The World Bank
Expanding Opportunities for Learning (P166059)

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MID EAST,NORTH AFRICA,AFG,PAK | Djibouti | IBRD/IDA | Investment Project Financing (IPF) | FY 2020 | Seq No: 12 | Archived on 13-Jul-2025 | ISR04250

1. OBJECTIVE

1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 16-Jun-2020)

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

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 31-Aug-2021)

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

2. COMPONENTS

Name
Component 1: Establishing foundations for quality preschool education:(Cost 4,150,000.00)
Component 2: Expanding access to and improving retention in primary and lower secondary education:(Cost 20,330,000.00)
Component 3: Building capacity to support teaching and learning:(Cost 12,510,000.00)
Component 4: Strengthening MENFOP's management capacity and data systems:(Cost 4,710,000.00)

3. OVERALL RATINGS

Name	Previous	Current
Progress towards achievement of PDO	●Moderately Satisfactory	●Moderately Satisfactory
Overall Implementation Progress (IP)	●Satisfactory	●Satisfactory
Overall Risk Rating	●Moderate	●Moderate

4. KEY ISSUES & STATUS

4.1 Implementation Status and Key Decisions

Approval of the Second Additional Financing (AF): The second Additional Financing (AF) was approved on April 29, 2025, providing critical support to expand and strengthen the program's impact.

Progress Across Program Components:

Component 1: Establishing foundations for quality preschool education

It is making strong progress in improving access to education, teaching quality, and classroom practices. Of the 142 preschool centers evaluated so far, 89 percent meet national quality standards. Teacher training efforts are ongoing, with a third round of teacher evaluations scheduled for the 2025–2026 school year. Infrastructure development is also advancing, with 41 new classrooms already completed and 29 more will be supported by the AF. The AF will further accelerate these efforts, including supporting a national campaign to raise awareness about the importance of preschool education.

Component 2: Expanding Access to and Improving Retention in Primary and Lower Secondary Education

The government is actively working to increase primary school enrollment as part of its goal to eliminate out-of-school children. Efforts are also underway to boost girls' enrollment in lower secondary education, where boys currently outnumber girls.

Notably, repetition rates in Grade 5 have dropped significantly—a positive sign of improved retention. These trends will continue to be closely monitored.

Component 3: Building capacity to support teaching and learning

Both national assessments (Évaluations Nationales Indépendantes – ENI) and international assessments (PASEC – Programme d'Analyse des Systèmes Éducatifs de la CONFEMEN) have been conducted to evaluate learning outcomes and system performance. Regarding school governance, 62 percent of School Management Committees are currently functional. Additional support is planned to strengthen their capacity and improve overall effectiveness.

Component 4: Strengthening MENFOP's management capacity and data systems

Education Management Information System (EMIS)

MENFOP is currently evaluating three platforms—GOSE (internally developed), SIMS, and UNESCO's SIGE—with a primary focus on scaling up the use of GOSE. All public schools and French private schools are now using GOSE, while private Arabic schools have not yet adopted the system.

Statistical Yearbook

The quality of the Statistical Yearbook has improved thanks to data generated through GOSE. However, challenges related to internet connectivity and limited training have caused delays in some data reporting.

5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 16 Jun 2020	Last Approved Rating AF Seq. 02 Approval - 29 Apr 2025	Proposed Rating

Political and Governance	🟠Substantial	🟡Moderate	🟡Moderate
Macroeconomic	🟠Substantial	🟠Substantial	🟠Substantial
Sector Strategies and Policies	🟡Moderate	🟡Moderate	🟡Moderate
Technical Design of Project or Program	🔴High	🟠Substantial	🟠Substantial
Institutional Capacity for Implementation and Sustainability	🟠Substantial	🟡Moderate	🟡Moderate
Fiduciary	🟠Substantial	🟠Substantial	🟠Substantial
Environment and Social	🟡Moderate	🟡Moderate	🟡Moderate
Stakeholders	🟡Moderate	🟡Moderate	🟡Moderate
Overall	🟠Substantial	🟡Moderate	🟡Moderate

6. RESULTS

6.1 PDO Indicators by PDO Outcomes

Increased equitable access to basic education								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number) PBC	0.00	May/2019	22,642.00	31-Oct-2024	35,885	21-May-2025	37,000	Jun/2029
	Comments on achieving targets		35,885 enrolments (pending verification)- cummulative School year 2020-2021 =3,284 School year 2021-2022=3,314 School year 2022-2023=7,060 School year 2023-2024=8,984 School year 2024-2025= 13,243 (pending verification). Disaggregated: *Girls: 16,455 (pending verification)- cummulative 2020-2021 =1,523 2021-2022=1,587 2022-2023=3,458 2023-2024=4,265 2024-2025= 5,622 (pending verification) *Refugees: 2,403 (pending verification)- cummulative 2020-2021 =496 2021-2022=596 2022-2023=425 2023-2024=502						

2024-2025= 384 (pending verification)

*Rural children: 3,207 (pending verification)- cummulative
2020-2021 =143
2021-2022=261
2022-2023=847
2023-2024=847
2024-2025= 1,109 (pending verification)

