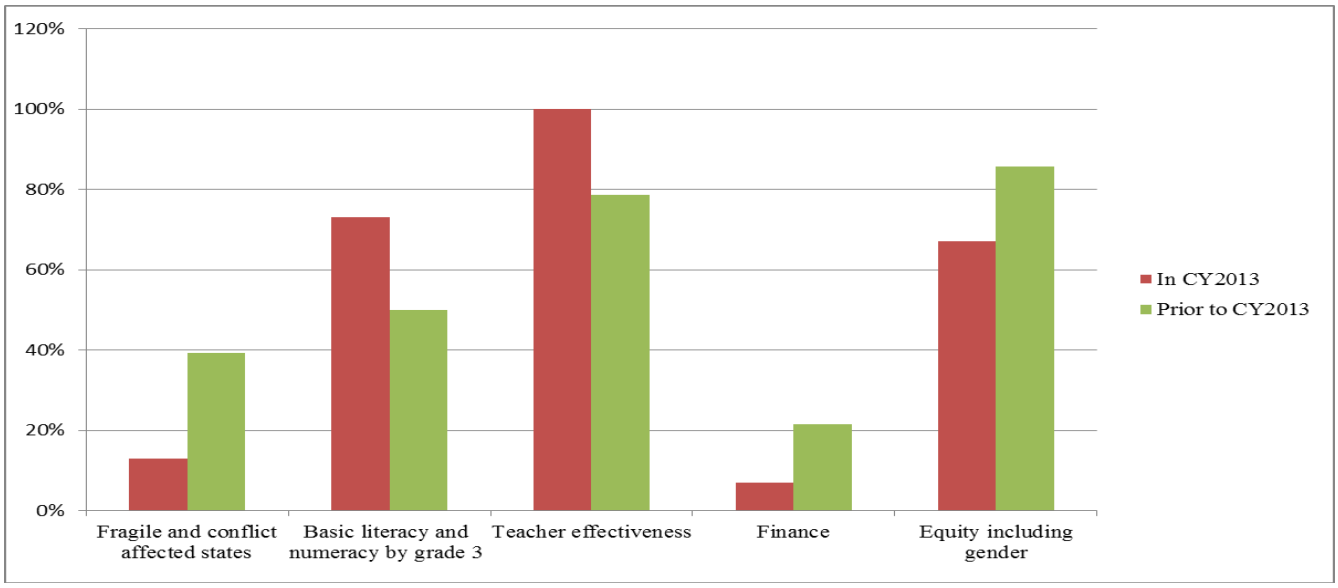
GPE Projects in Calendar Year (CY) 2013. As of end of CY 2012 a portfolio of the active GPE projects, supervised by the World Bank, comprised 28 projects. In CY2013 17 GPE projects were prepared by the World Bank for GPE Board consideration. 5 projects were approved by the GPE Board in May 2013 and out of 12 projects in the 2nd round of CY2013 10 projects were recommended by Financial Advisory Committee for approval and subsequently approved by the GPE Board on November 18, 2013. The projects for Uzbekistan and Nigeria were not approved, but they are recommended for re-submission in CY2014.

The conclusions made below are based on analysis of the data compiled in a set of tables, presented in Annex 1. "Trends in Following GPE Partnership Objectives in CY2013 versus Prior to CY2013."

While the GPE operations feature a diverse set of objectives in CY2013 ***all approved projects (100%) focus on improvement of the quality of education*** by designing a set of activities aiming at ***improving teacher effectiveness (all 15 projects, 100%) and achieving basic literacy and numeracy by grade 3 (11 projects, 73%).*** As Chart 1 shows there is an increase in the number of projects aligned with the GPE principal objectives of teacher effectiveness (increase from 79% prior to CY2013 to 100% in CY2013) and achieving basic literacy and numeracy in early grades (increase from 50% prior to CY2013 to 73% in CY2013). The activities supporting these objectives range from teacher training (80%), development and supply of teaching and learning materials, including development of curriculum and aligning the content of teaching and learning materials (67%), development and implementation of student assessment (53%), reform of curriculum and textbooks (40%), early childhood development and pre-school education (7 out of 15 projects constituting 47%), etc. Significant number of projects (60%) targets the most vulnerable and disadvantaged children. Notwithstanding the continuing efforts in building capacity of the national government institutions (67%) a growing proportion is supporting a shift in the focus towards the decentralized levels, including civil society and communities (47%) and school level (53%). To that end more projects

include communication/awareness campaign (47%) to involve society into education system management and oversight.

Chart 1. Share of GPE Projects Aligned with GPE Partnership Objectives in CY2013 versus Prior to CY2013



Innovative approaches.

More than half of the new operations (8 of 15 projects, 53%) apply innovative approaches and techniques in improving the educational systems and their efficient management:

- Results based approach through Disbursement Linked Indicators (DLIs) in Senegal, Cameroon, Gambia and Uganda (a quarter of projects, approved in CY2013). E.g. in Senegal improvement of learning outcomes in basic literacy and numeracy in primary school will be tracked through DLI indicators.

- Communities run school canteens to improve school attendance in Benin and Madagascar.

- Conversion of "maitre de parent", especially females, into contract teachers in Cameroon.

- Pilot school readiness measurement instruments used as a low-cost tool for scaling up in Kyrgyz Republic.

- Donkey carts to transport lower grade students to school (policy limitation of walking distance of >3 Km for lower grade children) in Gambia.

- Cash transfer program for Koranic schools for implementation of basic education curriculum and achieving proficiency in literacy and numeracy in Gambia and Senegal.

- Improving quality of learning and teaching through the use of Information and Communications Technology (ICT) in Ethiopia and Gambia. E.g. in Ethiopia LEARNET (Learning, Education, Activities & Resources), a Public Private Partnership initiative for ICT integration in learning & teaching that provides broadband & curriculum linked to a dynamic e-content to public schools

aiming at: (i) strengthening systems for school management, (ii) increasing student achievement in core subjects through the goal directed e-content, and (iii) improving quality of teaching through tools that introduce interaction, collaboration & critical thinking.

- Improving the accountability of the results chain for improvement of learning quality in early education through performance based grants to local education authorities and block grants to schools based on Quality Improvement Agreements in Senegal.

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 all of 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
Benin	
1. Recognize the government's efforts in education, but concerned about the low level of funding going to improving quality	Improving quality is a real concern of the Government of Benin and this is taken into account in the preparation of the Ten-Year Education Plan (Plan Decennal de Développement du Secteur de l'Education-PDSSE). The part of the Government resources devoted to quality improvements in the PDDSE represents 74% (US$864.6 million out of a total of United States Dollar (USD) 1,168.3 million) over the period 2013-2015. In particular, for the primary education, this part represents 79% (US$424 million out of a total of USD 536 million) and the Government plans each year to provide textbooks for students (about US$6 million is planned each year for textbooks and the ratio textbook/students in 2012 is 2:1). In addition, interventions of other donors, mainly the pooled fund donors, focus on quality. Since the GPE project is designed to contribute to the PDDSE objectives, it finances only the activities that are not fully covered by the domestic resources.
2. Concern about delays in the implementation of previous GPE-funded program	The GPE Grant Agreement was signed on March 21, 2014 due to delay in hiring of staff caused by the cancellation of the recruitment process by the Authority of Regulation for Public Procurement (Autorité de Régulation des Marchés Publics-ARPM) in November 2013 as a result of a complaint. The Government is aware of this situation and dialogue is underway within the ministries involved in the implementation of the program's activities, including the Ministry of Finance, to refine the institutional arrangements in order to reduce administrative bottlenecks.
3. Concern about sustainability of certain elements of the program, including the provision of teaching materials (subcomponent 1.2), the school feeding and the promotion of girls' access in the most deprived districts (sub-component 2.2)	Teaching materials are an important input for the quality improvement. The provision of these materials is not done annually; that is why it is planned to provide direct support to schools to purchase these materials only in the School Year (SY) 2014-2015 over the life of the project. The total amount of this operation is US$ 1.9 million and will be easily financed by the Government at the end of the project if this approach is deemed

GPE Board Recommendation	To-date Progress
	cost effective. The school feeding program is a mean for improving school attendance. A few years after the achievement of this objective, the school feeding program will be stopped. Therefore part of the 396 school canteens will be closed a few years after the end of the project and the remaining canteens will be merged with the Government canteens. In addition, the Government is preparing a new policy for school feeding that will ensure sustainability in the near future. The promotion of access to school, particularly for girls, is a real concern of the Government. That is why the Government transfers each year about US$ 12.4 million to primary schools to compensate free tuition for all students and US$ 2 million to lower secondary schools for the free girl's tuition program. In spite of this important measure, there is not yet a significant improvement in girls' access to school in the deprived districts. The government is very interested in other innovative approaches to boost girls' access to school. Therefore, if the girls' package in the current GPE project has a positive impact on access, the Government will take over these expenditures in the medium-term since the cost is only about US$ 1.3 million each year.
4. Concern about the equity dimension of sub-component 2.2, where the amounts given are on a per-school rather than per-student basis	The calculation of the amount is done per student in the program action plan detailed costs which was part of the GPE package. As the purchasing of the girls' package will be done at the school level following the community procurement procedures, the number of girls will be used to calculate the amount of the grant for each school. Therefore, the first grant to be provided for the school year 2014-15 will be done following the methodology described above.
5. The expectation is that, building on Benin's current capacity, a more aligned modality will be possible in the future	The weak capacity of technical staff is mentioned as a risk of the project and mitigation measures were envisioned. Therefore, the project includes capacity building. It is expected that the sound implementation of this program will enable a more aligned modality in the future. Progress will be reviewed in 2015.
6. Concern about the monitoring of the program in poor areas	The Grant Agreement was signed in March 2014. The monitoring of the program in the poor areas is under the responsibility of the district education officers. The monitoring and evaluation specialist in close collaboration with the directorate in charge of planning will develop monitoring tools to follow-up the program. In addition random verification will be carried out by central departments to ensure a sound delivery of the operations.
7. The results framework should better reflect the program and should be updated to include indicators on the improvement of quality	The following indicator has been added to the PDO indicators in the final version of the PAD to reflect improvement of quality "Percentage of teachers rated satisfactory each year by the Institut National pour la Formation et la Recherche en Education (INFRE), and an external agency survey of classroom observations in the deprived districts". The baseline of this indicator will be defined by November 2014, before the outset of the training activities.
8. Encourage the Local Education Group (LEG) to look for other sources of funding to finance mother tongue instruction and also the literacy activities that were supported under the previous GPE grant.	There is a commitment of the AUF (French-speaking countries' University Agency) and OIF (French-speaking countries' International Organization) to co-finance a program on bilingual education in the first two grades of primary education. Euro 350,610 has been committed to this.

GPE Board Recommendation	To-date Progress
	The GPE fund is pooled with other donors' resources in a program denominated GPE-FCB (Fonds Commun Budgétaire-Common Fund Budget). Donors of FCB have agreed to finance literacy activities.
Cambodia	
1. The level of education spending is comparably low compared to other countries in the region, which is a grave concern. Moreover, the government will need to support the payment of teachers at the large number of schools which will be built with the support of the GPE.	Education budget was increased by 20% from the previous year. Actual spending also has been improved to over 90% of budgets.
2. The GPE project should be based on an education sector plan approved by the government. The possibility that the ESP may be changed before government approval would make the GPE program less relevant, which is of concern.	The GPE project is relevant to the recently approved ESP 2014-2015.
3. There is a concern about lack of alignment to the other work supporting education in the country. It is noted that the European Commission is providing its support using budget support.	Due to the insufficient fiduciary capacity, LEG has decided to implement the project through program funding as it is the most common aid modality in Cambodia today.
4. It is important that the learning assessments are accommodated to the local context and used to improve learning outcomes.	National Assessment system has been fully mainstreamed by MoEYS.
Cameroon	
1. The low share of the government going to basic education is noted. The LEG should develop a strategy for monitoring this and report accordingly to the Secretariat.	The government is cognizant of the issue. It is committed to increasing overall budget for education during the period 2014 – 2020. This will be tracked through project supervision.
2. It is noted that the amounts of the grant funds directed to paying for contract teacher salaries is high. Any future proposal to GPE should consider increasing the focus on girls and quality, given the challenges in the country.	The current project signals the final phase of grant funds to contract teacher salaries. This phase will convert "parent teachers" to contract teacher status and will also ensure hiring of new graduates. Government is committed to taking over the salary payments progressively over the course of project implementation. This will also be tracked through project supervision. Concurrently, the Government is committed to improving the quality of education and to improving gender equity. This would also be tracked through project supervision. Development Partners will play a role in support of the supervision efforts.
3. The government of Cameroon is commended for its commitment to pay for teacher salaries after the grant expires.	Government is committed to gradually absorb the salary payments for newly recruited contract teachers over the course of project implementation. By the end of the project implementation period, it is anticipated that Government budget would fully absorb the salary payments for 9,000 additional contract teachers converted and recruited during project implementation.
4. There should be synergies developed between national and regional learning assessments.	The project design allows for the development of synergies. It is anticipated that region-specific learning results based on EGRA and EGMA would be available and systematically tracked.
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.

GPE Board Recommendation	To-date Progress
	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 (DAF) of the Ministry through training of fiduciary staff that are 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 the first recommendation, 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 the establishment of: (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. Seven small lower-secondary schools are currently being built, and (ii) incentive schemes to promote girls' education (information and sensitization campaigns and special ceremonies for graduating girls). Several sensitization campaigns have been launched and special ceremonies for graduating girls will be organized during this academic year. 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. The DAF is fully involved in the project implementation and the accounting software has been set up within the DAF. d) Primary school curricula were revised and are under piloting. Full roll-out is scheduled for the next school year. Primary school curricula are being implemented and training sessions for teachers concerning their use have begun.
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 tongue language of instruction is appropriately considered.	The interim sector plan has specifically put an emphasis on the knowledge in reading, writing and mathematics in the national languages. DRC is a member of the ELAN-Africa initiative (*Ecoleset langues nationales*) and has developed a number of pedagogical tools in three national languages.

