



## CAMEROON Education Reform Support Project (P160926)

WESTERN AND CENTRAL AFRICA | Cameroon | IBRD/IDA | Investment Project Financing (IPF) | FY 2018 | Seq No: 12 |  
Archived on 20-Dec-2024 | ISR02604

Implementing Agencies: Ministry of Basic Education

### 1. OBJECTIVE

#### 1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 01-May-2018)

The Project Development Objective is to improve equitable access to quality basic education, with a focus on selected disadvantaged areas

Has the Development Objective been changed since Board Approval of the Project Objective?

Yes

Current Development Objective (Approved as part of Additional Financing package Seq. 1 on 24-Nov-2020)

The Project Development Objective is to improve equitable access to quality basic education, with a focus on selected disadvantaged areas

### 2. COMPONENTS

Name

Improving Access, Quality and Education System Management:(Cost 176,870,000.00)

Improving School Effectiveness through Performance-based Financing:(Cost 31,190,000.00)

Institutional Strengthening and Project Management:(Cost 29,190,000.00)

Contingent emergency response component (CERC):(Cost 0.00)

### 3. OVERALL RATINGS

Name

Previous

Current

Progress towards achievement of PDO

● Satisfactory

● Satisfactory



Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Moderate	● Moderate

## 4. KEY ISSUES & STATUS

### 4.1 Implementation Status and Key Decisions

This Implementation Status Report (ISR) is based on the findings from an implementation support mission from November 25 to December 2, 2024, a pre-mission field visit held from November 18 to 22, 2024, the Government’s Project progress report as well as available information as of December 10, 2024, and a financial management supervision mission was also carried out on August 08 and 26, 2024.

Overall implementation progress remains Moderately Satisfactory (MS), as project activities continue to advance mostly in line with expectations and progress toward the achievement of PDO is still Satisfactory (S). The following provides an overview of implementation progress by component.

#### Progress by Component

##### 1. Component 1 (Improving Access, Quality, and Education System Management):

Significant progress was reported for each of the PBCs that are part of the IPF-PBCs ERSP project (Education Reform Support Project (P160926) project) since the last mission in April 2024. Progress in Pillars 1, 2, 3, 4, 7a, and 7b includes several key achievements: (i) Recruitment of 15,000 teachers, with the 6th wave of recruitment currently underway, (ii) Training of 33,204 new teachers in the use of the new curriculum, bringing the total number of trained teachers to 94,809, (iii) Acquisition and distribution of 2,202,515 additional essential textbooks (replenishment) at level 2 is underway, which will increase the total number of essential textbooks to 11,695,553 in all public elementary schools, (iv) Support for 623 CPCs (grants and pedagogical support) meeting level 1 standards, enrolling 29,994 children, (v) Support for 544 schools hosting refugees and displaced persons, including grants and psychosocial support training. Furthermore, the implementation of the teaching policy is progressing well. Job-posting has enhanced the role of the decentralized regional offices (DREB) in deploying teachers based on need. The time required to produce teachers' registration numbers has been significantly reduced, from nearly 4 years in 2018 to less than 6 months in 2024. The systematization of job mapping and the institutionalization of unannounced missions to check teacher effectiveness have resulted in major efficiency gains, including the suspension of 2,500 fictitious jobs.

##### 2. Component 2 (Improving School Effectiveness through Performance-based Financing):

As of November 30<sup>th</sup>, 2024, a total of 5,200 schools are enrolled in the BPF program for fiscal 2024-2025, compared to 4,103 schools for fiscal 2023-2024. These 5,200 schools cover the country's 10 regions, 57/58 departments and 311/360 arrondissements. The project reported a total of 4,560 FBP accounts opened at CAMPOST for structures under FBP contract: 10 DREBs, 57 DDEBs, 274 IAEBs and 4,222 schools. However, insecurity in the North-West and South-West (NWSW) continues to impact regular teacher presence in schools and the smooth delivery of projects activities. A specific implementation protocol was defined along with a risk management plan for schools in low-risk zones in the NWSW. For high-risk zone, activities are still suspended. An agreement has been established with the PIU to carry out periodic monitoring of the school situation in the NWSW regions in order to integrate them progressively in the PBF.