*ABS children: 200 (pending verification)- cummulative
School year 2020-2021 =54
School year 2021-2022=14
School year 2022-2023=0
School year 2023-2024=0
School year 2024-2025=132 (pending verification)

PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number) PBC	0.82	May/2019	0.87	31-Oct-2024	0.88	21-May-2025	0.90	Jun/2029
	Comments on achieving targets		Rural children: 0.69￼Urban children: 0.90					

Strengthened MENFOP's management capacity

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
PDO #4: Learning assessments are revised and administered (Text) PBC	No	May/2019	Revised OTIs (years 2 and 5) and at least one national learning assessment	31-Oct-2024	Revised OTIs (years 2 and 5) and at least one national learning assessment	21-May-2025	Revised OTIs (years 2 and 5) and at least one national learning assessment	Jun/2029

Improved teaching practices

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
PDO #3: Average score of teachers whose competencies have been measured using a classroom observation tool, disaggregated by primary and preschool (Text)	0.00	May/2019	59.46% of public primary teachers and 74.68% of pre-school teachers have improved their skills	31-Oct-2024	3.28/5 for primary and 3.2/5 for preschool teachers according to the 23/24 TEACH survey	21-May-2025	+0.5/5 compared to baseline for primary and +0.7/5 for preschool teachers	Jun/2029
	Comments on achieving targets		Indicator was adjusted following the second additional financing. Baseline was 3/5 for primary teachers and 2.71/5 for preschool teachers according to the 2022-23 TEACH survey					

6.2 Intermediate Results Indicators by Components

Component 1: Establishing foundations for quality preschool education								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Preschool quality standards approved (Text) PBC	No	May/2019	At least 21% of public preschools meet quality standards	31-Oct-2024	89% of public and private preschools meeting quality standards (126/142)	21-May-2025	At least 60 percent of public and private preschools	Jun/2029

					pending IVA verification		meeting quality standards	
Number of preschool teachers trained on the new curriculum (CRI) (Text) PBC	No	May/2019	228	31-Oct-2024	228	21-May-2025	60 public preschool teachers are trained.	Jun/2029
Additional public preschool classrooms built or rehabilitated (Number)	0.00	May/2019	41.00	31-Oct-2024	41	21-May-2025	70	Jun/2029
Number of children enrolled in public preschool each year (Number)	0	May/2019	0	31-Oct-2024	4,869	21-May-2025	4,550	Jun/2029
	Comments on achieving targets		Data taken from the preschool quality evaluation. Will be confirmed upon publication of the 2024-25 statistical yearbook					

Component 2: Expanding access to and improving retention in primary and lower secondary education

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Percentage of rural primary and lower secondary schools that have adequate facilities (water point, latrines, electrical or solar power source) (Percentage)	47.00	May/2019	74.00	31-Oct-2024	78	21-May-2025	90.00	Jun/2029
	Comments on achieving targets		Total number of schools (primary and lower secondary) is 182.					
Number of school canteens upgraded to standards (storage and refectory) (Text)	0	May/2019	45 (31 built and 14 rehabilitated)	31-Oct-2024	51	21-May-2025	70 canteens	Jun/2029
Sub-regional plans to promote enrollment and reduce dropout are approved (Text)	No strategy	May/2019	Adapted interventions in all five regions are	31-Oct-2024	Adapted interventions in all five	21-May-2025	Adapted interventions in all five regions	Jun/2029

			being implemented		regions are implemented		are implemented	
Grade 5 repetition rate (Percentage)	24.40	May/2019	5.00	31-Oct-2024	5	21-May-2025	14.40	Jun/2029

Component 3: Building capacity to support teaching and learning								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Assessment levels in math and at least one language are officially approved in primary and lower secondary education (Text)	No	May/2019	Assessment levels for grades 4 and 7 have been validated	31-Oct-2024	Primary and lower secondary assessment levels in math and at least one language are officially approved.	21-May-2025	Primary and lower secondary assessment levels in math and at least one language are officially approved.	Jun/2029
Administration of a digital evaluation of digital literacy skills (Text)	No	May/2019	No	31-Oct-2024	No	21-May-2025	Implementation of actions based on the results of the evaluation	Jun/2029
	Comments on achieving targets		The consultant's work on implementing the assessment of digital skills has begun. The consultant is responsible for conducting a qualitative survey of teachers, principals, and students to better understand their digital needs and to assess the practical skills of 4th-year students. The consultation also takes into account the availability and use of digital equipment, as well as the relevance of the current curriculum in terms of digital skills. The final report of the mission is expected to be shared with MENFOP in June for subsequent transmission to the BM.					