GPE Board Recommendation	To-date Progress
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.	There is a Sector Leader who is a specialist in human development since July 2013 based in Kinshasa. In addition, the SE has hired a dedicated staff on the ground to provide on-site technical and implementation support as well as oversight of the program.
Djibouti	
1. The low proportion of the government budget share on education is noted. This situation should be monitored by the LEG and reported to the Secretariat.	National 2013 executed budget is not yet published –will update when information becomes available
2. The lack of civil society participation in the Local Education Group is a concern and should be remedied. The situation should be monitored and reported to the Secretariat.	The Ministry of Education has accepted the participation of civil society. Representatives of parents are expected to be present for future LEG meetings. The coordinating agency met the representative of the National Civil Commission for Education and discuss with the authorities to involve them in the LEG.
3. The results of the UNICEF/UNESCO Institute for Statistics (UIS) study on out-of- school children should be considered carefully by the Local Education Group and incorporated into to the design of the program as relevant.	The draft of the study report is ready and UNICEF is waiting for a working meeting with the Minister of Education to present the results. Some conclusions have already been taken into consideration like some suggestions for children with disabilities.
Ethiopia	
1. The difficult working conditions of civil society organizations, and their non-participation in the Technical Working Group (which acts as the LEG) is of concern. There is also a serious concern about the situation and rights of the teachers unions. Progress on a more inclusive LEG should be monitored and reported to the Secretariat.	The LEG has not yet responded on this recommendation.
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 Project Implementation Manual and have been used to prepare the first annual GPEG status report received by the Bank February 24, 2014. This report provides a comprehensive review of implementation progress, progress towards the results indicators and also raises issues and challenges faced by the Government during the first year of implementation. 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 are being 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 also provide detailed school-level data (enrollment numbers, attendance, pupil performance, School Educational Assessment Test Results, School Management, etc.). The firms are just being contracted to support the Impact Assessment of Untrained Teacher Diploma in Basic Education; and (ii) the Impact Evaluation (IE) on School and District Grants. The delay is unfortunate, but both are expected to provide significant support to monitoring and

GPE Board Recommendation	To-date Progress
	evaluation of the GPEG.
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 GPE grant through ongoing training and orientations. The Financial Controller at the Ghana Education Service also provides in-field Technical Assistance (TA) on an as needed basis. This continuous training is financed under the project and has been critical for ensuring the significant district disbursements. It should be noted that the Financial Management review/assessment conducted in December 2013 rated the FM under the project as Highly Satisfactory. However, the Bank team will be conducting a decentralized FM review this spring to strengthen systems at local levels in order to better account for the actual expenditures by each school.
Kyrgyz Republic	
1. The sustainability of the program is of concern due to the increased enrolment in early childhood education programs, especially given demographic trends, and should be closely monitored by the LEG.	The grant finances a universal one-year school preparation for the cohort of 5-6 years old and an alternative affordable pre-school - CBKs for the 3-5 cohort. The GPE finances only the investment cost while the government finances teacher salaries and operating costs. The sustainability of both policy and financing of the project is embedded in the legislation that the government had adopted and the budget allocation provided. Sustainability beyond the project is a matter being discussed by the LEG with the government through regular dialogue on budget priorities as the country is resource tight and dependent on development aid to finance all competing priorities of which Early Childhood Education is one of them.
Madagascar	
1. Recognizing that it may be necessary in the current political context, which it is hoped will improve following the election, gravely concerned that the grant is paying recurrent costs such as teachers' salaries and school grants	Analytical work on basic education and the Interim Education Sector Plan have stressed the urgent need to decrease the burden of education costs on families in order to redress enrolment rates and improve retention. The payment of community teachers' salaries and contributions to school grants are identified as priority measures in the sector plan and represent a critical component of the GPE grant for ensuring the basic functioning and continuity of the education system in a context of severe budget constraints. The effective contribution of four months of teacher subsidies to be financed under the GPE grant is also subject to the budgeting of subsidies for the remaining eight months under the Government's budget on an annual basis (dated covenant in the Financing Agreement). The Government hopes to assume full responsibility for the payment of all community teachers' subsidies again as soon as the context will allow so. More sustainable options will be considered during the formulation of the new Education Sector Plan including in the context of the national teachers policy.
2. Emphasize the importance of Component 3 (Strengthening the foundation of the primary education system by rebuilding planning and monitoring capacity at central and decentralized levels and improving community participation and social accountability) for the future of the education system in Madagascar and it should be closely monitored by the LEG.	Component 3 is derived from a strategic priority axis of the sector plan which precisely seeks to improve governance and strengthen institutional capacity in that respect. The LEG has reiterated the importance of this component when endorsing the interim sector plan. Progress will be closely monitored by the LEG as part of the monitoring of the interim sector plan implementation including in the context of joint sector reviews.
3. The education sector plan being developed should include plans to address: • a sustainable method for meeting recurrent costs	Those points will be addressed in the new Education Sector Plan.

GPE Board Recommendation	To-date Progress
• a plan to address high drop-out and repetition rates, large number of out-of-school children, and addressing vulnerable groups, including children with disabilities • policies on language of instruction	
4. Results framework should be revised to include outcome indicators and not only output indicators, especially related to the teacher training component; the revised result framework should be shared with the Secretariat	The results framework was revised under the lead of the Ministry of Education to include outcome indicators, especially related to the teacher training component. The revised results framework was shared with, and endorsed by the LEG in August 2013 and includes the following indicators: (i) Percentage of teachers using new teaching methods; (ii) Change in learning achievements (this will be calculated based on the performance of pupils with trained teachers versus pupils whose teachers have not been trained)
5. Civil society participation in the LEG should be broadened to ensure that it is more inclusive	While the LEG currently includes representation from civil society organizations and private service providers, representation and participation from civil society remains weak and new modalities / additional measures will be considered in the near future, including in the context of a redynamization plan for the LEG.
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 close 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. As of March 2014, activities to be implemented in the North include school canteens, setting-up school committees, teachers training, and remedial classes for students, as well as small school rehabilitation and equipment of students' benches. Teachers training activities have been launched in Gao and Timbuktu where 250 teachers received five days of training. A recent World Bank trip to Gao has identified local NGOs already active which will support implementation of school committees, school canteens and small rehabilitation of classrooms. The process for contracting locally with small businesses to provide for students benches has started and will be completed before end of April. Kidal being on the edge of the conflict with less donors returning, support will be provided when possible. Given the difficult context and the limited accessibility of the administration to reach-out to these regions, discussions are ongoing with the Government to allow the posting of a Bank consultant in Gao to coordinate with local implementers and monitor activities. The consultant will be there for a week per month for the next 6 months to allow rapid impact of planned activities and the preparation of the next school year. The consultant will be paid through the GPE supervision allocation which would need to be increased.

GPE Board Recommendation	To-date Progress
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 the human development sectors to be conducted in two phases. 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 term. More precisely, the main objective of this task 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.	In preparation of the next supervision mission, the Bank team visited Gao to assess the context and seek ways of implementing activities. The upcoming joint supervision planned for mid-April will be an opportunity to review progress and recommend ways forward.
Mauritania	
1. Civil society is an integral part of the Global Partnership's architecture, in particular in the Local Education Group; there is a serious concern that civil society organizations have not been included in the development of the application and the Global Partnership would urge that civil society membership in the LEG be rectified before the start of the implementation of the grant	The recommendation was taken. Civil Society Organizations are being increasingly involved in the policy dialogue. An illustration of that is their participation in the Annual Education Sector Review, which took place in February 2014. Also CSO participated in the launching workshop of GPE in Nouakchott on April 2, 2014.
2. Encourage the use of evidence-based activities to improve girls' education in the program	The recommendation is taken. However, the Project is not yet effective.
3. Encourage the use of the contingency amount of US$ 400,000 for activities focused on improving quality	The recommendation is taken. The Project is not yet effective.
4. Although a project modality has been chosen, it is important that partners engage in policy dialogue	Policy dialogue between the Government and Development Partners around education has been strong. Partners stay committed to support implementation of the Education Sector Plan (2011-2020) and monthly meetings between the government and Development Partners are held to discuss issues and agree on actions.
Niger	
1. The LEG should re-consider the proportion of construction of 6-classroom schools versus 1-2 classroom schools, given the percentage of the population living in sparsely-populated rural areas.	Following the advice of the FAC, it has been agreed to build 150 Ecoles Rurales Alternatives in sparsely populated areas of Niger. These are multi-grade schools which typically have a single classroom. The strategy is to delegate the construction of these classrooms to NGOs. Sites have not been identified yet.
2. There is a concern over the limited emphasis on girls' education in the proposal. The LEG is encouraged to use the contingency amount to supplement activities addressing the low attendance of girls in secondary school due to reasons	This Project has a very strong focus on girls' education and the PAD has been further revised to better explain the many pathways through which the project will contribute to reducing the disadvantages to girls in the education system. Other partners are

GPE Board Recommendation	To-date Progress
such as early pregnancy and early and forced marriage.	also working to support girls' education in Niger, including USAID and GDC. The results framework includes indicators on gender parity at both primary and lower secondary levels, which will ensure that both participating ministries of education report regularly on this.
Saõ Tomé and Principe	
1. There is concern about the use of a program implementation unit, especially given the positive experience with working with the government in implementing the previous GPE grant.	The recommendation is taken. The Project is not yet effective.
2. The inclusion of civil society organizations and teachers' union in the LEG is encouraged.	The recommendation is taken. The Project is not yet effective.
Senegal	
1. Program is ambitious and therefore needs to be closely monitored in particular with regards to the block grants to schools, the performance-based contracts for schools and the improved alignment of Koranic schools into the national education system	All public primary schools have already prepared and negotiated their Quality Improvement Contract with the District Education Authority. Each school has a School Management Committee. Additional training is being provided with JICA Technical Assistance. We expect to transfer to the Regional accounts the resources for the block grants to school by the end of May 2014 when Disbursement Linked Indicators are met. As July is the end of school year, the grants will be transferred to schools in September and used for the school year starting in October. More than 1600 Koranic schools applied to participate in the program and volunteered to use the modernized program. 100 schools were selected in a transparent manner.
2. Expected and encourage that further progress is made on de-centralization of the education system	This is moving very well in many aspects.
Sierra Leone	
1. The focus on teachers in the program, including the teacher services commission, is welcome. The LEG is encouraged to ensure it's financing by the government beyond the grant term.	Proposal noted that it is not likely the Government will be able to fund the interventions immediately after program closing in 2017 but that external funding will be needed. The European Union will provide support to the sector in the coming years. This could be an area they may cover.
2. There is a concern about low proportion of female teachers. Efforts should be made to increase the proportion.	The Teacher Service Commission will take this on as one of their mandates once they are established and managing the teaching workforce. For the time being, it is not feasible to advise the Government to add teachers until the teacher payroll issues are resolved.
3. Increased donor collaboration on the ground is needed and would need to be sustained and further developed in particular in the area of monitoring and evaluation.	The multi-donor trust fund, which is co-financing the program funded by GPE, will support the enhancement of the Monitoring and Evaluation unit as well as support the establishment of a donor program coordination unit.
4. The Supervising Entity is encouraged to use the contingency fee in the budget to conduct a study on how to monitor informal school fees paid in the sector.	We have already responded to GPE for clarification on this. This should be a recommendation to the Government, not supervising entity as allocation of contingency is their decision. It is not likely this study can be carried out under the project but we will review with Government at mid-term.
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.	School sites have been selected through an open and transparent process as agreed upon in the Project Operations Manual, using Rapid EMIS Data and with further verification with on-site visits. The contracts with construction contractors have been finalized for 144 classrooms. The details of the selection will be discussed at the next Joint Sector Review meeting.

GPE Board Recommendation	To-date Progress
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 process of development of the education sector plan is ongoing with the support of the International Institute for Educational Planning (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 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.
Tajikistan	
1. There is anecdotal information about informal payments for education being demanded from parents; this issue should be monitored by the LEG	Within Education Sector Development Plan (ESDP) Grant UNICEF has hired TA to study the matter and advise the LEG accordingly. A draft report is being reviewed by UNICEF and expected to be shared with the LEG by early May 2014.
The Gambia	
1. The program has many components and is complex. It would have been preferable to choose a more aligned modality than a project mode. Every effort should be made to build capacity and encourage the LEG to opt for a more aligned modality for a future grant.	The results based component is using full Government procedures and lays the groundwork for a more aligned modality in the next phase.
2. It is hoped that the projected increase in government funding for education will occur.	Government contribution to the sector has increased incrementally on an annual basis.
Uganda	
1. Receipt of a letter addressed to the Board of Directors from the Government of Uganda confirming its commitment to increase its domestic budget and actual spending for education over the next three years.	In the letter to the Chef Executive Officer of the Global Partnership dated on December 16, 2013, the Ministry of Finance, Planning, and Economic Development had confirmed its commitment to increase its domestic budget and actual spending for education in both value and percentage terms over the next three years.
2. The government of Uganda is strongly encouraged to increase the percentage of its budget dedicated to education. The LEG should provide the Secretariat with information on progress on this issue as national budgets are agreed.	The LEG has committed to report the government financing to the secretariat through its coordination agency UNICEF as often as needed.
3. An indicator on numeracy and literacy by grade 3 should be included in results framework and communicated to the Secretariat once this has occurred, preferably before implementation begins.	The indicator was included in the higher order objective (result framework table in Annex 1). The project will measure and contribute to improvement in numeracy and literacy by grade 3 but given the short duration of the project, it was not within the Project Development Objective or intermediate results.
4. There is a concern about limited focus on gender and lack of focus on addressing some of drivers of the out of school populations relating to demand.	Regarding focusing on gender, there are few gender differences in primary education in Uganda. The national gender differences are arising in the transition and persistency in secondary education. One of the reasons mentioned for older girls dropping out of primary education is poor sanitary conditions, which the project has a clear focus on remedying through the school construction. Further, gender sensitive school leadership has been highlighted as a secondary factor. This is being addressed in the school leadership training program. These activities are enhanced and clearly presented in the revised Project document. Regarding demand-side of out of school population, studies indicate that low demand for school is not a big issue in Uganda as parents supports their kids to attend schools and first grade

GPE Board Recommendation	To-date Progress
	enrollment was nearly universal. The trouble is the high dropout rate that can be primarily attributed to low quality learning and poor supervision in addition to other family reasons. Another project in Uganda is experimenting with conditional cash transfer programs seeking to identify and transfer funding to raise demand for schooling in the households where there is low demand. Hence, given that one project cannot effectively solve all sector problems, and this GPE project needs to be selective and prioritize the most high impact activities, the project focuses on raising quality of supply and thereby learning and retention.
5. Special attention should be paid to teacher's working conditions in order to avoid future instability in the education sector.	Causes of instability in the education sector are complex in Uganda and need to be understood. Certain system level factors that could potentially cause instability in the education sector, such as uncertainty of the year-to-year budget allocation, teacher remuneration, and changes in governance and incentive structure of the education system, are beyond the scope of the project. However, the project will help mitigate the issue through improving the teacher payroll system to get teachers paid on time, upgrading school infrastructure to provide a better learning environment, establishing a functional Scheme of Service to improve teachers' motivation, and providing teacher training to enhance their ability to deliver quality education.
6. The Supervising Entity should report back to the Board on the measures being taken to address the fiduciary risk for the grant during implementation	Several measurements will be used to address fiduciary risk during implementations: Financial management. There will be continuous audit and financial management support during the project implementation at the country level. World Bank financial management specialists and consultants will visit the Ministry and districts to monitor financial management and review financial management reports on a regular basis. An additional full time financial management specialist funded by this project will be hired within the Ministry. Further, the government will be rewarded for timely submission of quarterly financial management reports. On an annual basis, the statements and use of funds will be audited. Procurement: A World Bank procurement specialist will advise and support the project from Kampala. The Bank team will review and provide non-objection to procurement documents and guidelines for all procurement to be undertaken under the project with particular focus on the large procurement contracts for instructional material, school construction, and technical assistance under component 3. An additional full time procurement specialist funded by this project will be hired within the Ministry to support the project. Third party monitoring of results and delivery: Independent consulting firms will be contracted to verify that the MOES and system reported results are correct for all results leading to payments, including training of teachers, scaled-up inspections, training of school management committees, training of HR officers at the district level, textbook delivery and school construction quality.
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.

GPE Board Recommendation	To-date Progress
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.	An impact evaluation (IE) study has been initiated, the findings of which will be used as an input by the Government of Vietnam in its plans to scale up. Support for the IE, including capacity building, from Dubai Cares is gratefully acknowledged.
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.

Table 5 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. Seven Implementation Completion and Results Reports (ICRs) for Burkina Faso, Djibouti, Gambia, Guyana, Kyrgyz Republic, Tajikistan and Yemen were prepared and approved in the period between the release of the 2012 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. In a challenging country context the project in Burkina Faso, as a Development Policy Operation of three grants, paved the way for sustained reforms in the education sector with respect to access, equity and quality of education. The primary GER increased form 72.4% in 2007 to 81% in 2011. A significant reduction in primary level repetition from 13.2% to 8.1% has resulted in greater cost-efficiency and savings for the sector. The promotion of community participation, along building their capacity, led to an increase in decentralization to the local communities, specifically in construction of new schools and management oversight. This is a remarkable achievement in the country known for historic resistance to decentralization. A national student assessment system was created at primary and secondary levels, featuring major gains in transparency and accountability in monitoring student performance and undertaking corrective measures. Sparsely populated rural areas benefitted significantly from deployment of teachers and supervisors trained in multi-grade teaching and management.
2. The project in Djibouti was aligned with the government's overall education program and showed very positive results, although the Project Development Objectives were not fully achieved. Improvements in equitable access in rural areas were notable (e.g. school feeding has incentivized increased enrollment from nomadic families; offering well-functioning facilities in schools has resulted in more girls as well as students with disabilities attending the schools, etc.) The Project has helped in strengthening the institutional capacity of the government in management and oversight of the education systems.
3. The Project in Gambia, featuring a dual focus on issues of equitable access and quality, was important in paving the way for long-term gains in delivery of education services. This operation introduced innovative and evidence-based measures to address key constraints to improving access, equity, quality of teaching and learning and overall management of the sector. To name a few of them, there were efforts to increase the share of qualified teachers in sector by introducing reforms on incentive structures for teachers and increase access of children to schools by providing donkey carts to facilitate their transportation to and from school. As a result of project interventions aimed at improving equity in disadvantaged areas and improving school attendance by girls, the enrolment has increased significantly in the poorest and most disadvantaged regions, and notably, a faster rate of girls' enrolment than that of boys was evidenced.