### 3. Component 3 (Institutional Strengthening and Project Management):

Regarding the project coordination, Monitoring and Evaluation, the government has finalized and shared the 2025 Annual Work Plan. The national steering committee meeting is scheduled for December 18, 2024. The World Bank comments and no objection on the AWP is being finalized. Additionally, under the MoU between UNESCO and the project, staff from the Directorate of Planning and Statistics (Ministry of Basic Education) have benefited from various capacity strengthening activities to set up and to decentralize an effective EMIS. Capacities of implementing agencies and PCU have been strongly built through various activities including direct training to ministerial staff leading Pillars 1 to 7, benchmarking to learn from best practices in late registration of students without birth certificate and Community-driven ECE (under preparation - for February 2025 in Maroc and Mozambique) and Effective Education Monitoring and Information System (EMIS). The project has also supported the key advisory, technical, and capacity-building activities to assist the Government to prepare, finalize and endorsed its Education and Training Sector Strategy (ETSS-2030).

#### Next steps

A follow-up field visit will be scheduled for late March or early April 2025 to assess the implementation progress of the key action plan agreed upon with both national and decentralized education authorities regarding PBF and CPCs.

The next supervision mission is planned for May 2025.

## 5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 01 May 2018	Last Approved Rating ISR Seq. 011 - 03 Jun 2024	Proposed Rating
Political and Governance	● High	● Substantial	● Substantial
Macroeconomic	● Substantial	● Moderate	● Moderate
Sector Strategies and Policies	● Moderate	● Moderate	● Moderate
Technical Design of Project or Program	● Moderate	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Substantial	● Moderate	● Moderate
Fiduciary	● High	● Substantial	● Substantial
Environment and Social	● Moderate	● Moderate	● Moderate
Stakeholders	● Low	● Low	● Low
Other	● Substantial	● Moderate	● Moderate



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Overall

● Substantial

● Moderate

● Moderate

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## 6. RESULTS

### 6.1 PDO Indicators by PDO Outcomes

MAPPED PDO INDICATORS								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Public primary schools with at least 3 state paid teachers (only schools enrolling more than 100 pupils) (Nationwide) (Percentage) PBC	43.00	Oct/2017	73.00	29-Mar-2024	86	13-Dec-2024	95.00	Dec/2026
	Comments on achieving targets		This result is based on the Basic Education Ministry's HR database certified the Tierce Party verification Agency for DLIs. National Statistic Yearbook usually captured results of N-1 calendar Year. During MTR agreement has been made to consider HR database for the verification after certification by Directorate in charge of Statistics and Planning (DPPC_MINEDUB). 2023-2024 Statistical Yearbook has begun and will be finalized by the end of December 2024. A DLIs verification report is expected by mid-December 2024 to certified results for the 5th and 6th years of this DLI1 on teacher recruitment. An update will be provided in the next ISR.					
Students having essential textbooks (based on the new curriculum) at public primary level (Nationwide) (Text) PBC	0	Oct/2017	50% des élèves du Niveau 1 (SIL/Classe 1, CP/Classe 2), 48% du Niveau 2 (CE1/Classe 3, CE2/Classe 4) et 51 % du Niveau 3 (CM1/Cl 4, CM2/Cl6)	30-Jun-2023	At least 90% of students of Level 1 (SIL / Class 1 CP / Class 2) and Level 2 (CE1 / Class 3 CE2 / Class 4) have the package of three (3) essential	13-Dec-2024	(a) At least 90% of students of Level 1 (SIL / Class 1 CP/Class 2), Level 2 (CE1 / Class 3 CE2/ Class 4) and Level 3 (CM1 / Class 5	Dec/2026



			dispositif du package de 3 manuels essentiels		textbooks (b) At least 50% of students of Level 3 (CM1 / Class 5 CM2 / Class 6) have the package of three (3) essential textbooks		CM2/Class 6) have the package of three (3) essential textbooks	
	Comments on achieving targets		This results is based on the provisional 2023-2024 statistical yearbook. Data validation for the 2023-2024 Statistical will be finalized by the end of December 2024. An update will be provided in the next ISR.					
Pre-primary enrollment in Community Pre-school Centers in rural areas (Number) PBC	8,360.00	Oct/2017	32,549.00	29-Mar-2024	36,818.00	13-Dec-2024	38,360.00	Dec/2026
	Comments on achieving targets		This results is based on the provisional 2023-2024 statistical yearbook. Data validation for the 2023-2024 Statistical will be finalized by the end of December 2024. An update will be provided in the next ISR.					
Boys (Number)	4,180.00	Oct/2017	16,345.00	29-Mar-2024	18,465.00	13-Dec-2024	19,180.00	Dec/2026
Girls (Number)	4,180.00	Oct/2017	16,204.00	29-Mar-2024	18,353.00	13-Dec-2024	19,180.00	Dec/2026
Share of learners at the end of primary who reach the minimum proficiency level of reading (Percentage) PBC	24.00	Oct/2018	24.00	30-Jun-2023	30.20%	13-Dec-2024	35.00	Dec/2026
	Comments on achieving targets		Identifying a methodology for data collection have caused some delays in the monitoring of this indicator. PASEC 2014 data were used to assess the baseline (2018) of 24%. PASEC 2019 showed that 30.2% learners achieve at least "level 4" of the reading proficiency scale at the end of primary. An update will be provided in the next ISR.					
Public primary schools receiving package of grant funding and school level interventions in refugee-affected areas (Number) PBC	0.00	Oct/2017	222.00	30-Jun-2023	300.00	13-Dec-2024	400.00	Dec/2026
	Comments on achieving targets		The MINEDUC activity report indicates that 300 public primary schools in refugee-affected areas received training in psychosocial support and resource management. 246 of the 300 received grants in June 2024.					



			Note: We noticed that there is a one year gap between targets from the Parent project (P160926, 2018-2024) to the additional financing (P172885, 2024-2026). The parent project expected results from Year 2, whereas the additional financing project expected results from year 1, which causes delays in achieving this indicator.					
Pupils enrolled in public primary schools receiving package of grant funding and school level interventions in refugee-affected areas (Number)	0.00		98,808.00		151,817.00		200,000.00	
	Comments on achieving targets		Note: We noticed that there is a one year gap between targets from the Parent project (P160926, 2018-2024) to the additional financing (P172885, 2024-2026). The parent project expected results from Year 2, whereas the additional financing project expected results from year 1, which causes delays in achieving this indicator.					
Refugee pupils enrolled in public primary schools receiving package of grant funding and school level interventions in refugee-affected areas (Number)	0.00		33,576.00		37,740.00		24,000.00	
Public primary schools receiving package of grant funding and school level interventions in displaced people-affected areas (Number) PBC	0.00	Aug/2020	292.00	30-Jun-2023	300.00	13-Dec-2024	300.00	Dec/2026
	Comments on achieving targets		<p>The MINEDUC activity report indicates that 300 public primary schools in displaced people-affected areas received training in psychosocial support and resource management. 298 of the 300 received grants in June 2024.</p> <p>Note: We noticed that there is a one year gap between targets from the Parent project (P160926, 2018-2024) to the additional financing (P172885, 2024-2026). The parent project expected results from Year 3, whereas the additional financing project expected results from year 2.</p>					



## 6.2 Intermediate Results Indicators by Components

Improving Access, Quality and Education System Management								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Displaced people and people in host communities provided with services and livelihoods (Number of people) CRI					0	13-Dec-2024		
	Comments on achieving targets		This is a new intermediate indicator CRIs added as part of the CRI retrofit process led by the region. The project has recently started to monitor it. So, Next ISR or the following will provide data based on National Statistical Institute and PIU reports.					
Displaced people and people in host communities provided with services and livelihoods – Youth (Number of people) CRI					0	13-Dec-2024		
	Comments on achieving targets		This is a new intermediate indicator CRIs added as part of the CRI retrofit process led by the region. The project has recently started to monitor it. So, Next ISR or the following will provide data based on National Statistical Institute and PIU reports.					
Displaced people and people in host communities provided with services and livelihoods – Female (Number of people) CRI					0	13-Dec-2024		
	Comments on achieving targets		This is a new intermediate indicator CRIs added as part of the CRI retrofit process led by the region. The project has recently started to monitor it. So, Next ISR or the following will provide data based on National Statistical Institute and PIU reports.					
Teachers recruited or trained (Number) PBC	0.00	Aug/2020	112,355.00	25-Apr-2024	115,355	13-Dec-2024	123,000.00	Dec/2026
	Comments on achieving targets		The data presented are those that have been updated. Since the last ISR, 3,000 teachers have been recruited from the 5th recruitment wave.					