4. The Project in Guyana generated both short- and long-term impact on poverty reduction (e.g. the school feeding program has not only improved the nutritious status of students but also reduced the costs for households in poor and disadvantaged areas). Equally boys and girls benefitted from the Project as evidenced by the gender parity index of 1:1 in the course of the project lifetime. As the majority of primary school teachers are women, they also benefitted significantly through improvement of service conditions and quality of services for primary teachers. By promoting community participation, the Project empowered parents and communities and strengthened their ownership of the basic services delivery. It also supported the indigenous Amerindian communities, including rural poor, and fostered social cohesion. Overall the Project strengthened the governance and accountability of the education system at all levels, including school level.
5. The Project in Kyrgyz Republic resulted in significant institutional development impact. Mentorship activities in pre-primary education will ensure the sustainability of the project initiatives for improvement of the professional skills of the rayon/city methodologists with an ultimate objective of maintaining the quality of preparation of children to school. The project was instrumental in creating a huge demand from communities in expanding pre-school programs.
6. The Project in Tajikistan has achieved evident results by exceeding many targets set by the PDO and intermediate indicators. Furthermore these targets were achieved in a most efficient way, utilizing the cost savings for expanding outputs. To that effect the Project has promoted greater efficiency in use of resources. The Project also features a strong institutional impact through the design of the technical assistance activities aiming not only to fill out identified gaps in institutional capacity, but also transfer knowledge and best practices in building capacity of the education sector institutions.
7. One of the most notable achievements of the Project in Yemen is institutionalization of the successful Rural Female Teacher Contracting scheme under which the new female teachers, recruited, trained and accredited with support of the project funding, are contracted as civil servants and deployed in the rural schools. As a result more girls attend and are being retained in schools with more gender-friendly and safer environment for girls. The success of this program led to Government's commitment to secure funding to continue its implementation. Overall the Project features a positive impact on gender and social development dimensions, in particular the project: (i) targeted underserved governorates; (ii) increased enrollment; (iii) increased number of girls attending schools; and (iv) increased the number of female teachers, thereby providing gender-based economic opportunities for women in the targeted regions.

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

Table 5. Achievement of Objectives and Outcomes by Completed Projects

	Burkina Faso*******			Djibouti			Gambia			Guyana			Kyrgyz Republic			Tajikistan			Yemen		
Overall Outcome Rating*	***MU***			***MS***			***MS***			***MS***			***S***			***S***			***S***		
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**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**
Access																					
Gross enrollment rate in pre-primary education							26%	42%	36.50%												
Gross enrollment rate at lower basic education							79%	94%	97%												
Gross enrollment rate at upper basic education							66%	67%	72%												
Gross admission rate in primary education				56.7%	69.5%	76.6%															
Gross enrollment rate in primary education	72.4%	82.4%	81.3%	51.5%	65.7%	78.5%															
Intake rate in pre-primary							39.4%	45%	69.47%												
Intake rate at lower basic level							102%	111%	117%												
Intake rate at upper basic level							61%	67%	71%												
Net enrolment rate at lower basic education							75%	85%	73.4%												
Net enrolment rate at upper basic education							38%	48%	39.1%												
Number of students enrolled in primary schools*********				5,143	6,845	6,927													Girls: 437,450 Boys: 616,874	Girls: 508,000 Boys: 699,679	Girls: 539,602 Boys: 711,971
Number of classrooms built and/or rehabilitated				0	13	24***	0	484	540							0	200	261	0	523	518
Number of classrooms equipped with new school furniture																0	1,100	2,840			

	Burkina Faso*******			Djibouti			Gambia			Guyana			Kyrgyz Republic			Tajikistan			Yemen		
Overall Outcome Rating*	*MU*			*MS*			*MS*			*MS*			*S*			*S*			*S*		
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**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**
Number of students benefitted from school infrastructure upgrade																0	13,000	14,720			
Number of students benefitted from school furniture																0	50,000	106,600			
Equity																-	-	-	-	-	-
Gender parity index				0.81	0.89	0.86	1.03	1.03	1.02												
Completion rate of female students in primary education										91.6%	100%	104.4%									
Female beneficiaries							0%	50.5%	50.5%												
Learning																-	-	-	-	-	-
Total qualified teachers							70%	80%	92.6%												
New qualified teachers																			0	491	476
New primary teachers													0	3,200	3,253						
New methodologists/mentors in pre-primary/primary education													0	57	68						
Completion rate in primary/pre-primary education	41.7%	56.3%	59.5%	39%	62%	67.60%				85.5%	100%	103.8%****									
Completion rate at lower basic education							66%	74%	76%												
Completion rate at upper basic education							66%	67%	68%												
Number of students completed pre-primary education													0	55,000	55,267						
Retention rate				N/A	90%	90%**															
Repetition rate in primary education	10.6%	10.0%	8.2%																		

	Burkina Faso*******			Djibouti			Gambia			Guyana			Kyrgyz Republic			Tajikistan			Yemen		
Overall Outcome Rating*	*MU*			*MS*			*MS*			*MS*			*S*			*S*			*S*		
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**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**
Repetition rate in lower secondary education******	25.7%	16.5%	21.47%																		
Student-teacher ratio	54.8/1	52.6/1	51.1/1				LBS: 39/1 UBS: 22/1	LBS: 29/1 UBS: 28/1	LBS: 27/1 UBS: 29/3	80/1	N/A	55/1									
Textbook-student ratio				1/4	1/1	3/1	LBS: 1/1 UBS: 3/1	LBS: 1/1 UBS: 1/1	LBS: 1/1 UBS: 1/1												
Instruction hours in classroom (hours/year)********	540	800	724																		
Teachers applying new classroom teaching techniques after training										N/A	N/A	64%									
Teachers observing better students' performance in classroom										N/A	N/A	91%									
Students scoring >=50% on National Grade 6 assessment*****										Engl.:20% Math:29%	Engl.:70% Math:70%	Engl.:35% Math:40%									
Average correct words per minute in EGRA in Grades 2 & 3							G2: 3.98 G3: 9.28		G2: 12.4 G3: 21.4												

	Burkina Faso*******			Djibouti			Gambia			Guyana			Kyrgyz Republic			Tajikistan			Yemen		
Overall Outcome Rating*	***MU***			***MS***			***MS***			***MS***			***S***			***S***			***S***		
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**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**
Mean score Grade 3 level English & Math							E: 37.7 M: 36.5	E: 41.5 M: 40	E: 45.57 M: 47.20												
Schools received learning materials													0	2,133	2,451	0	700	1,000			
Number of students benefitted from learning materials																0	180,000	298,000			
Schools received school kits				0	6,845	6,927															
Scholl kits provided to schools																			0	756,072	852,871
Teacher Effectiveness																-	-	-	-	-	-
Number of teachers benefitting from in-service training										31.5 %	100 %	46.9 %*****							0	491	476
Number of teachers benefitting from in-class mentoring support																0	1,000	1,100			
Classes visited by Inspectors and Educational Advisers**********																			No	Yes	Yes
Financing																-	-	-	-	-	-
Public spending on total education							14%	20 %	20.07 %												
National Systems & Management Capacity Building																-	-	-	-	-	-
Parents engaged in decision-making process in schools										23%	N/A	80%									
Parents perceiving strong community and school linkages										8%	N/A	75%									

	Burkina Faso*******			Djibouti			Gambia			Guyana			Kyrgyz Republic			Tajikistan			Yemen		
Overall Outcome Rating*	***MU***			***MS***			***MS***			***MS***			***S***			***S***			***S***		
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**	**Baseline value**	**Target**	**End Project Result**	**Baseline value**	**Target**	**End Project Result**
Number of school directors trained																0	90 %	FM: 97.1 % PL: 99.7 %			
Number of methodologists trained																0	90 %	90.10%			
System for learning assessment in primary education							Yes	Yes	Yes												
Performance management system							job profiles completed	in use	in use												
Operational EMIS													no	operational	operational						
Schools with approved school development plans							0	100%	100 %												
Number of central government staff trained																0	90 %	100 %			

* Overall Project Outcomes Ratings -- Satisfactory (S), Moderately Satisfactory (MS), Moderately Unsatisfactory (MU), Unsatisfactory (U)

**Retention rate of rural students admitted to Grade 6

***Target values: 6 schools (construction) & 11 schools (rehabilitation). Actual value: 9 schools (construction) & 15 schools (rehabilitation)

****Primary completion rate nationwide

*****Target overly ambitious & unlikely to be achieved by 2015 due to external factors beyond project's control

******Target was not achieved mainly given teachers' resistance to this reform.

*******Some end of project result for Burkina Faso as of 2012/2013, after project closing.

********Target was only partially achieved due to social unrest in 2011.

*********Number of girls & boys enrolled in G1-6 in 7 project governorates in Yemen

**********Three inspection visits per year in 2000 schools in 7 project governorates in Yemen

Benin (P129600)

Coordinating Agency: UNICEF
Members of the Local Donor Group: DANIDA, AFD, KFW, the Netherlands, GIZ, UNESCO, BID, OIF/AUF, Saudi Fund, World Bank

Current Sector Plan Period: Phase 3 2013-2015

GPE Board Approval date: May 22, 2013
WB approval date: March 21, 2014
Closing Date: June 30, 2016

Current Summary Ratings

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

Project Development Objectives (PDO)
The PDO is to improve: (i) access and equity, and (ii) quality of classroom instruction at the basic education level, with particular emphasis on deprived districts in the recipient's territory.

Implementation Status Overview

The project was approved on March 21, 2014 and the Grant Agreement was signed on the same date. The project is not yet effective.

Cambodia (P144715)

Coordinating Agency: UNESCO
Members of the Local Donor Group: ADB, EU, French Embassy, JICA, NGO Education Partnership, SIDA, UNICEF, UNESCO, USAID, WFP, and WB.

Current Sector Plan Period: 2014-2018

GPE Board Approval date: November 18, 2013
WB approval date: NA
Closing Date: NA

Current Summary Ratings

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

Project Development Objectives (PDO)
The objectives of the Project are to assist the Recipient to: (i) expand access to early childhood education (ECE) for 3-5 year olds, and (ii) contribute to improved access to and quality of basic education, particularly for those from disadvantaged backgrounds.

Implementation Status Overview
The Project negotiations were completed in February 2014. The project implementation will start after approval by the World Bank management.

Cameroon (P133338)

Coordinating Agency: UNESCO and UNICEF.
Members of the Local Donor Group: Ministries of Education (MINEDUB/DPPC; MINESEC/SSE, MINESUA/SSE, MINESEC, MINEFOP, MINESUP, MINEJEUN), PAEQUE (Projet PME) Secretariat, Agence Française de Développement (AFD), Banque Africain de Développement (BAD), Banque Islamique de Développement, JICA, ILO, EU, FAO, GIZ, ONUFEMMES, PNUD, UNESCO, UNICEF, UNFPA, UNHCR, WFP, CARE International, Catholic Relief Services, Counterpart, International Relief and Development, World Vision, Knowledge for Children Cameroon, Peace Corps, PLAN Cameroon, SCAC, SIL, VSO, AGEBETSI, CREPA, FAWECAM, RECAMEF.

Current Sector Plan Period: 2013-2020

GPE Board Approval date: November 18, 2013
WB approval date: February 26, 2014
Closing Date: September 30, 2018

Current Summary Ratings
Progress towards achievement of PDO
Overall Implementation Progress (IP)

Project Development Objectives (PDO)
The objective of the project is to improve the equity and quality of primary education service delivery in the Recipient's territory with an emphasis on disadvantaged areas.

Implementation Status Overview
The Project has been signed followed by declaration of effectiveness on April 15, 2014.

Central African Republic (P112321)

Coordinating Agency: UNICEF
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
Closing Date: March 31, 2015

Current Summary Ratings

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

Project Development Objectives (PDO)
The 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 GPE of US$ 37.8 million, the Education Sector Development Project (PAPSE) became effective on June 22, 2009. Due to the current state of fragility, having endured bouts of political instability, the closing date has been extended on an exceptional basis by 33 months to March 31, 2015. The PAPSE consists of three components: Access, Quality, and Management and Efficiency.

Implementation Status Overview
Until the time of the crisis that started in December 2012, project implementation performance was rated satisfactory. Project impact on the ground was highly appreciated by the Government and the perspective for the primary education sector in the country was showing a promising trend. Unfortunately, with several phases of political upheaval and the overall impact on the education sector, progress towards achieving of PDO is downgraded to moderately unsatisfactory. Reports from the technical counterparts and the media indicate that the security situation is preventing normal schooling activities. All results achieved contributing to stronger access and quality of education has shrunk.

Key Decisions Regarding Implementation
The restructuring of the project to extend the closing date was successfully completed. As a result, there is a strong drive from the Government counterparts to utilize the remaining undisbursed funds for urgently needed activities to begin re-establishing the education system. These activities include school visits and communication to ensure the resumption of school activities; the repair of schools and the refurbishing of teacher training centers that were damaged; and the functioning of the unit in charge of project execution. In addition, with the support of the Local Education Group and the Bank, the Government is actively engaging in developing a short-term transitional plan to inform of the sector needs.
Link to the Disclosable ISR: ISR CAR

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
Closing Date: September 30, 2015

Current Summary Ratings	
Progress towards achievement of PDO	Moderately Satisfactory
Overall Implementation Progress (IP)	Moderately 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
Progress has been made in several areas since the last supervision mission in May 2013. Among them, the Government has published data for 2012-2013 and data collection for the 2013/2014 academic year is underway. The Minister has made every effort to ensure timely publication of statistics.

The main indicators have continued to improve since the end of the crisis in 2011. The data shows: (i) the gross enrollment rate (GER) in 1st grade increased from 76% in 2011/2012 to 88.5% in 2012/13, (ii) GER in primary increased from 89.3% in 2011/12 to 90.9% in 2012/13; (iii) completion rates have decreased from 59.1% in 2011/12 to 58.1% in 2012/13 ; and (iv) overall repetition was 21.2% in 2010/11 and is 20.9% in 2011/12 (grades 1-6) . The repetition rate, however, is still high and is having a negative impact on the achievement rate. The calculations show that the efficiency is low and the cost of graduating from primary school is three times higher than it should be. For lower secondary: (i) GER in 1st grade increased from 41% in 2011/12 to 46.8% in 2012/13; and (ii) completion rates have also increased from 33.2% in 2011/12 to 36.5% in 2012/13.

It appears that the project has made progress toward the achievement of the PDO. However, since the team has only been able to use the data published for 2012-2013 (available in May 2013), it is not able to re-evaluate overall achievement of the PDO since the last ISR. Therefore, the team is maintaining the moderately satisfactory rating for progress towards achievement of the PDO based on the implementation rhythm, the disbursement rate and the delays in implementing the main reform related to initial teacher training.

The contracts for the construction of 200 classrooms have been signed and the work has begun and contracts for the distribution of 25,000 desks and the reprinting of a million of textbooks is in the process of being awarded.

Following the last mission the Government has taken a number of key actions, including:
(i) Undertaking the process of recruiting a consultant to support the reform of the teacher training center in term of governance and quality;

(ii) Planning a workshop to define the current approach to reducing the repetition rate which is very high (16%). Since the repetition rates from grade 1-6 are too high, the automatic promotion system within the sub-cycles (there are three sub-cycles in primary – G1-2, G3-4, and G5-6) should be established;
(iii) Restructuring the curriculum to take into account the number of hours for teaching the sciences and French;
(iv) Implementing reform of lower secondary.

The current commitment amount is 29% and the disbursement rate is 7%.

Key Decisions Regarding Implementation
The Project was approved on April 4, 2012 and the grant agreement was signed on July 16, 2012. The project became effective on October 16, 2012 and is currently under implementation. The contracts for school construction, desk and books have been awarded. The Government has taken a number of key actions, including: (i) the process of recruiting consultant to support the reform of the teacher training center; (ii) planning a workshop to define the current approach to reducing the repetition rate which is very high (16%); and (iii) restructuring curriculum and implementing reforms of lower secondary.

Given the short time span for the project and the number of critical activities that need to be undertaken within the next few months, the Bank's team has been working closely with the Government counterpart to ensure all activities get underway in the coming weeks. However, the team has raised its concerns with the Government that the repetition rate is still high and that this will continue to have a negative impact on primary achievement rates.