Number of teachers recruited (Number)	0.00	Aug/2020	12,000.00	25-Apr-2024	15,000.00	13-Dec-2024	18,000.00	Dec/2026
Teachers recruited or trained - Female (RMS requirement) (Number)	0.00		56,515.00		56,515.00		61,500.00	
Number of teachers trained (Number)	0.00	Aug/2020	112,355.00	25-Apr-2024	112,355.00	13-Dec-2024	123,000.00	Dec/2026
	Comments on achieving targets		No change since the last ISR. An update will be provided in the next ISR.					
Students benefiting from direct interventions to enhance learning (Number)	0.00	Aug/2020	5,196,544.00	29-Mar-2024	5,326,474.00	13-Dec-2024	8,600,000.00	Dec/2026
	Comments on achieving targets		This results is based on the provisional 2023-2024 statistical yearbook. Data validation for the 2023-2024 Statistical will be finalized by the end of December 2024. An update will be provided in the next ISR.					
Students benefiting from direct interventions to enhance learning - Female (Number)	0.00		2,467,234.00		2,532,505.00		4,300,000.00	
Early Childhood Education (ECE) – Total (Number)	0.00	Sep/2020	32,549.00	29-Mar-2024	36,818.00	13-Dec-2024	38,360.00	Dec/2026
Primary Education – Total (Number)	0.00	Sep/2020	5,155,547.00	29-Mar-2024	5,289,656.00	13-Dec-2024	8,561,640.00	Dec/2026
Early Childhood Education (ECE) – Female (Number)	0.00	Sep/2020	16,204.00	29-Mar-2024	18,353.00	13-Dec-2024	19,180.00	Dec/2026
Primary Education – Female (Number)	0.00	Sep/2020	2,446,722.00	29-Mar-2024	2,514,152.00	13-Dec-2024	4,280,820.00	Dec/2026
Teacher trainers of MINESEC	0.00	Oct/2017	2,631.00	29-Mar-2024	2,913.00	13-Dec-2024	4,500.00	Jun/2023



trained on the new curriculum (Number)	Comments on achieving targets		This results is based on the provisional 2023-2024 statistical yearbook.					
Community pre-school centers in rural areas meeting quality standards (DLI4) (Number)	0.00	Oct/2017	557.00	29-Mar-2024	975.00	13-Dec-2024	1,000.00	Dec/2026
	Comments on achieving targets		This result is based on the updated school map and PBC 4 project activities report as of June 2024.					
Integrated Statistical Yearbook available at national level (Yes/No) PBC	No	Oct/2017	No	30-Jun-2023	No	13-Dec-2024	Yes	Dec/2026
	Comments on achieving targets		The provisional 2023-2024 statistical yearbook is available. Data validation for the 2023-2024 yearbook will be finalized by the end of December 2024. An update will be provided in the next ISR.					
Community Pre-schools Centers (CPCs) and public primary schools engaging communities in school-level management (Number)	0.00	Aug/2018	5,583.00	25-Apr-2024	5,260.00	13-Dec-2024	6,400.00	Dec/2026
	Comments on achieving targets		The results decreased from 5,583 to 5,260 due to data regularization upon noticing an overestimation in the initial data collection exercise, which was based on the project progress report from the last quarter of 2023.					
Primary-level teachers receiving continuous coaching by relevant pedagogical supervision chain of MINEDUB (Number)	0.00	Aug/2020	0.00	30-Jun-2023	0.00	13-Dec-2024	2,500.00	Dec/2026
	Comments on achieving targets		This will be based on the TEACH/COACH interventions, planned for 2025. An update will be provided in the next ISR.					
MINEDUB sub-divisional inspectors and MINEDUB head teachers who achieve reliability in classroom observation (as measured by the performance exam at the end of the training) (Percentage)	0.00	Aug/2020	0.00	30-Jun-2023	0.00	13-Dec-2024	85.00	Dec/2026
	Comments on achieving targets		This will be based on the TEACH/COACH interventions, planned for 2025. An update will be provided in the next ISR.					
Large scale learning	0.00	Aug/2020	1.00	30-Jun-2023	1.00	13-Dec-2024	4.00	Dec/2026



assessments completed at the primary and the secondary level (Number)	Comments on achieving targets		The assessment at the secondary level is ongoing and results will be published by the end of December 2024. An update will be provided in the next ISR.					
<b>Improving School Effectiveness through Performance-based Financing</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of schools included in the Performance-based Financing (PBF) school grants program (Number)	20.00	Oct/2017	4,426.00	25-Apr-2024	4,103.00	13-Dec-2024	5,000.00	Dec/2026
	Comments on achieving targets		The results decreased from 4,426 to 4,103 due to data regularization upon noticing an overestimation in the initial data collection exercise, which was based on the project progress report from the last quarter of 2023.					
Percentage of schools included in PBF program improving their performance (Percentage)	0.00	Oct/2017	50.00	30-Jun-2023	57.40	13-Dec-2024	75.00	Dec/2026
	Comments on achieving targets		This is based on data from the project report.					
<b>Institutional Strengthening and Project Management</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Impact evaluation of Performance-based Financing available and disclosed (Yes/No)	No	Aug/2020	Yes	25-Apr-2024	No	13-Dec-2024	Yes	Dec/2026
	Comments on achieving targets		The impact evaluation of the Performance-based Financing program has not been undertaken. The April 2024 recorded "YES" by error. An update will be provided in the next ISR.					

### 6.3 Performance Based Conditions (PBC)



PBC Name		Baseline	Actual (Previous)		Actual (Current)		Closing Period
			Value	Date	Value	Date	
1:Public primary schools with at least 3 state paid teachers (only schools enrolling more than 100 pupils) (Nationwide) (Percentage) Not Due	Value	43.00	73.00	29-Mar-2024	86	13-Dec-2024	4,330,000.00
	Allocated Amount	0.00			0.00		
PBC allocation			30,000,000.00				
2:Teachers recruited or trained (Number) Achieved	Value	0.00	112,355.00	25-Apr-2024	112,355.00	13-Dec-2024	3,000,000.00
	Allocated Amount	0.00			0.00		
PBC allocation			20,000,000.00				
3:Students having essential textbooks (based on the new curriculum) at public primary level (Nationwide) (Text) Achieved	Value	0	50% des élèves du Niveau 1 (SIL/Classe 1, CP/Classe 2), 48% du Niveau 2 (CE1/Classe 3, CE2/Classe 4) et 51 % du Niveau 3 (CM1/CI 4, CM2/Cl6) disposent du package de 3 manuels essentiels	30-Jun-2023	(a) At least 90% of students of Level 1 (SIL / Class 1 CP/Class 2), Level 2 (CE1 / Class 3 CE2/ Class 4) and Level 3 (CM1 / Class 5 CM2/Class 6) have the package of three (3) essential textbooks	13-Dec-2024	



	Allocated Amount	0.00			0.00		4,650,000.00
PBC allocation			32,000,000.00				
4:Pre-primary enrollment in Community Pre-school Centers in rural areas (Number) Partially achieved	Value	8,360.00	32,549.00	29-Mar-2024	36,818.00	13-Dec-2024	
	Allocated Amount	0.00			0.00		3,000,000.00
PBC allocation			20,000,000.00				
5:Share of learners at the end of primary who reach the minimum proficiency level of reading (Percentage) Achieved	Value	24.00	24.00	30-Jun-2023	30.20	13-Dec-2024	
	Allocated Amount	0.00			0.00		3,000,000.00
PBC allocation			21,000,000.00				
6:Integrated Statistical Yearbook available at national level (Yes/No) Achieved	Value	No	No	30-Jun-2023	Oui	13-Dec-2024	
	Allocated Amount	0.00			0.00		2,150,000.00
PBC allocation			15,000,000.00				
7:Public primary	Value	0.00	222.00	30-Jun-2023	300.00	13-Dec-2024	