The Ministry was supposed to prepare and furnish to the World Bank a draft policy governing its school feeding program for review and comments by January 2013. However, despite Bank requests, the Ministry has not prepared it. The team has requested the Terms of Reference (TOR) from the Government. Since this has not yet been completed (as well as an assessment of the daily involvement of parents and traceability of funds collected), the project cannot fund canteens at this time.

Link to the Disclosable ISR: ISR COTE d'IVOIRE

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	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

Project Development Objectives (PDO)
In support of the implementation of the Ministry of primary, secondary and vocational education 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.

Implementation Status Overview

The project is on a satisfactory path of implementation since its effectiveness in July 2013. Significant results have been achieved. The managing entities of the school infrastructure program were selected and have started the contracting process for the works. The procurement of the majority of the textbooks financed under the project is completed: (a) over 5 million French and Mathematics textbooks for 3rd and 4th grades of primary have arrived at the provincial levels and are under the distribution process towards the sub-provincial levels for subsequent distribution to the schools; and (b) the signing of the contracts for French, Mathematics and Sciences textbooks for 5th and 6th grades is underway. Training related to approaches on teaching experience exchange and networking has started with the inspection levels. In addition, actions to organize, prepare and strengthen the education administrative offices prior to the disbursement of funds for their operations were realized; this will enable the first allocation of funds during March 2014.

It is worthy to report the following two events: (i) February 10, 2014: the setting of the first stone for the construction of Primary school Kanzi in the educational province Gemena II, presided by the Minister of Primary, Secondary and Technical Education, GPE Chief Executive Officer and the World Bank. (ii) February 11, 2014: the textbooks distribution ceremony (French and Mathematics 3rd and 4th grades) at ITI Gombe with the participation of the authorities, the development partners, students, parents and the civil society.

As of February 24, 2014 disbursements reached US$13.2 million, representing 13% of the grant amount.

Key Decisions Regarding Implementation
Since its effectiveness in July 2013, the project has embarked on a satisfactory implementation path. The present mission has prioritized its work within two educational provinces (Gemena II (Gemena) and Kasai Occidental I (Kananga) and visited all the seven school sites selected to receive

construction/rehabilitation works, except for one due to a breakdown of a bridge. The mission has combined technical and implementation support along with extensive communication work, bringing the information directly to the provinces where project execution effectively takes place. The mission worked closely with the provincial authorities and has involved the civil society in several work and discussion sessions. In Kananga, the mission noted a strong positive work dynamics between the education authorities and the Governor of the province. The mission had the opportunity to have a working session with the Governor and made a presentation of the project to the other provincial sector ministries.

Construction management entities need to complete the process of contracting the private enterprises for the school infrastructure program by April 30, 2014.

The Government is aware of the project's three-year implementation period and has shown commitment to execute the project successfully within the time limit.

Link to the Disclosable ISR: ISR DRC

Djibouti (P145323)

Coordinating Agency: UNICEF
Members of the Local Donor Group: MENFOP, UNICEF, World Bank, JICA, French Embassy, AFD, WFP, USAID, UNESCO, FAO, WHO

Date of ESP Endorsement: January 9, 2013
Current Sector Plan Period: National Education Strategy 2010–2011, Education Action Plan 2014-2016.

GPE Board Approval date: November 18, 2013
WB approval date: April 13, 2014
Closing Date: June 30, 2017

Current Summary Ratings

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

Project Development Objectives (PDO)
The Project Development Objective is to improve the learning environment and teacher instructional practices in the first three grades of primary education.

Implementation Status Overview
The Grant Agreement was signed on April 17, 2014. The Government of Djibouti has several levels of approval and ratification of the grant by Supreme Court, Parliament and President. The project implementation will start after the grant is approved by the Government and effectiveness is declared.

Ethiopia (P129828)

Coordinating Agency: USAID
Members of the Local Donor Group: World Bank, DFID, Finland, Italy, USAID

Current Sector Plan Period: 2010/11-2014/15

GPE Board Approval date: November 18, 2013
WB approval date: November 12, 2013
Closing Date: July 7, 2018
Expected signing of GPE grant: April 30, 2014

Current Summary Ratings

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

Program Development Objectives (PDO)
The higher order objective for the eight years' program is 'Improving the quality of General Education (Grades 1-12) throughout the country'. The specific PDO for GEQIP II is 'Improving learning conditions in primary and secondary schools and strengthening of institutions at different levels of educational administration'.

Implementation Status Overview
The Project implementation will start after declaration of effectiveness following the grant agreement signing.

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
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 (GPEG) is to improve the planning, monitoring and delivery of basic education services in deprived districts of the Recipient's Territory.

Implementation Status Overview
The first year of implementation has been observed to be very successful as documented during the joint implementation support mission conducted by the LEG and World Bank in December 2013 and the annual GPEG status report received in February 2014. The GPEG has disbursed approximately US$34.2 million (45%) of the US$75.5 million grant to date. Beneficiary districts have received their district grant allocations for the year and have already prepared and had approved their 2014 Annual Programs of Work. The latest withdrawal application for US$11.5 million was made against these new Annual Programs of Work.

The following have been observed at the school and district level: (i) increases in regular visits by circuit supervisors to schools (100% of schools visited at least twice during past year); (ii) consistent delivery of In-Service training (INSET) to teachers (almost 50% of schools conducting all INSET core courses); and (iii) improvements in student and teacher attendance (validated by the review of School Report Cards).

A recent report on the Untrained Teacher Diploma in Basic Education (UTDBE) program indicates significant progress of improving the quality of the residential courses (through decongestion of the Colleges offering them), printing of the modules in time for courses and the launch of the quality assurance agency to support UTDBE. In addition, the enrollment cleaning has finally been resolved and all student teachers currently enrolled will remain if they pass the exams from the first year. Greater attention to the support for students between residential courses will be critical to ensuring their success with the program and technical assistance being provided to strengthen this area. Problems with the software for the School Report Cards has led to delays in their roll out, but to date, 95% (sample survey) of schools had an up-to-date report card. The LEG also verified in all schools visited in December that schools had the School Report Cards and had posted them for public viewing.

There has also been some delay in establishing the monitoring and evaluation activities as the contracts for the lesson observation and impact evaluation consultancies are still being processed, although close to finalization. A post-procurement review and safeguards review will be conducted prior to the next implementation support mission.

Key Decisions Regarding Implementation

The success of the joint review mission in December 2013, conducting field visits to all regions with representation from all stakeholders (Development Partners –DPs, government, CSOs), encouraged the local education group to think about how it can continue to provide integrated implementation support to the GPEG. It was agreed that the next implementation support mission be timed with the planned National Education Sector Annual Review in May/June 2014 to leverage even wider stakeholder consultations.

The first annual status report (February 2014) provides the first year of indicator data for the results framework. The results observed are impressive, with many indicators exceeding their targets. The project will seek to continue its efforts to strengthen capacity at the district and school levels to implement Annual Programs of Work and school performance improvement plans (SPIPs) in line with the aims of the GPEG Development Objective (DO). The National Education Assessment (NEA) conducted in 2013 show improvements in the deprived districts. This is promising, although difficult to attribute solely to GPEG interventions. The impact assessment and evaluation will help to systematically evaluate the impact of various project activities and so the team is advised to expedite the contracting for this consultancy.

The delay in selection and contracting of the impact evaluation consultancy and teacher training observation survey may limit the ability for government to collect meaningful end-line data with the closing date scheduled for October 31, 2015. Therefore, the team would alert management of the potential for a request to extend the project by 6 months to one year in order to capture and analyze the results from the final year of implementation. The three year GPE implementation period is a very short time period to both implement government programs and properly evaluate them, especially in a sector like education where time is essential for greater impacts in learning.

Link to the Disclosable ISR: ISR GHANA

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 to UNICEF and cancellation)
WB approval date: July 30, 2008
Closing Date: December 31, 2014

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Moderately 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
In 2012, KfW withdrew its commitment of US$27 million due to the fact that legislative elections had not been held by December 2012. This reduction had an impact on the scope of activities within each component, but did not affect the project objectives. To account for this change, a level-two restructuring was approved in December 2012 comprising a reduction in performance targets jointly with an extension of 11.5 months.

At the government request, the RVP has approved to reallocate the funds from the middle schools to activities impacting education quality, and to get one last extension of the closing date of the Project from December 31, 2013 to December 31, 2014. All parties associated with the pooled fund were strongly in favor of this restructuring and extension. With this 12-month extension, the project will have cumulatively received 54 months of extension and been under implementation for 3.3 years cumulative during a six-year period

To date, the project has disbursed 96% of total project funding since becoming effective on October 11, 2011. Project performance is currently rated Moderately Satisfactory for IP and Satisfactory for DO. Three out of four PDO objectives have already exceeded their targets. With the proposed extension, it is expected that the last PDO objective and most of the intermediate indicators will be met. It is also expected that the grant will be fully disbursed within the proposed life time of the project. The purpose of the extension is to: (i) allow the government to reallocate the funds from the construction of middle schools to quality interventions providing for quick tangible outcomes in a complex country environment; (ii) and reach the project's objectives by allowing for a more reasonable implementation period as well as opportunity for close monitoring of outcomes. It would also allow to bridge the time until the approval of the new GPE project envisaged for end of year 2014.

Key Decisions Regarding Implementation

Most of the activities are on track. The Government requested an extension of the closing date of one year to allow for a more realistic implementation schedule and additional support for schools to implement quality of teaching and learning activities as well as provision of learning materials, and in-service teacher training for lower secondary teachers.

Three of the four PDO indicators have already been met and exceeded their targets. The achievement of the fourth PDO indicator pertaining to learning assessment is less clear as this target is difficult to predict given a number of exogenous factors and since it usually takes more time to see any impact. Therefore, it is proposed to modify this learning indicator to ensure that more comparable results can be obtained as the previous learning assessments were not equated reducing the possibility to assess progress over time.

To date, out of 1,600 classrooms planned under the project, 1,176 classrooms have been completed. After the project restructuring, new objectives were set: 2,000 primary classrooms, 200 middle school classrooms, and 189 high school classrooms. The first phase of construction began in February 2011 in Boké and Boffa, followed by a second phase in February – March 2012 in the rest of the regions. Following KfW's withdrawal, the construction financed by the pooled fund was reduced to 1 722 primary classrooms and 60 middle school classrooms. As of September 30th, 2013, 73% of construction is complete. 500 classrooms remain to be constructed: certain sites are on hold due to the termination of contracts while another entrepreneur is selected, while others have recently picked up with the end of the rainy season or takeover by a new enterprise. AFD will fund a study to evaluate the various construction approaches to feed into the design of the new GPE operation.

Given some delays in the procurement process of the middle schools, the estimated costs and the actual average proposals as well as the expiration of the validity of the offers before the finalization of the simplified designs, a new bidding process would have needed to be launched. Under these conditions, and past experience, the realization of middle schools even within a prolonged period of one year would be very uncertain. On November 13, Government therefore submitted a proposal for reallocating the funding from the middle schools to other activities impacting education quality but for which government resources are not available (school block grants, learning and pedagogic material, and in-service teacher training for 1,000 middle school teachers).

The learning assessment was carried out in grade 4 in 2012, which was also one of the key PDO indicators, defined as students with a passing grade in French and Math in 4th grade. However, the current methodology does not allow for comparing progress over time since there are no common test items between the baseline and latest assessments. It was therefore decided to use the grade 2 assessment administered in May 2012 in 420 schools and with a follow up in June 2013 in the same schools. This performance indicator will therefore be adjusted to grade 2. The results of the last assessment are not yet available.

Link to the Disclosable ISR: ISR GUINEA

Haiti (P114174)

Coordinating Agency: UNESCO
Other Members of the Local Donor Group: Agence Espagnole de Coopération Internationale pour le Développement (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
Closing Date: October 31, 2015

Current Summary Ratings

Progress towards achievement of PDO	Moderately Unsatisfactory
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
Most of the project activities have been completed and two remaining activities are under progress: those related to Early Childhood Development (ECD) under Component 1 and the activities on the Curriculum Reform under Component 2.

Under Component 1 on improving access to school, 2,824 schools received compensation grants to cover teacher salaries in 2010-2011 and about 83,300 students participated in the tuition waiver program for the 2011-2012 school year. The implementations of the activities related to ECD have been delayed although a new National Policy has been developed with UNICEF's support.

Under Component 2, the project financed the school nutrition and health program for about 62,000 students (17,000 students during the 2010-2011 school year and 45,000 in 2011-2012). UNESCO has been undertaking the Curriculum Reform since September 2013. Part one of the training for the MENFP task force in charge of monitoring the curriculum reform process is completed and preparation of the thematic studies is underway.

Under Component 3, the project has financed 100 motorcycles, 13 SUVs, as well as solar panels, inverters with batteries and related accessories, laptops, and desktop computers with necessary accessories for the MENFP central offices and its ten departments. With regards to ECD, the MENFP has finalized the National Policy for ECD through a participative process.

Key Decisions Regarding Implementation
The appraisal mission for the second GPE fund for Haiti in end March 2014 agreed with the Ministry of Education on actions to ensure the disbursement of the remaining balance (about US$1.3million) by December 2014. The contract between the Government and UNESCO for the Curriculum Reform has been signed in September 2013. Nonetheless, the implementation is delayed because UNESCO is still waiting for the MENFP's decision to establish the Steering Committee for Curriculum Reform with

representatives from non-public education associations. This is a key condition for a smooth implementation and stakeholders' endorsement of the Curriculum Reform in Haiti, where non-public schools represent 80 percent of the primary education schools. Moreover in the context of Haiti with a fragile social cohesion and lack of traditional participative mechanisms, reaching a broad consensus is a long and sensitive process. These are the revised updated key milestones for the Curriculum Reform process: (i) Establishment of the Steering Committee by the end of April 2014, (ii) Completion of Consultations and main studies by the end of June 2014, (iii) Production of the Draft Curriculum Framework by early October 2014, and (iv) Production of the Final Curriculum Framework by November 2014. For the development of ECD the MENFP decided to launch the activities in ten pilot communities, using the standards developed in the new National Policy on ECD validated in December 2012. The appointment of the steering committee for the Multi-Donor Trust Fund is still facing delays although donors endorsed the Education Transition Plan (Programme d'Interventions Prioritaires en Education –PIPE) in January 2014.

Link to the Disclosable ISR: ISR HAITI

Kyrgyz Republic (132490)

Coordinating Agency: UNICEF
Other Members of the Local Donor Group: ADB, USAID, EU, SOROS FOUNDATION, GIZ, Aga Khan Foundation.

Date of ESP Endorsement: June 26, 2013
Current Sector Plan Period: 2012-2020
GPE Board Approval Date: November 18, 2013
Closing Date: June 30, 2017

Current Summary Ratings

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

Project Development Objectives (PDO)
The proposed Project's objective is to increase equitable access to pre-school education, and to establish conditions for improving its quality.

Implementation Status Overview
The grant is not yet effective. Grant negotiations were completed in late February and the Bank approval was obtained on April 2, 2014. The Grant Agreement is expected to be signed by the government by April 30, 2014, to be followed by ratification by the Parliament of Kyrgyz Republic before the grant becomes effective.

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
Closing Date: August 31, 2014

Current Summary Ratings

Progress towards achievement of PDO	Satisfactory
Overall Implementation Progress (IP)	Moderately 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 Implementation Support Mission which took place from September 2 - 10, 2013 and included both World Bank, representatives from AusAID, UNICEF, UNESCO and the World Food Program. The Mission jointly reviewed the implementation progress since the March 2013 mission, and provided recommendations that would enable the Program Development Objective (PDO) to be fully achieved by the August 30, 2014 Closing Date.

A one-year Closing Date extension was granted for both the AusAID and the GPE Grants. The current Closing Date is August 31, 2014. Given the complexity of the Program, the MoES is to be congratulated on its excellent achievements to date. Significant progress has been made over the past six months, with disbursement averaging USD 0.8 million per month. As of July 2013, the disbursements from two sources of funds stood at: EFA-FTI-CF: USD 17.2 million or 57 percent of the total Grant; and AusAID TF: AUD 13.5 million or 67 percent of the Grant. Planned spending over the next four months is estimated at USD 6.4 million (US$4.2 million for EFA-FTI-CF and US$2.2 million for AusAID TF). MoES will need to remain prudent about sustaining these expenditure levels in order for program targets to be met.

The level of commitment to the Program by the Government remains high and efforts are continued to be made to ensure a closer working relationship to speed up Program implementation. The Education Sector Development Framework Coordination Unit (ECU) has been effective in providing general Program oversight. The Mission is also pleased to note the significant improvement in the quality of the Progress Report. The report is well organized, documenting achievements, challenges, lessons learned and future planned activities for each sub-component.

With the Community Based Contracting (CBC) activities covering 56 remote target districts, the numerous training activities undertaken, and the innovative nature of the National School Meals Program, the Community-Based School Readiness Program (Playgroup) and the Mobile Teacher Program, the EFA-FTI Program is making satisfactory progress towards the last phase of implementation. Eighty-seven percent of the schools have been completed and the remaining

construction is expected to be completed at Program Closing Date, with firm plans for water and latrines to be fully provided by UNICEF's Water, Sanitation and Hygiene (WASH) program. To date, 122 schools funded by the EFA-FTI Catalytic Fund have latrines and water and 51 schools have water supply. For AusAID-funded schools, 16 have latrines and water supply, and 11 schools have water supply. The Mission recommended that the provision of latrines and water supply be monitored closely by concerned stakeholders.

The Program is making good progress on all the quality inputs. The Vocational Education Development Center (VEDC) training, pre-service teacher training, teacher upgrading, in-service and principal training are progressing as expected with the exception of one activity: the 10 day in-service teacher training, which may not be completed by the project closing date. There are 700 teachers, out of the 4,500 teachers, scheduled for in-service training that may not be able to be funded by the Program due to limited resources for this activity. The ECU will monitor the funds so as to ensure that as many teachers as possible can be trained prior to project closing in August 2014. The Mission reiterated the recommendation that the implementation team develop specific qualitative evaluation activities to monitor and measure the impact of all the training activities at the school level. This is particularly the case for VEDCs and school principals that are responsible for producing school improvement plans upon completion of their training. The Mission also recommended that the relevant IUs follow up with the 398 ethnic teachers that received scholarships since they are back in their villages teaching for the first time. It will be important to see if the teachers remain in their positions and to draw lessons learned from this program for any future investments in teacher education in ethnic villages.

Despite commendable accomplishments above, challenges remain, particularly in the area of financial management, which is rated as "moderately satisfactory." Although there has been significant improvement over the past six months, there are continuing issues relating to the current financial arrangements and practices that do not facilitate effective Program implementation.

Key Decisions for Disclosure
The Program is making excellent implementation progress. However, financial management issues are still pending and need to be improved.

Link to the Disclosable ISR: ISR LAO PDR

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: November 30, 2014

Current Summary Ratings

Progress towards achievement of PDO	Moderately Satisfactory
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 expand access to pre-primary education; and (iii) support improvements in quality of teaching.

Implementation Status Overview
Overall project management continues to improve, notably monitoring, procurement planning and disbursement. These improvements in project management indicate a clear and continued effort by the MoET to make progress in the implementation of project activities. Overall, project implementation progress continues to be moderately satisfactory. The Ministry of Education and Training (MoET) has made a considerable effort to integrate lessons learnt from previous implementation issues into current activities, notably for school construction. These improvements in project management indicate a clear, substantial and continued effort by the MoET to make progress in the implementation of project activities. Up to date the project has helped introduce a new, simplified curriculum and materials for grade 1-4 reading and math, and trained 7,780 teachers, principals, district resource teachers, Education Officers, and inspectors on the new curriculum, completed 38 classrooms and 21 latrines in remote rural areas, procured 13,300 textbooks , provided monetary or training allowances to over 1,300 teachers as part of an incentive scheme to retain/attract teachers in rural schools, supported 140 pre-primary reception classes by paying salaries of 140 caregivers and provided school feeding, thus benefitting close to 3,000 children enrolled in these programs. In spite of considerable progress, challenges remain. Procurement and implementation of activities need to be further accelerated, in particular school construction and textbooks, to ensure completion of activities before the closing date. In line with implementation progress, progress on PDO achievement is picking up as well: Four of the seven PDO indicators are on track to be achieved by project closing and one PDO indicator is already surpassed (the primary repetition rate decreased from 26% at baseline to currently 19%, end target is 23%). Therefore, the rating for progress towards achievement of the PDO is upgraded from MU to MS.

Key Decisions Regarding Implementation
The Bank will continue to provide intensified support to project implementation to help advance implementation. This includes frequent technical missions, including on fiduciary aspects; as well as regular video conferences.

Link to the Disclosable ISR: ISR LESOTHO

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

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)
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.

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. In November 2011 the project was restructured 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) a revised 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. In March 2013, a two-year project extension was approved following the extension of the GPE parent fund. The new closing date for the project is June 29, 2015.

Implementation of the GPE BEP remains moderately satisfactory, and there has been progress across all four sub-components. For Phase I of the school construction program, contracts for 14 of 17 lots were awarded, and construction on these 14 sites is in an advanced state, despite a protracted rainy season. Two of the sites are completed, while others are progressing very quickly. Furthermore, many contractors report using local laborers, indicating that the community-driven development (CDD) approach is being applied. Regarding learning materials, the MOE issued contracts to three publishers for Grades 5-9 textbooks and teachers' guides (US$4.5 million), as well as to five publishers/printers for Grades 1-4 supplementary readers (US$2.6 million). In addition, the MOE accepted submissions of bids for Grades 1-9 instructional materials (US$2.0 million). The bid evaluation report is presently

under review, and contracts will be issued by end April. The MOE also has finalized its design for an impact evaluation to measure the effects of supplementary readers with and without teacher training on students' reading ability. School grants were successfully provided to 422 public and community schools in 4 pilot counties plus the Monrovia Consolidated School System, through the School Management Committees. In addition, the MOE has made substantial process in re-staffing the Project Support Team (PST) by filling six vacancies for key positions. Despite these successes, the project still faces implementation challenges. For Phase II of school construction, 19 lots were tendered, though only 11 bids were deemed to be of satisfactory quality for consideration of award of contract. With only 18 months for implementation remaining, the MOE has coordinated with the Bank task team to identify alternate solutions to procurement and disbursement bottlenecks. This includes a request to permit Direct Contracting and Shopping for works, and increasing the quantities of supplemental readers from existing suppliers. It should be noted the MOE still lacks a plan for distributing learning materials to schools—though one is under development—which puts at risk the investments in such materials that are currently underway. Regarding school grants, staffing in the county education offices remains a challenge. The MOE had previously placed 5 staff members representing Planning, M&E, Accounting, Procurement, and Personnel/Human Resource (HR) in each of the 15 county education offices (75 persons total). However, these individuals were hired as contractors under the Education Pooled Fund (EPF), and their contracts ended June 30, 2013. Their departure presents a serious risk not only to the GPE school grants program, but to the MOE's broader decentralization efforts. The task team is monitoring each of these issues closely, to ensure achievement of the project's development objectives.

Key Decisions Regarding Implementation

The project was restructured in September 2012. 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. Clear forward momentum has been recorded in project implementation since the last ISR, and disbursements are on an upward trajectory. Further, the MOE has been proactive in seeking solutions to procurement challenges, and proposing options for enhancing disbursements while strengthening achievement of the PDO. Nevertheless, the project will close in a little over 14 months and there is much yet to be done. If the project does not sharpen its upward trend by the time of the next ISR, a downgrade may be warranted. Two particular areas of concern are the lack of a distribution plan for the textbooks/learning materials, and the Government's overall budgetary commitment to the education sector. These issues have been stressed repeatedly to the MOE, but most strenuously during the missions of December 2013 and March 2014. If the Government does not increase its financial commitment to the education sector, it places at risk the gains of the school grants sub-component, and more broadly jeopardizes Liberia's chances of obtaining a second GPE grant.

Link to the Disclosable ISR: ISR LIBERIA

Madagascar (P132616)

Coordinating Agency: UNICEF
Other Members of the Local Donor Group: WB, EU, UNESCO, AfDB, ILO, France, Norway, AFD, WP, JICA, Aide et Action (NGO), private service providers (laic and religion based)

Date of ESP endorsement: February 21, 2013
Current Sector Plan Period: 2013-2015

GPE Board Approval date: May 22, 2013
WB approval date: October 24, 2013
Closing date: June 1, 2017

Current Summary Ratings

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

Project Development Objectives (PDO)
The Project Development Objectives are to preserve access to primary education and improve the teaching and learning environment in targeted areas in the recipient's territory.

Implementation Status Overview
The Madagascar Emergency Support to Education for All (PAUET in French) is funded by a Grant from the GPE in the amount of USD85.4 million to support the implementation of the Interim Education Sector Plan. The Project is implemented by the Unite d'Appui Technique a l'Education Pour Tous (UAT-EPT), and the World Bank is acting as Supervising Entity. The Grant Agreement was signed on October 24, 2013, and the project was declared effective on January 22nd, 2014. This first ISR reports on the initial implementation of the Project prior to effectiveness.

Overall, implementation is considered as Satisfactory, given substantial progress in several key actions, over the first three months of implementation:

1) The project was declared effective on January 22nd, 2014 in compliance with the initial effectiveness deadline. The following conditions of effectiveness were met: (i) all legal requirements are met, including the publication of the Grant Agreement in the Official Journal of Madagascar on December 14th and the submission of a Legal Opinion to be the Bank on December 27th, (ii) the Project adopts an Operations Manual approved by the Ministry of Education and the Bank on January 17, 2014. The Operations Manual will guide the implementation of activities and is complemented by an Administrative Manual, which clarifies the administrative, financing and accounting rules and procedures applicable under the project. The latter is common to both projects implemented by the PIU, namely the PAUET (P132616) and the IDA financed PAUSENS (P131945), (iii) core staff of the PIU have their contract amended to take into account the new tasks related to the PAUET and an M&E specialist has joined the team mid-January.

2) Preparatory work for the payment of community teachers' salaries is ongoing, with the opening of designated accounts and the establishment of conventions with finance institutions. As it is the case under the PAUSENS, ex ante verification of teacher eligibility under the PAUET will be carried out by UAT and the MoE. In addition, the MoE requested that the project explore the possibility of taking over the mobile payment to teachers, currently being piloted by UNICEF in two regions.

3) Discussions are well advanced with UNICEF and WFP for the procurement of School kits and the implementation of the school canteen activities respectively: the composition of the kits and the unit cost have been approved by MoE and the contracting process is underway. Similarly, the school canteen scheme was finalized with WFP.

4) The feasibility study on the teacher training started in October 2013 and the teacher referential and standards have been finalized and validated by MoE. Example of modules are under discussion within MoE.

These achievements have taken place in a period of political changes, with the completion of presidential and legislative elections in January 2014, after five years of political crisis. The next few months will continue to be challenging, with an increased risk of high turnover within the MoE, especially at deconcentrated levels, which could potentially slow project implementation.

Key Decisions Regarding Implementation

Given the emergency of the situation in Madagascar, and the high number of activities which need to be launched in parallel, sustained efforts from the Ministry and the PIU are needed to ensure that implementation remains strong. The Bank and its partners will also provide increased support over the next few months through the provision of technical assistance on selected areas, to ensure that the project remains on track. For instance, a technical mission will be fielded in February 2014, in between two formal supervision missions, to support the PIU in the following areas: (i) teacher training activities, (ii) M&E, (iii) Financial Management, and (iv) overall implementation progress. Such technical missions will be organized as necessary and will complement the bi-monthly meetings held between the Bank and the PIU since October 2013 to review implementation progress.

In addition, the capacity of the PIU will be strengthened in terms of staffing and equipment. Beyond the additional staff identified in the Grant Agreement (2 accountants and 1 internal auditor), an assessment of the PIU highlighted the need to strengthen the capacity to flexibly carry out controls and provide implementation support at the local level. To that effect, a pool of 3-4 staff will be hired to conduct frequent field missions to monitor, support, and report on activities. In addition, various technical specialists will be hired, including a specialist of community management to support activities at community levels, an expert in institutional strengthening, to support Component 3 of the project, an expert in teacher training to support implementation of relevant activities, and an expert in school constructions will be reassigned internally. These changes in staffing will be accompanied by additional investment in equipment and training for the PIU.

Excellent progress in implementation have taken place during this first three months of implementation, which reflect on the quality of the PIU, the involvement of the Ministry and the overall ownership of the program by stakeholders. However, this initial phase of implementation revealed and/or confirmed several risks, including:

- the amount of activities and funds managed by the PIU has become extremely large, as it now manages an IDA supported project, the GPE Grant, and will most likely start implementing an AFD Grant. The PIU is not adequately staffed to handle such a large amount of activities, and, beyond the

number of staff, it is possible that its organization might need to be revised as well (for example by hiring additional management staff and ensuring more delegation from the Head of the PIU). Along the same lines, the equipment and offices of the PIU are not adequate, and will require substantial upgrading. Concrete proposals have been made during the November mission to strengthen the capacity of the PIU but will take time to put in place.

- key activities need to be launched soon so as to remain on target, including the procurement of school kits, signing of a subsidiary agreement with WFP etc. However, these activities entail large amounts and will require extensive internal reviews to the Bank (for example, the procurement of school kits will need to be cleared by OPCR). This poses a risk of delay which might have consequences later on. Regarding the school construction sub-component, key activities for the next six months will relate to the nomination of the responsible for construction within UAT, the validation of the project sites and the construction design by the MoE, and the development of the environmental frameworks.
- the next few months will most likely be marked by high turnover, including at the highest level of the ministry, which might result in a slower pace of implementation. The appointment of new high level directors at central and deconcentrated levels will require substantial efforts from the PIU and the Bank teams in terms of getting key personnel fully onboard and aware of activities and procedures under the project.

To mitigate these risks, the Task Team will provide strengthened implementation support, and has already added various expertise to the team, including on teacher training, school construction, project management and M&E. The various consultants hired will work almost exclusively on the two education projects in Madagascar, providing extensive support over the next few months.

Though this issue is to be likely to be of no relevance to this Project given the fiduciary controls in place under this Project, the team would like to note that preliminary results of UNICEF's audit of 2012 teachers salary payments funded by the GPE (managed at the time by UNICEF), some irregularities were found. While waiting for the final audit report, the Bank team has shared with the GPE secretariat: (i) the fiduciary mitigation measures that were put in place during PAUET (new GPE Grant managed by the Bank) preparation, in 2013; and, (ii) additional recommendations from November 2013 supervision mission. All of the measures put in place, compared to UNICEF's 2012 implementation of the GPE Grant, have strengthened the fiduciary environment of the GPE funding, going forward through project design and capacity strengthening at UAT. The WB team will monitor closely the enforcement of these measures during supervision missions and ad hoc reviews and will keep the management informed of the findings.

Link to the Disclosable ISR: ISR MADAGASCAR

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	Moderately Unsatisfactory
Overall Implementation Progress (IP)	Moderately Unsatisfactory

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

Implementation Status Overview
Malawi's progress in improving primary education since the Project to Improve Education Quality in Malawi (PIEQM) became effective in 2011, has been impressive. The Mid Term Review (June-July 2013) AM and ISR# 6 (December 2013) recorded the progress made by the project during the last two and a half years of implementation as well as the challenges. As per the Joint Financial Agreement (JFA) between the Ministry of Education, Science and Technology (MoEST) and Development Partners (DPs), the MoEST led a Joint Sector Review (JSR) in December 2013 to objectively review the progress of the implementation of Education Sector Implementation Plan (ESIP), which forms the basis for PIEQM. JSR mission in December 2013 was used as a platform to systematically review the progress of the PIEQM since the MTR mission in June-July 2013. The Bank team used field visits and desk reviews carried out as part of JSR missions and further discussions held in the months of December 2013 and January 2014 to review the progress in PIEQM.

Progress: The Gross Enrollment Rates (GER), as available from the Welfare Monitoring Surveys (carried out by National Statistical Organization) now exceeds 100% and there is apparent gender parity. Through Open and Distance Learning (ODL) of teacher training, more than 11,000 teachers are made available in the system and using Local Development Fund (LDF) for classroom constructions, more than 800 new classrooms are built. Around 14,000 students from disadvantaged background are supported to pursue secondary school education, and around 2,000 of them are provided with additional support through cash transfers worth USD 6-12 per month.

The MoEST is working on decentralizing education services to districts and schools to improve service delivery. With the expansion of Program for School Improvement Plans to all districts, more than 5000 schools now receive school grants to carry out activities that are aimed at improving access, equity and quality. In 2013, around 9 million text books for standards 3-7 were distributed to make more teaching learning materials available to children.