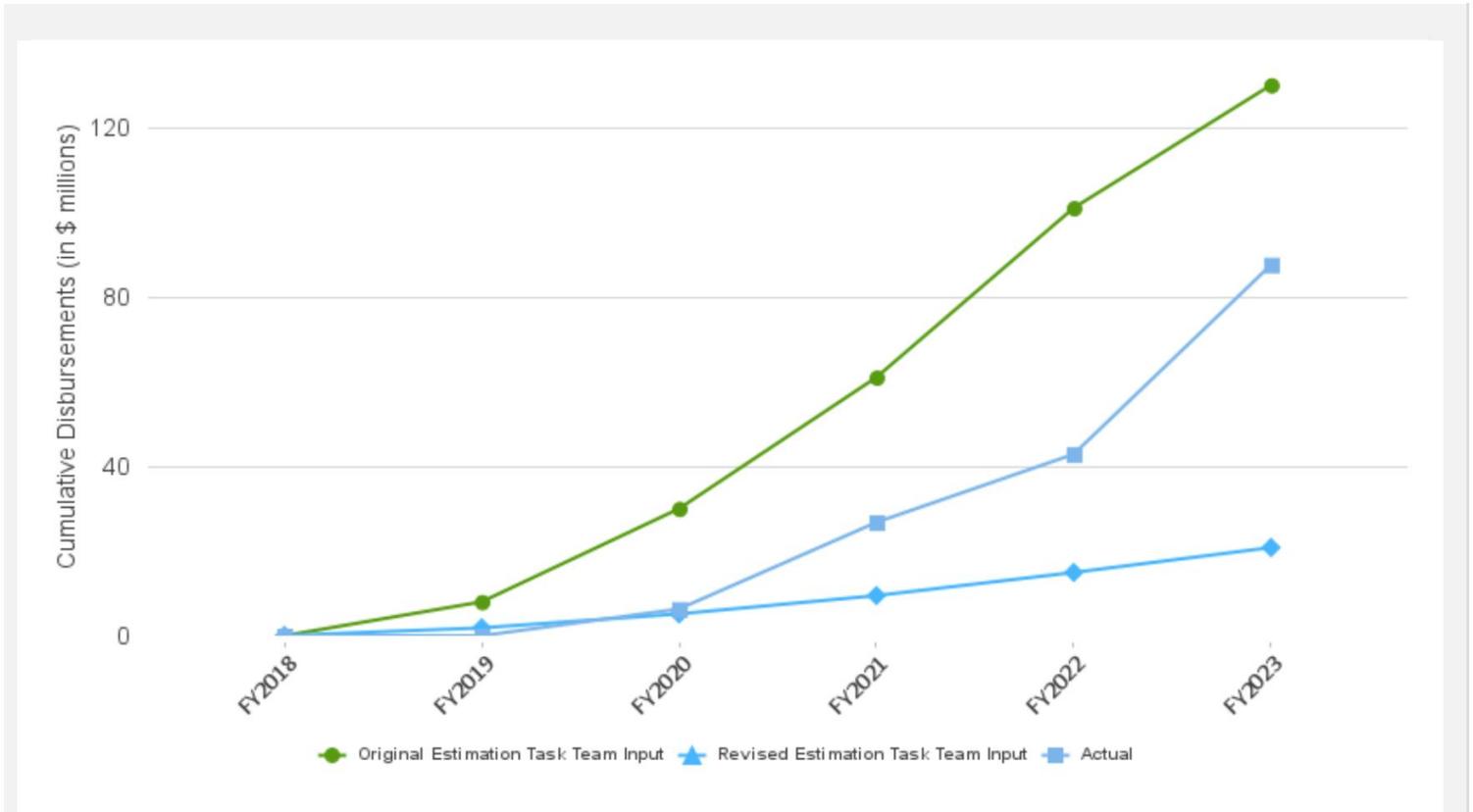


schools receiving package of grant funding and school level interventions in refugee-affected areas (Number) Achieved	Allocated Amount	0.00			0.00		2,830,000.00
PBC allocation			19,000,000.00				
8:Public primary schools receiving package of grant funding and school level interventions in displaced people-affected areas (Number) Partially achieved	Value	0.00	292.00	30-Jun-2023	292.00	13-Dec-2024	
	Allocated Amount	0.00			0.00		2,330,000.00
PBC allocation			14,000,000.00				



## 7. DATA ON FINANCIAL PERFORMANCE

### 7.1 Cumulative Disbursements



### 7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed	Historical Disbursed
IDA-67930	Effective	45.00	42.69	0.00	27.78	13.86	 66.71%	45.00
IDA-62160	Effective	100.00	87.52	0.00	53.95	34.76	 60.82%	100.00
IDA-D2910	Effective	30.00	27.43	0.00	18.24	9.58	 65.55%	30.00
TF-B4072	Effective	22.55	22.55	0.00	16.50	6.05	 73.16%	22.55

### 7.3 Key Dates (by loan)



Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-62160	Effective	01-May-2018	09-Apr-2019	26-Jun-2019	29-Dec-2023	31-Dec-2026
IDA-67930	Effective	24-Nov-2020	19-Aug-2021	19-Aug-2021	31-Dec-2026	31-Dec-2026
IDA-D2910	Effective	01-May-2018	09-Apr-2019	26-Jun-2019	29-Dec-2023	31-Dec-2026
TF-B4072	Effective	24-Nov-2020	19-Aug-2021	19-Aug-2021	31-Dec-2026	31-Dec-2026

## 8. KEY DATES

Key Events	Planned	Actual
Approval	01-May-2018	01-May-2018
Effectiveness	26-Jun-2019	26-Jun-2019
Mid-Term Review No. 01	31-Mar-2023	19-Jun-2023
Operation Closing/Cancellation	31-Dec-2026	

## 9. RESTRUCTURING HISTORY

Restructuring Level 2 Approved on 07-Nov-2023

## 10. ASSOCIATED OPERATION(S)

There are no associated operations