Areas of concern: However, there are huge concerns about consistent equality and learning results achieved. The gender parity achieved in access to primary education deteriorates as one moves from lower grades to higher grades, with more girls dropping out. The high levels of repetition rates, which are increasing every year, and low survival rates exert great pressure on the education system and adversely impinge on its efficiency to deliver quality outcomes, in addition to the implications of this issue for the efficiency of the system in terms of resource allocation and wastage. There is a need for TA to help the MoEST to review the existing policy and roll it out as well as address outreach issues in the wake of necessary policy changes. GPE has provided USD 250,000 for analytical work to address these issues, and the Bank will be initiating these studies soon.

The classrooms construction is progressing at a low pace and the quality of construction raises concern. While more teachers are made available, many existing teachers are leaving the system which adversely impacts the pupil to qualified teacher ratio (PqTR). The delay in the procurement and distribution of text books for grades 1-7 and secondary grades led to shortage of text books in classrooms. The distribution of 9 million text books that procured in early 2013 seems to have not reached every school in adequate numbers. The country participated in the students learning assessments in the 2014 round of Southern and Eastern African Consortium for Monitoring Education Quality (SACMEQ), but the results from previous results are yet to inform education plans and programs to improve quality. There are also concerns about limited analysis and use of Education Management Information System (EMIS) data for monitoring and creating an evidence base for planning.

Key Issues Regarding Implementation

As an aftereffect of the cash-gate scandal that hit the country since August 2013, the government funding to Ministries and Departments were affected, and many ongoing activities either slowed down or completely stopped, and also resulted in the overall deterioration of quality of service delivery. The activities affected mostly by the fund crunch were capital expenditures, especially construction activities. While the government confirms that salaries are being paid, albeit late, it is the construction of classrooms that is affected by the shortage of budgets.

The Bank is undertaking an in-depth review of PIEQM FM aspects to ensure that the proceeds of any credit are used only for the purposes for which the credit was granted, and with due regard to economy and efficiency.

As part of the MoEST's efforts to accelerate decentralization in the sector, many activities are now devolved to district levels. All government schools in all 34 districts are now receiving grants for Program for School Improvement Plans (PSIP). The Bank is planning to carry out an Education Sector Public Expenditure Tracking and Quality of Service Delivery Survey (PET - QSDS), funded by DFID, to look at the management and use of domestic as well as international funds routed through public financing at the national, district, Education zone and school levels. The study will also link levels of domestic/international financing and implementation modalities with results in terms of quality and utilization of education service delivery in Malawi.

Link to Disclosable ISR: ISR MALAWI

Mali (P123503)

Coordinating Agency: World Bank
Other Members of the Local Donor Group: AFD, UNICEF, CIDA, Netherlands, USAID, UNESCO, EU, and representatives from NGOs association.

Date of ESP endorsement: May 2010
Current Sector Plan Period: 2014-2015 (Interim Program)

GPE Board Approval date: December 15, 2011
WB approval date: May 27, 2013
Closing date: December 30, 2016

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 and improve the learning environment for affected students in targeted areas.

Implementation Status Overview
The project has been declared effective ahead of the set deadline date of August 27, 2013, which shows the Government strong commitment to the project objectives. The first disbursement has been made and activities have been launched. Involvement of all stakeholders at all levels will be a key in ensuring effective results on the ground at the school and community levels. Greater coordination, communication, and accountability of central structures involved in project implementation activities are necessary in ensuring the speedy implementation of activities.

Key Decisions Regarding Implementation
The Mali Education for All Emergency project is intended to respond to the urgent needs of affected communities in selected areas. The Government has demonstrated a great commitment to the project objectives and has fulfilled effectiveness conditions ahead of time. However, speedy implementation of activities is needed for addressing these needs of affected populations and support rapid return to a normal life.

The Ministère de l'Education Nationale (MEN) needs to ensure greater coordination of its central units involved in project activities to reduce transaction costs and boost implementation. In addition, a communication campaign is needed for better social accountability and community involvement. The successful project launch held on October 31st with broad stakeholder participation is a step in this direction. It was decided that some activities will be undertaken in the north (to be determined by end of January 2014).

As of March 2014, activities to be implemented in the North include school canteens, setting-up Comité de Gestion Scolaire (CGS), teachers training, and remedial classes for students, as well as small school rehabilitation and equipment of students' benches. Teachers training activities have been launched in Gao and Timbuktu where 250 teachers received a 5 days training. A recent World Bank trip to Gao has identified local NGOs already active which will support implementation of CGS, school canteens and

small rehabilitation of classrooms. The process for contracting locally with small businesses to provide for students benches has started and will be completed before end of April. Kidal being on the edge of the conflict with less Internally Displace Persons returning, support will be provided when possible. Given the difficult context and the limited accessibility of the administration to reach-out these regions, discussions are ongoing with the United Nations Multidimensional Integrated Stabilization Mission in Mali to allow the posting of a Bank Short Term Consultant (STC) in Gao where the STC would coordinate with local implementers and monitor activities. The STC will be there for a week per month for the next 6 months to allow rapid impact of planned activities and the preparation of the next school year. The STC will be paid through the GPE supervision allocation which would need to be increased.

Link to the Disclosable ISR: ISR MALI

Mauritania (P126902)

Coordinating Agency: French Development Agency (AFD)
Other Members of the Local Donor Group: Spanish Cooperation, UNICEF, World Bank

Current Sector Plan Period: 2011 -2020
GPE Board Approval date: November 22, 2013
WB approval date: February 7, 2014
Closing date: June 30, 2017

Current Summary Ratings

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

Project Development Objectives (PDO)
The development objective of the proposed operation is to improve quality of pre-service teacher training in primary education and to promote equitable access to lower secondary education

Implementation Status Overview
The Project implementation will start after declaration of effectiveness expected on May 20, 2014.

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: October 29, 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 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 Grant is registering steady progress in expanding early childhood education coverage and addressing equity issues in rural localities with inadequate access to preschool services and access for special needs and vulnerable children; at the same time, a stronger focus is placed on enhancing the quality of pre-school services. Important efforts are being made to promote national policies and legislation, a system wide professional development/mentoring program for pre-school teachers associated with the provision of modern teaching and learning materials, as well as a school readiness assessment instrument with a view to support kids' preparation to schooling.

While the current closing date of the Grant is in October 2014, targets for important sector indicators are exceeded such as the gross rate of enrollment in pre-school education i.e. 82.1% compared to the 78% target; also, the gross rate of enrollment in pre-school education in rural areas is 71.4% exceeding the target of 68%. Important project related indicators are met and expected to be exceeded as evidenced by 1,184 children that had no access to preschool services before and are currently benefiting from rehabilitated and endowed facilities in 25 localities. This initially envisaged figure will increase once the ongoing works in additional kindergartens are completed in summer/autumn 2014. Outputs were fully achieved related to the promotion of inclusive education through revised legislation and norms, provision of key didactical materials to all pre-school teachers in Moldova in 950 institutions, establishment and endowment of 130 mentoring centers, training of 260 mentors and 40 inspectors on selected modules were completed in view of further mentoring of about 8,400 teachers, the first phase of the mentoring process for teachers was initiated. A school readiness piloting exercise was launched and implemented in 15 kindergartens.

Key Decisions Regarding Implementation

A supervision mission is planned for early May 2014. All efforts need to be made now for completing all the Grant activities in due time before the closing date in October 2014. Based on current information received from the Government, the team considers that activities have been advancing as planned especially under significant contracts for procurement of teaching and learning materials, national mentoring program, rehabilitation of pre-school facilities, etc.; this is also expected to trigger an increased disbursement percentage and an upgrade the Implementation Progress rating to "Satisfactory".

Mongolia (125445)

Coordinating Agencies: ADB and Japan (Co-chairs of the Education Donors' Consultative Mechanism, or EDCM).
Other Members of the Local Donor Group: World Bank, 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
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 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 Mongolian GPE Early Childhood Education Project is financed by the international donor community and administered by the World Bank. The objective of GPE is to provide financial assistance to help low- and middle-income countries around the world achieve the Millennium Development Goal (MDG) on education. Mongolia was approved by the GPE Board of Directors to receive a Grant of $10 million to cover the period from 2012 to 2014, and the project became effective on March 6, 2012. Overall implementation is focusing on the procurement of fixed kindergartens. It is expected that the foundations will be set this construction season, with work continuing through the winter (which the pre-fabricated wooden frames allow). Mobile ger-kindergartens were distributed during the summer, and a parent satisfaction survey will be conducted and finalized in September 2012.

Key Decisions Regarding Implementation
The identification of a third party to help with the supervision of the fixed kindergarten construction is necessary prior to construction commencing.

Link to the Disclosable ISR: ISR MONGOLIA

Mozambique (P125127)

Coordinating Agency: 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 March 31, 2015 for the GPE grant

Current Summary Ratings

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

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

Implementation Status Overview
A World Bank mid-term review (MTR) mission for the Mozambique Education Sector Support Project was undertaken during the period September 30 to October 11, 2013 to: (i) assess the continued relevance of the Project Development Objective (PDO), review implementation progress and ascertain whether the PDO, indicators and targets were being achieved; (ii) agree on any changes needed in the existing results framework, (iii) review planned disbursements for both the IDA credits (original and additional) and the GPE grant and assess whether an extension of the GPE grant's current closing date will be needed; and (iv) propose next steps to address any outstanding issues and further improve the performance of the project.

The MTR found the overall progress of the project to be in good standing – the project is rated Moderately Satisfactory (MS) on both implementation progress and meeting the targets of the development objectives. So far, 51.8% of the GPE grant and 34.6% of the total IDA credit (including original and additional) have been disbursed, and an additional USD 37.43 million (split equally between GPE and IDA) is expected to be disbursed before the end of 2013. This would raise the disbursement rates to 72.7% for the GPE and 51.4% for IDA, respectively, by December 2013. Specific recommendations in the MTR Aide-Memoire focus on speeding up the school construction program, ensuring adequate numbers and quality of pre-service and in-service training of teachers and directors (principals), efficient procurement of textbooks, implementing revisions in primary curriculum, assessing the relevance and efficacy of the adult education program, strengthening systems in area such as procurement at the central and provincial levels, and speeding up the completion of key procurement processes in the area of ECD (Early Childhood Development). The main areas where improvements are needed are in relation to: (1) classroom construction and implementation of related safeguards; and (2) training and time-on-task for school teachers and directors. Implementation of all key recommendations, particularly in relation to the two critical areas identified above would warrant a Satisfactory (S) rating for Implementation Progress while the DO rating will be weighed along with the performance of the outcome indicators.

Key Decisions Regarding Implementation

A restructuring of the project was processed to account for the changes made to the results framework during the MTR. Through the same restructuring process, the closing date of the GPE Grant was extended from July 31st 2014 to March 31st, 2015.

Link to the Disclosable ISR: ISR MOZAMBIQUE

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 project (2009/10-2013/14) supports the School Sector Reform Plan (SSRP; 2009–2015) of the Government of Nepal. The program is funded jointly by over a dozen development partners through a SWAp modality. Nine partners pool their resources with those of the GON, while the remaining five partners support the program directly. In addition, the SSRP is also supported by the Global Partnership for Education (GPE). On May 15, 2013, the WB Board approved Additional Financing (AF) for the project in the amount of US$100 million for the period Fiscal Year (FY) 2013/14 to 2015/16, of which, US$25 million is linked to achievements in a set of performance indicators referred to as Incentive Linked Indicators (ILIs).

The program has made good progress in all its key performance indicators (KPIs): (i) Starting from a 2008-09 baseline of 73%, the Net Enrollment Rate (NER) for basic education has increased to 86.3 %, surpassing the end of program (2015/16) target of 85%. The NER for primary education is 95.5%, and is approaching the target of 99%; (ii) the completion rates for primary and basic education (77.6% and 63.8%, respectively) are on track to reach the end of program targets; (iii) Nepal has achieved gender parity in net enrollment for primary, basic and secondary education; (iv) The assessment of learning outcomes for grades 3 and 5 students has been completed and the final report for grade 8 has been published. The final assessment report for grades 3 and 5 will be available by April 2014. The development of a National Early Grades Reading Program (EGRP) is progressing; (v) Similarly, in an effort to enhance quality of inputs to schools, data on prioritized minimum enabling conditions have been collected and integrated into the education management information system (EMIS) for the purpose of targeting schools for support in the future. In the first round of targeting schools, 1800 classrooms and 1000 separate girls' toilets have been constructed to enhance student enrolment and retention.

The Ministry of Education (MOE) and the Department of Education (DOE) have been actively monitoring the implementation progress of the agreed Financial Management Improvement Action Plan (FMIAP) developed to address fiduciary issues and enhance financial accountability in the education sector. The development of Financial Management Information System (FMIS) has been completed. Around 90% of schools are undertaking social audits on an annual basis, which is an improvement over the previous year. And training has been initiated for capacity building of school management committees.

Good progress has been made in the area of textbook printing and distribution with the recent opening up of textbook printing and distribution to private printers in the Far Western Region for grades 1-5. To ensure timely delivery of textbooks to the students, there is a need to follow up on the recommendations of MOE's recent textbook study related to the development of a national textbook policy and the earmarking of funds provided to schools for the purchase of textbooks in complete sets or packages.

These improvements in the areas of access, gender parity, schooling efficiency, and quality indicate that the program is making good progress towards achieving the PDOs.

Key Decisions Regarding Implementation

(a) The SSRP Extension Plan document will be completed and endorsed by February 2014. Within one month after the endorsement of the Extension Plan document.
(b) MOE and MOF will work further to prepare separate budget line items to allow for better tracking of program expenditure in four key category items (salaries, scholarships, textbooks and construction). These will be included in the finance minister's FY 2014/15 Budget Speech.
(c) The data entry for the students' scholarship database for grades 11 & 12 will be completed by the end of January 2014.
(d) MOE will hire a survey firm by February 2014 for verification of achievements in the ILIs.

As DPs have almost exhausted the funds they had committed for the 5 years of the SSRP SWAp, their contribution to SSRP for FY 2013/14 is only 110.60 million, comprising about 15.76% of the proposed budget in the SWAP. This is significantly less than what they were able to contribute in FY 2012/13 (US$ 160 million or about 27.40% of total SWAP budget). Furthermore, the government's preliminary funding projections for FY 2014/15 to 2015/16 show a financing gap of around US$ 200 million for these two years.

Another issue of concern is the weak financial management in the sector, which is related to the overall weak fiduciary environment in the country.

Link to the Disclosable ISR: ISR NEPAL

Nicaragua (P133557)

Coordinating Agency: European Union
Other Members of the Local Donor Group: Ibero-American States Organization, International Labor Organization, JICA, Luxembourg Cooperation, Spanish Cooperation, Swiss Cooperation, UNDP, UNICEF, USAID, and the World Bank

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	Satisfactory
Overall Implementation Progress (IP)	Satisfactory

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.

Implementation Status Overview
Only Components 1 and 3 of this Project, both focusing on pre-school education, are financed by the GPE. The Project became effective on May 2, 2013. Components focusing on the improvement of preschool access and education learning conditions have made significant progress, with the following intermediate results: i) a quality model for preschool education and a new preschool curriculum for the whole country have been designed, with the latter having started to be validated; ii) 1,100 non-certified community preschool teachers started the training that will help them become certified teachers by the end of 2014; and iii) 13,428 kits of learning materials have been purchased and distributed to 241,000 kids all over the country prior to the start of the school year 2014.

Key Decisions Regarding Implementation
Component 1 (Improving Access and Learning Conditions for Pre-school Education).

Subcomponent 1.1 (Improving and/or Expanding Preschool Education Infrastructure): 25 schools, from 9 prioritized municipalities, have been identified in order to be strengthened during 2014, so they can offer preschool education and improve their learning conditions. 15 of them have their pre-investment studies finished and the procurement process is ready to be launched.

Subcomponent 1.2 (Development and Alignment of Curricular Instruments): A Quality Preschool Education Model has been designed and it is being validated in the field. Related Curricular Instruments, such as teaching plans, guide and materials are being designed by the Ministry of Education (MINED).

Subcomponent 1.3 (Training of Preschool Teachers): Teacher training has initiated, with 80 teacher trainers trained and the enrollment of 1,100 non certified community preschool teachers currently in service.

Subcomponent 1.4 (Improving Supply of Learning Materials): 13,428 kits of learning materials have been purchased and distributed to 241,000 kids all over the country prior to the start of the school year 2014.

Sub-Component 1.5 (Development of an Integrated Early Childhood Development Monitoring and Evaluation System): The recruiting process for the consultancies needed to develop this system has already been launched.

Component 3 (Strengthening of MINED's Institutional Capacity for Preschool Education).

Sub-Component 3.1 (Strengthening of MINED's Technical Capacity for Preschool Education): Some of the offices of the Department of Preschool Education have been equipped. Training for preschool staff has also started.

Sub-Component 3.2 (Project Management, Fiduciary Controls and Audits for the Activities Financed under the GPE): All fiduciary personnel needed to implement the Project have been recruited and is working closely with personnel recruited with other funding sources. Also, all offices have been equipped and provided with furniture and material. The external audit of year 2013 is underway and expected to be finished by June 2014.

Link to the Disclosable ISR: ISR NICARAGUA

Niger (P132405)

Coordinating Agency: Swiss Cooperation
Other Members of the Local Donor Group: UNICEF, USAID, French Agency for Development, French Embassy, UNESCO, European Union, KFW, GIZ, LUXDEV, WFP, Plan Niger, Save the Children International, Oxfam Niger, Aide et Action, Handicap International, JICA

Date of ESP Endorsement: July 19, 2013
Current Sector Plan Period: 2014-24

GPE Board Approval Date: November 19, 2013
WB Approval Date: May 9, 2014 (tentative)
Closing Date: October 31, 2018 (tentative)

Current Summary Ratings

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

Project Development Objectives (PDO)

The objective of the Project is to improve access, retention, and the quality of the teaching and learning environment at the basic education level, in targeted areas of Niger.

The longer term objective is to help the country reach universal quality primary education by 2024.

Implementation Status Overview
The Project is pending the Bank's management approval and declaration of effectiveness.

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 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
Under the EGRA component, the pilot of post-assessment interventions in Madang province is progressing as scheduled. A midline assessment was conducted in November, which provides solid information on students' learning. The pilot of interventions in Madang will be continued for the same student cohort in the next school year. The fourth and last EGRA survey in Western Highland was completed as scheduled. The second post assessment interventions are planned for next school year.

All 16 books suppliers have delivered primary reading materials to Port Moresby. The project team is requested to expedite payment to suppliers and close the contractual process with those suppliers as soon as possible. After long delays, the evaluation report of the bid for the warehouse management, consolidation and distribution of primary supplementary readers has received comments from the Bank. This activity, if delayed, will also affect the teacher training in classroom library management, which should be well coordinated. The International Competitive Bidding (ICB) documentation for the procurement of elementary learning materials has also received detailed comments from the Bank for revision.

Key Decisions Regarding Implementation
Both Bank and READ PNG teams have reviewed and agreed on the overall implementation plans, including the revision of budget and procurement plans prepared by the project. The plans were prepared for implementation to the end of the new proposed closing date on June 30, 2015 to become effective after finalization of project restructuring. The outstanding FM issues become a blockage of the project restructuring process. It was recognized that the National Department of Education (NDOE) is taking decisive actions to address these issues, the Bank team requires sufficient evidence that all outstanding issues have been completed which will allow the restructuring package to be submitted for WB's management review and approval. The new results framework and indicators will be updated in the next ISR once restructuring is approved.

Link to the Disclosable ISR: ISR PAPUA NEW GUINEA

São Tomé and Príncipe (P146877)

Coordinating Agency: UNICEF
Other Members of the Local Donor Group: UNICEF, World Bank, Portugal, Taiwan, AfDB, Angola, Nigeria, and Brazil.

Date of ESP Endorsement: July 25, 2013
Current Sector Plan Period: 2012-2021

GPE Board Approval date: November 22, 2013
WB Approval Date: December 20, 2013
Closing date: June 30, 2017

Current Summary Ratings

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

Project Development Objectives (PDO)
The Development Objective of the proposed operation is to improve the system of in-service teacher training and to strengthen the management of human resources in the education sector in São Tomé and Príncipe.

Implementation Status Overview
The Project implementation will start after declaration of effectiveness.

Senegal (P116783 and P133333)

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

GPE Board Approval date: December 10, 2007
WB Approval Date: July 9, 2009
Closing date: September 30, 2014

Senegal EFA-FTI Catalytic Fund Project (P116783)

Current Summary Ratings

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

Project Development Objectives (PDO)
This CF grant aims to contribute to the Government's goal of attaining universal primary education by 2015, through construction, extension and equipment of classrooms.

Implementation Status Overview
The Grant agreement for US$81.5 was signed in July 2009 to support one of the most ambitious school construction programs implemented in Senegal with the building of 4,360 classrooms, 650 school administration facilities, 964 blocks of latrines, and 610 water points.

A first tranche of US$35 million was released in 2009 for Phase 1 of the three-year project. That amount has been used to fund the construction of 1,854 classrooms (of the 1,960 planned under the project), 240 school administration facilities, 318 latrines, and 13 walls. For Phase 2 of the project (US$46.5 million), the Government and the World Bank team restructured the project in November 2010 to diversify implementation modalities for an accelerated delivery. Thus, in addition to AGETIP, in charge of implementing the first phase, six additional agencies were designated to handle Phase 2. These agencies include: The Directorate of School Construction and the five Regional Development Agencies for the following regions: Kaolack, Thies, Diourbel, Louga, and St-Louis.

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% is likely to meet the end of project target of 96% by the proposed revised closing date. Currently more girls than boys are enrolled at the primary level. The primary completion rate (PCR) rose from 59.1% in 2009 to 66.5% in 2012 while the end of project target is 70%. The repetition rate decreased to 3% while the target was 6%.

The more efficient and effective procurement process generated initial savings of US$8.3 million that the Government used to build: (i) additional classrooms and auxiliary facilities for 26 middle schools to support the Government’s policy to implement a compulsory ten year basic education program; and

(ii) 183 classrooms for primary education. To date, 80% of the resources have been disbursed and 3,617 classrooms and 7 middle schools have been built while 743 primary schools classrooms and 19 middle schools are currently being finalized.

However, the construction of 52 classrooms in the district of Bignona (Casamance Region) was delayed due to security reasons and to the difficulties faced by building companies in accessing remote areas in Casamance during the June to October rainy season. The work has recommenced and is being completed.

The efficient procurement process generated an additional saving of US$7 million that the Government is using to build 20 additional middle schools and rehabilitate two girls high schools namely Mariama Ba School in Goree and Ameth Fall in Saint-Louis. To that end, the project closing date has been extended to September 30, 2014 to allow a full implementation of this program.

Key Decisions Regarding Implementation
An assessment of the various construction modalities will be carried out in June 2014.

Senegal Quality Improvement and Equity for Basic Education Project (P13333)

Project Development Objectives (PDO)
The project development objectives (PDOs) are to: (i) improve learning outcomes for early grades, (ii) increase access to the science and mathematics tracks for secondary schools, and (iii) improve equity in access to basic education.

Implementation Status Overview
The project will be implemented as a five-year operation to support the Government program. The total program cost is US$217.7 million, of which an IDA credit of US$20 million, two GPE Grants of US$40 million (CF) and US$6.9 million (GPE), an Education Sector Capacity Building Grant of US$2.8 million, and a Government contribution of US$148 million. The GPE and EFA-FTI Grant Agreements were signed on November 22, 2013 and declared effective on February 10, 2014. Implementation has started.

Link to the Disclosable ISR: ISR SENEGAL P116783 ; ISR SENEGAL P133333

Sierra Leone (P133070)

Coordinating Agency: UNICEF
Other Members of the Local Donor Group: DFID, JICA, UNICEF, World Bank

Date of ESP Endorsement: By Local Donor Group: September 1, 2013
Current Sector Plan Period: 2013-2018

GPE Board Approval date: November 22, 2013
WB Approval Date: April 30, 2014
Closing date: April/May 2017 (3 years from date of effectiveness expected in May 2014)

Current Summary Ratings

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

Project Development Objectives (PDO)
The Education Sector Plan (ESP) has identified three strategic objectives under which the Ministry will move forward with interventions: (i) access, equity and completion; (ii) quality and learning outcomes; and (iii) systems strengthening. The Project Development Objective is to improve the learning environment in targeted schools and establish systems for monitoring of education interventions and outcomes.

Implementation Status Overview
After negotiations with the Government are completed the Grant signing is planned for June 19th and effectiveness is expected in July.

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

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

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 Basic Education Recovery Project (BERP) has been designed to be implemented in a phased approach to strengthen capacity within the country as its three components are implemented. Since the project effectiveness on July 11, 2013, 3% of the grant amount has been disbursed. Over the next year, it is expected that disbursements will increase significantly especially with planned procurements under the school construction and textbook components. Completion of rapid EMIS data collection in December 2013 has helped accelerate identification of the school construction sites. Textbook component is on track: the procurement of the first tranche of 3 million textbooks is scheduled to be advertised in September 2014 as planned. Delays in staffing the State Cluster Support Units (SCSU) have resulted in delayed implementation of the community based school construction and school grants sub-components.

Key Decisions Regarding Implementation
As has been agreed with the Ministry of Education, concerted efforts will be put in by all stakeholders to ensure timely identification of the school construction sites to expedite this key component of the project which will help achieve the PDO of improving learning environment in targeted areas.

Link to the Disclosable ISR: ISR SUDAN

Tajikistan (P131441)

Coordinating Agency for LEDG: UNICEF
Other Members of the Local Donor Group: ADB,AKDN/AKF, DfID, EBRD, Embassy of Japan, Embassy of Russian Federation, Embassy of USA, EU, GIZ, IFC, ILO, IMF, IOM, JICA, KfW, TICA, UNDP, UNFPA, USAID, WB, WFP.

Date of ESP Endorsement: July 2012 (refers to SP 2012-2014)
Current Sector Plan Period: 2012-2014

GPE Board Approval Date: May 22, 2013
Closing Date: September 30, 2016

Current Summary Ratings

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

Project Development Objectives (PDO)
To contribute to improving the learning conditions in pre-school and general education. Learning conditions are understood here to include education program standards and content, teaching-learning materials and practices, and/or the physical environment.

Implementation Status Overview
The Grant was approved by the GPE Board in May 2013, signed in October 2013 and became effective on February 27, 2014. It is designed to help fill financing gaps in the implementation of the Mid Term Action Plan (MTAP) of the National Strategy for Education Development (NSED) for the period of 2012-2014, particularly with respect to the goals to increase access to quality early childhood education programs, enhance quality of general education, improve child-friendly learning environments, and strengthen the system's capacity. As such, the Grant supports respective activities like analytical work to advise educational policy, reinforcement of different forms of pre-schools, improvement of general education content, management and technical capacity strengthening in education including teacher training, and support to further reforms in education financing and educational data collection and analysis. The Project is implemented by the Ministry of Education and Science (MOES) with support from local technical assistance. Although the MOES has started the Project implementation, all activities are behind the original schedule due to belated effectiveness.

A Joint Sector Review (JSR) co-led by MOES and UNICEF, and the Project launch co-led by the MOES and the WB was conducted on April 17-18, 2014.

Key Decisions Regarding Implementation
The MOES is to "catch up" with the original implementation schedule. An action plan will be prepared to reflect agreements by end April 2014. The Grant was signed on October 1, 2013 with an original effectiveness deadline on December 27, 2013. The effectiveness deadline had to be extended by two months given the Government's delay in meeting certain effectiveness conditions. Those conditions were met in February and the Project was declared effective as of February 27, 2014. The project has made its first disbursement at the amount of USD 1 million.

At the same time, under the retroactive financing, the MOES has hired key consultants to start some project activities: project coordinator, assistant to the project coordinator, procurement, FM and M&E consultants, engineer and secretary-translator.

The PDO and IP rates were upgraded from MU to MS to reflect project effectiveness, on the one hand, while recognizing a substantial delay of several activities, including component 2. To better understand the constraints affecting component 2 and to speed up the component's implementation the Bank has requested the MOES to arrange a joint meeting with key players under the component: MOES, Academy of Education, UNICEF, USAID and the WB. The meeting was held and Action Plan was drafted.

Link to the Disclosable ISR: ISR TAJIKISTAN

The Gambia (P133079)

Coordinating Agency: World Food Program
Other Members of the Local Donor Group: World Bank, UNICEF, UNESCO, BADEA, IsDB,

Date of ESP endorsement: NA
Date of ESP Re-endorsement: September 2013
Current Sector Plan Period: 2014-2022

GPE Board Approval Date: November 18, 2013
WB Approval Date: March 6, 2014
Closing Date: February 28, 2018

Current Summary Ratings

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

Project Development Objectives (PDO)
To increase access to basic education, improve quality of teaching and learning in lower basic schools, and strengthen education systems.

Implementation Status Overview
Grant has been signed on April 9th and effectiveness is planned for April 30th, 2014. All conditions for effectiveness have been met. The legal opinion has been received from our counterparts and is being reviewed by the World Bank legal team.

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
Closing Date: July 31, 2015

Current Summary Ratings

Progress towards achievement of PDO	Moderately Unsatisfactory
Overall Implementation Progress (IP)	Moderately 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
GPE Management Strengthening Project (MSP), a technical assistance project, became effective in July 2012. However, due to the general election, presidential election and followed up with the changes of leaderships in the Ministry in 2012, implementation experienced a significant delay. A full scale implementation started in mid-2013. Although the achievement of the PDO has not been measured as the rating system for the management capacity is still being developed, there has been progress towards the achievement of the PDO, as indicated by the completion of the MOE reorganization as mandated by its Organic Law (dated May 2013) to effectively achieve the National Education Strategic Plan (NESP). The new MOE organization structure is now in place and seems appropriate for developing long-term capacity to manage the education sector. The new organization includes 8 new units including Office of Vice Minister for Pre-School and Basic Education, Directorate General for Pre-School and Basic Education, and a Legal Office. In addition 4 Directorates were restructured. The current administration proposed to use FY 2013 as a period to do an organizational set-up to be fully ready for implementation of the development programs in FY 2014 and beyond.

Regarding the achievement of the intermediate outcome indicators the project has been able to contribute to the strengthening of the Public Financial Management system in the Ministry as indicated by the presence of transparent competition and complaints mechanisms in procurement. However, other indicators have not yet been achieved: (i) given the fact that the reorganization took more time than anticipated, that some of the units were newly established and the budget for FY2013 (for January-December) was only available in April 2013, the overall MOE Budget Execution Rate (BER) for FY 2013 was 87 percent against the 2013 target of 97 percent. Moreover, the BERs for the targeted management directorates responsible for NESP Priority Programs of Basic Education Reform, Improving Teacher Quality, General Management Reform, De-concentration and Organizational Improvements, and ICT and MIS have not been specified yet; (ii) the average deviation of budget execution from original budget across all National Directorates is 13 percent compared to a 2013 target

of 5 percent; and (iii) performance of targeted management directorates and key staff against Annual Action Plans and relevant NESP priority programs will only be reported after the MOE's annual evaluation and planning workshop.

Key Decisions Regarding Implementation

The MOE continues to show a strong ownership of the Project but there have been long delays in the selection processes of consultants (Project Coordinator and Education Data and Monitoring & Evaluation Adviser) that affected the implementation and performance of the GPE MSP and hampered meeting the legal covenant regarding Operations Manual development and M&E process establishment. The Bank and the government agreed to prioritize the filling of these positions by June 30, 2014 and get the Legal Covenants complied with by July 30, 2014. The project is scheduled for a mid-term review in May 2014 during which time progress to date will be assessed and options explored to help accelerate project implementation and progress towards PDO achievement.

Link to the Disclosable ISR: ISR TIMOR-LESTE

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	Moderately Satisfactory
Overall Implementation Progress (IP)	Moderately Satisfactory

Project Development Objectives (PDO)
The objectives of the Project are to: (i) increase coverage 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
This ISR is based on an implementation support mission which took place in Lomé from July 29 to August 9, 2013 and subsequent developments.

The ratings for progress towards achievement of the PDO and implementation progress (IP) remain both moderately satisfactory. According to the Ministry's provisional data good progress has been made in three 3 out of the five 5 key performance indicators: (i) primary completion rate (PCR) has increased from 71.2 in 2009/10 to 78% in 2012/13 for a target of 81% in 2013/14; (ii) the ratio for math textbooks per students reached 1.80 exceeding the project target of 1; and (iii) the ratio of reading textbooks per student also reached 1.05, surpassing the end of project target. Time-bound capacity building plan is underway and has reached 65% in December 2013 for a target of 75%. In contrast, the number of direct project beneficiaries which captured only the beneficiaries of school construction as defined in the project document has not significantly improved due to delays in the construction component. Construction delegated to AGETUR has experienced some problems; but has gained momentum since April 2013. However, any improvements would not be sufficient to fully make up for lost time. Implementation of the other project activities is on track. As of December 31, 2013, the project has disbursed US$ 35.18 million (78.2% of the total grant amount). Overall implementation, however, is not yet sufficient for satisfactory progress in terms of the project's impact. The Government has requested a restructuring of the project to include new activities that are necessary to ensure the achievement of the PDO and an additional 6 months extension to allow the program targets and the overall PDO to be met.

Key Decisions Regarding Implementation

Following Government request based on the Mid-Term Review (MTR) recommendations, a restructuring package is being prepared for management approval. The restructuring includes (i) new activities (for example in-service training for teachers and retention activities) that are necessary to ensure the achievement of the PDO; (ii) reallocation of funds among categories in order to take into account these new activities; and (iii) an additional 6 months extension to allow the program targets and the overall PDO to be met.

At the Mid-Term Review a candid assessment of the status of each component and the challenges encountered in implementation was undertaken. The Government reiterated its commitment to make the necessary changes to ensure the achievement of the project objectives if the project is granted an extension. On the basis of the Government request, a restructuring of the project is under review. The Restructuring Paper proposes: (i) to amend the description of project components; (ii) to reallocate funds between disbursement categories; (iii) a revision of some of the PDO indicators, and of some of the intermediate indicators; and (iv) an extension of the Project Closing Date from May 1, 2014 to October 31, 2014.

Some deficiencies have been noted in the school construction in urban areas, delegated to the executing agency AGETUR. Intensive supervision by the technical unit of construction (Cellule Technique de Construction) and technical unit of the regional directorate has been requested to follow-up the correction of the deficiencies.

Regarding the education sector, progress has been made in increasing access at all levels. Data show a significant positive trend in school coverage throughout the entire education system, indicating that quantitative progress has been made in recent years. Despite these important achievements in terms of access to education, challenges remain in access and retention and learning outcomes in primary education. The improvement in coverage does not mean that all children of school-going-age are really in school: about 7% of the primary school age children do not have access to schools and nearly 23% of those who do have access drop out before completing primary education. Repetition rates also remain high (21%) and contribute, along with dropouts, to weak internal efficiency. The learning assessment in primary education done in SY 2012/13 shows that learning outcomes are low and have declined since 2000

There is a need, therefore, for a significant reduction in repetition and dropouts in primary school as well as improvement in learning outcomes in order for Togo to meet the Education for All objectives. It is expected that the implementation of the decree for re-organizing the primary cycles in three sub-cycles along with recent training of community teachers and actions plan in the GPE new project and other donor's projects will help to reduce repetition and improve learning outcomes.

Link to the Disclosable ISR: ISR TOGO

Uganda (P133780)

Coordinating Agencies: UNICEF (incoming) and Irish Aid (outgoing)
Other Members of the Local Donor Group: African Development Bank, Embassy of Belgium, Belgium Technical Cooperation, Embassy of Japan, Embassy of the Kingdom of the Netherlands, European Union, GIZ, Irish Aid, UNFPA, UNHCR, UNICEF, USAID, World Food Program, WB.

Members of the Local Education Group Not Listed Above: Forum for Education Non-Government Organizations in Uganda (FENU) and Uganda National Teacher Union (UNATU).

Date of ESP Endorsement: April 28, 2011
GPE Board Approval Date: November 18, 2013
WB Approval Date: Projected to be May 15, 2014
Closing Date: Projected to be September 31, 2017

Current Summary Ratings

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

Project Development Objectives (PDO)
The proposed Project Development Objective is to support the Government in improving critical aspects of teacher and school effectiveness in the public primary education system. The critical aspects of effectiveness to be improved are: (i) for teachers: presence in school, pedagogical approach for early reading and numeracy, and availability of instructional material for teaching; (ii) for schools: improved school governance, accountability, and facilities.

Implementation Status Overview
If the project conditions are not met by the Government the signing of the grant agreement will be postponed and the project team will seek a timeframe extension from GPE.

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, WB.

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 Satisfactory
Overall Implementation Progress (IP)	Moderate Satisfactory

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 activities began from July 1, 2012, as the Ministry of Education and Training (MOET) was assured of the availability of retroactive financing. A number of activities required for the success of the project (for example, grants to schools, bi-weekly cluster meetings) have now been undertaken in the de facto second year of the project. The project actively conducted a number of activities to prepare better for the school year 2013-2014, for example, printing and provision of learning guides on educational technology based Grade 1 materials and the provision of learning guides for Grade 4. The Grade 5 learning guides and teacher guides are under development. The baseline survey and test for the project Impact Evaluation was successfully concluded in December, 2013. The project external website was launched in October 2013. As of January 29, 2013, the Grant has disbursed US$38.98 million, including US$9 million of school grants

Key Decisions Regarding Implementation
TEST ITEMS FOR TRAINING EVALUATION NEEDED: Although data for training evaluation is made available, quality of evaluation items is identified as problem. New items need to be developed and tested before deployment of summer training in 2014.

GRADE 5 MATERIALS TO BE COMPLETED BEFORE THE SCHOOL YEAR 2014/15: The project plans to complete Grade 5 materials by April 2014. The project needs to ensure that t printed materials will be distributed to schools before the school year starts in August/September 2014.

IMPACT EVALUATION SURVEY AND ANALYSIS: Capacity building activities for MOET staff to analyze the baseline survey data, including the data from student assessment has started

in January and will continue for some months. Training includes training in using the statistical software package R and in Item Response Theory modeling and analysis of results.

COMMUNICATION STRATEGY TO BE REVISED AND WEBSITE FUNCTIONS TO BE IMPROVED: The website was launched in October 2013 and the communication strategy was developed. However more functions should be added to the website, which links with the update of the communication strategy.

LOWER SECONDARY LEVEL PILOT: Implementation of a pilot for Lower Secondary level (Grade 6 only at the current time) has begun preparation, with the initial development of materials which will be tested and further developed in the next few months for launch in August/September of 2014.

There have been improvements in performance since the previous implementation support mission in May and it seems possible to upgrade the rating to "moderately satisfactory" for implementation progress and progress towards meeting the PDOs.

Link to the Disclosable ISR: ISR VIETNAM

Annex 1. Tables of Trends

Table 1: Prevalence of Objectives in GPE Funded Projects (GPE Projects Approved by GPE Board in CY2013).

	Approved by GPE Board in May 2013					*Approved by GPE Board in November 2013*									*Total Projects with Objective*			**Share of Total Projects with Objective (%)**
	Benin	***Madagascar***	***Mauritania***	***Senegal***	***Tajikistan***	***Cambodia***	***Cameroon***	***Djibouti***	***Ethiopia***	***Gambia***	***Kyrgyz Republic***	***Niger***	***Sao Tome***	***Sierra Leone***	***Uganda***	***Blend IDA/GPE***	***GPE Funding***	***TOTAL***	
Blend IDA/GPE Funding				√					√	√			√			***4***	***11***	***15***	
Fragile and conflict affected states		√												√		***0***	***2***	***2***	
Objective																			
Quality of education, inputs, services	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	***3***	***12***	***15***	***100%***
Access/enrollments																			
Primary & lower secondary education	√	√	√	√		√		√		√		√				***2***	***6***	***8***	***53%***
Early childhood/pre-school education					√	√				√	√					***1***	***3***	***4***	***27%***
Equity																			
Disadvantaged/vulnerable groups	√			√	√	√	√	√								***1***	***5***	***6***	***40%***
Gender	√		√													***0***	***2***	***2***	***13%***
Education Sector Management/Governance									√	√			√	√	√	***3***	***2***	***5***	***33%***

Table 2: Prevalence of Objectives in GPE Active Projects as of End CY2012

	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																																
Primary & lower secondary 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 3: Share of GPE Funded Projects with Each Type of Activity (Projects Approved by GPE Board in CY2013)

Type of Activity	*Approved by GPE Board in May 2013*					*Approved by GPE Board in November 2013*										*Total Projects with Activity*			Share of Total Projects with Activity (%)
	Benin	*Madagascar*	*Mauritania*	*Senegal*	*Tajikistan*	*Cambodia*	*Cameroon*	*Djibouti*	*Ethiopia*	*Gambia*	*Kyrgyz Republic*	*Niger*	*Sao Tome*	*Sierra Leone*	*Uganda*	*Blend IDA/GPE*	*GPE Funding*	*TOTAL*	
Blend IDA/GPE Funding				√					√	√			√			***4***	***11***	***15***	
Early childhood/pre-school education																			
construction/rehabilitation/expansion						√				√	√			√		***1***	***3***	***4***	***27%***
equipment & supplies											√					***0***	***1***	***1***	***7%***
teacher training					√	√				√	√			√	√	***1***	***5***	***6***	***40%***
teaching/learning materials					√	√		√		√	√					***1***	***4***	***5***	***33%***
school readiness assessment											√					***0***	***1***	***1***	***7%***
policy reform					√						√			√	√	***0***	***4***	***4***	***27%***
Management capacity building																			
Planning/M&E/EMIS	√	√	√		√		√		√			√	√			***1***	***7***	***8***	***53%***
Central government institutions	√	√		√	√	√			√	√		√	√	√		***3***	***7***	***10***	***67%***
Local government level	√				√	√			√			√		√	√	***1***	***6***	***7***	***47%***
Community level	√	√													√	***0***	***3***	***3***	***20%***
School level	√	√			√	√			√	√		√			√	***2***	***6***	***8***	***53%***
Private/NGO		√														***0***	***1***	***1***	***7%***
Teacher effectiveness																			
Teacher training	√	√		√	√	√	√	√		√		√	√	√	√	***2***	***1***	***1***	***80%***

																	0	***2***	
Salaries & incentives		√		√			√			√					√	***2***	***3***	***5***	***33%***
Female teacher recruitment, training and incentives							√			√						***1***	***1***	***2***	***13%***
Teacher management reform			√						√	√			√		√	***2***	***3***	***5***	***33%***
Curriculum/methods/books																			
Curriculum/materials supply/development	√		√	√	√		√	√	√			√		√	√	***2***	***8***	***10***	***67%***
Reform of curriculum/textbooks/institutions			√	√	√				√	√		√				***3***	***3***	***6***	***40%***
Budget/Finance																			
New funding mechanisms																***0***	***0***	***0***	***0%***
Budget principles/process/fiduciary					√											***0***	***1***	***1***	***7%***
Governance/decentralization																			
School level				√												***1***	***0***	***1***	***7%***
Community level		√		√												***1***	***1***	***2***	***13%***
Private/NGO																***0***	***0***	***0***	***0%***
Local government level	√			√												***1***	***1***	***2***	***13%***
Basic Education Reform/Reform central institutions																***0***	***0***	***0***	***0%***
Supply/Infrastructure																			
Construction/rehabilitation/equipment	√	√	√	√	√			√		√		√				***2***	***6***	***8***	***53%***
Reform institutions for construction/equipment																***0***	***0***	***0***	***0%***
Learning quality assessment																			
Reform assessment system							√	√				√	√			***0***	***4***	***4***	***27%***
Assessment of students	√			√		√	√	√				√	√	√		***1***	***7***	***8***	***53%***
Demand-side interventions																			
Cash transfers/Other targeted incentives	√	√	√							√				√		***1***	***4***	***5***	***33%***
Awareness/communication strategy/campaign		√	√			√	√			√	√	√				***1***	***6***	***7***	***47%***
Adult literacy							√									***0***	***1***	***1***	***7%***
Nutrition/health programs	√	√										√				***0***	***3***	***3***	***20%***
Equity																			
Girls education & access to education for girls	√		√													***0***	***2***	***2***	***13%***
Inclusive education (special needs)					√		√	√			√	√				***0***	***5***	***5***	***33%***

Access to education for out-of-school & disadvantaged			√	√		√										***1***	***2***	***3***	***20%***
Innovations																			
Modality: Results based approach thru DLIs				√			√			√					√	***2***	***2***	***4***	***27%***
Community run school canteens to improve school attendance	√	√																	
Conversion of maitre de parent, especially females, into contract teachers							√												
Pilot school readiness measurement instrument as a low-cost tool for scaling up											√								
Donkey carts to transport lower grade students to school (policy limitation of walking distance of >3 Km for lower grade children)										√									
Cash transfer program for Koranic schools for implementation of basic education curriculum and achieve proficiency in literacy and numeracy)							√			√									
Improving the accountability of the results chain for improvement of learning quality in early education (Performance financing education grants to local education authorities & block grants to schools based on Quality Improvement Agreements)				√															

*Adaptable Program Loan (APL) Phase I -- First Portion of GPE Funding

**APL Phase I -- Second Portion of GPE Funding

***Pre-School/ECE Projects

Table 4: Share of Active Projects with Each Type of Activity (GPE Active projects as of End CY2012)

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 %***
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/rehab	√	√	√	√			√	√	√		√	√	√	√	√	√	√	√	√	√		√	√	√		√		√	***3***	***19***	***22***	***79 %***

ilitation/equipment																															
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																																
Cash transfers/Other targeted incentives	√							√	√	√	√	√		√				√	√				√				√	√		***3***	***9***	***12***	***43 %***
Awareness/communication strategy/campaign		√	√	√			√							√					√								√			***2***	***5***	***7***	***25 %***
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

Table 5: Share of GPE Projects Aligned with GPE Partnership Objectives (Projects Approved by GPE Board in CY2013)

Objective	*Approved by GPE Board in May 2013*					*Approved by GPE Board in November 2013*										*Total Projects with Activity*			Share of Total Projects* with Activity (%)
	Benin	*Madagascar*	*Mauritania*	*Senegal*	*Tajikistan*	*Cambodia*	*Cameroon*	*Djibouti*	*Ethiopia*	*Gambia*	*Kyrgyz Republic*	*Niger*	*Sao Tome*	*Sierra Leone*	*Uganda*	*Blend IDA/GPE*	*GPE Funding*	*TOTAL*	
Fragile and conflict affected states		√												√		*0*	*2*	*2*	*13%*
Girls' education	√		√													*0*	*2*	*2*	*13%*
Basic literacy and numeracy by grade 3 (including early childhood education)				√	√	√	√	√		√	√	√	√	√	√	*2*	*9*	*11*	*73%*
Teacher effectiveness	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	*3*	*13*	*15*	*100%*
Finance					√											*0*	*1*	*1*	*7%*
Equity (disadvantaged: children with disabilities, out-of-school children, etc.)			√	√	√	√	√	√			√	√				*1*	*7*	*8*	*53%*
Innovative approaches																			
Modality: Results based approach thru DLIs				√			√			√					√	*2*	*2*	*4*	*27%*
Community run school canteens to improve school attendance	√	√																	
Conversion of maitre de parent, especially females, into contract teachers							√												
Pilot school readiness measurement instrument as a low-cost tool for scaling up											√								
Donkey carts to transport lower grade students to school (policy limitation of walking distance of >3 Km for lower grade children)										√									
Cash transfer program for Koranic schools for implementation of basic education curriculum and achieve proficiency in literacy and numeracy)				√						√									

Improving the accountability of the results chain for improvement of learning quality in early education (Performance financing education grants to local education authorities & block grants to schools based on Quality Improvement Agreements)				√															

*Total Projects Approved by GPE Board in CY 2013 -- 15 projects

Table 6: Share of GPE Projects Aligned with GPE Partnership Objectives (Projects Approved by GPE Board in CY2013)

Objective	*Total Number of Projects*	Share of Total Projects*
Fragile and conflict affected states	2	13%
Girls' education	2	13%
Basic literacy and numeracy by grade 3 (including early childhood education)	11	73%
Teacher effectiveness	15	100%
Finance	1	7%
Equity (disadvantaged: children with disabilities, out-of-school children, etc.)	9	60%
Innovative approaches	8	53%

*Total Projects Approved by GPE Board in CY 2013 -- 15 projects

Table 7: Share of GPE Projects Aligned with GPE Partnership Objectives (GPE Active projects as of End CY2012)

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

*Total Active Projects -- 28