			Translated with DeepL.com (free version)					
Administration of a revised Brevet (9th year national assessment) (Text)	No	May/2019	Yes	31-Oct-2024	Yes	21-May-2025	Yes	Jun/2029
Percentage of primary schools that receive detailed reports on results of national learning assessments and guidelines for their use to improve teaching and learning (Percentage)	0.00	May/2019	31.00	31-Oct-2024	50%	21-May-2025	100.00	Jun/2029
	Comments on achieving targets		The AVI report for PBC 5.5(a) shows that, in a sample, 82% of schools that participated in the assessments received detailed reports. Extrapolated to all 108 schools that participated in the EGRA and ENI assessments, this represents 88 schools. The denominator is 177 *public* elementary schools. This focus on public school reflects MENFOP's priorities in terms of information sharing.					
Improved learning outcomes for year 2 students (Text)	Baseline figure not yet established	May/2019	The ENIs 2024 show an improvement in levels compared with the baseline - 67% for French (baseline 64%) and 35% for maths (baseline 31%).	31-Oct-2024	The ENIs 2024 show an improvement in levels compared with the baseline - 67% for French (baseline 64%) and 35% for maths (baseline 31%)	21-May-2025	6pp improvement in french and 8pp improvement in maths	Jun/2025
Percentage of primary and lower secondary school management committees that use participatory processes to assess and	0.00	May/2019	22.00	31-Oct-2024	62%	21-May-2025	50.00	Jun/2029
	Comments on achieving targets		According to the recent DGS report, 62% of primary and middle schools currently have functional management committees.					

	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
improve school performance. (Percentage)								
Competency frameworks officially approved (Text)	No	May/2019	3 competency frameworks for teachers, school leaders, pedagogical advisors were officially approved by MENFOP	31-Oct-2024	3 competency frameworks for teachers, school leaders, pedagogical advisors officially approved by MENFOP	21-May-2025	At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially approved by MENFOP.	Jun/2029
Teachers Trained (CRI) (Number) PBC	0.00	May/2019	3,060	31-Oct-2024	3,060	21-May-2025	2,000.00	Jun/2029
Competency Framework for Inspectors approved (Yes/No)	No	May/2019	No	31-Oct-2024	No	21-May-2025	Yes	Jun/2029
	Comments on achieving targets		Following the signing of the agreement with the Institute for Higher Education and Training Studies (IH2EF), a first draft of the competency framework for inspectors has been produced. This will soon be finalized after consultation between the CFEN and the IGEN.					
The grade level of classes in primary and lower secondary education with a revised curriculum (Text)	No	May/2019	Revised curriculum rolled out to Grades 1-9	31-Oct-2024	Revised curriculum rolled out to Grades 1-9	21-May-2025	Revised curriculum rolled out to Grades 1-9	Jun/2029
Number of teachers trained in the use of distance learning methods (Number)	0	May/2019	0.00	31-Oct-2024	525	21-May-2025	1,000	Jun/2029

Component 4: Strengthening MENFOP's management capacity and data systems

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
	0	May/2019	0	31-Oct-2024	0	21-May-2025	5	Jun/2029

Number of annual work plans from the Regional Directorates for Education validated by a service note (Number)	Comments on achieving targets		This new indicator created under the second additional financing will start to be monitored upon AF effectiveness						
Improved methods for data collection (Text)	No	May/2019	100% of public elementary school have access to the SIGE. Data on level of use to come. 0% of private schools have access.	31-Oct-2024	90% of public primary schools use GOSE to register students and report school changes. Approximately 60% of private school students have been assigned a student ID number.	21-May-2025	90% of public and 50% of private primary schools enter their data via the application on time.	Jun/2029
	Comments on achieving targets		MENFOP continues to expand its EMIS. All students in Djibouti (including refugees) were given an identification number, which they retain throughout their schooling and which is required to take official exams. Schools register their students at the start of each year and manage changes in student enrollment in the platform. Next steps include expanding the system to TVET centers and primary Arabic speaking private schools, as well as improving the accuracy and completness of the data to be able to use them for the creation of the statistical yearbook					
Modernization of the EMIS (Text)	No	May/2019	Student information	31-Oct-2024	Student information	21-May-2025	Student information	Jun/2029

			system is developed		system is developed		system is developed	

6.3 Performance Based Conditions (PBC)

PBC Name		Baseline	Actual (Previous)		Actual (Current)		Closing Period
			Value	Date	Value	Date	
1:Preschool quality standards approved (Text) Achieved	Value	No	Yes	31-Oct-2024	Yes	21-May-2025	At least 21% of public preschools respect quality standards
	Allocated Amount	0.00			0.00		250,000.00
PBC allocation			1,000,000.00				
2:Number of preschool teachers trained on the new curriculum (CRI) (Text) Achieved	Value	No	172	31-Oct-2024	228	21-May-2025	172
	Allocated Amount	0.00			0.00		0.00
PBC allocation			500,000.00				
3:PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and	Value	0.00	22,602.00	31-Oct-2024	22,602	21-May-2025	22,628
	Allocated Amount	8,750,000.00			0.00		5,657,000.00

vulnerable populations (girls, refugees, rural students, and special needs students) (Number) Partially achieved							
PBC allocation			17,500,000.00				
4:PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number) Partially achieved	Value	0.82	0.86		0.88		0.86
	Allocated Amount	2,300,000.00		31-Oct-2024	0.00	21-May-2025	1,800,000.00
PBC allocation			4,600,000.00				
5:PDO #4: Learning assessments are revised and administered (Text) Achieved	Value	No	Revised OTIs (years 2 and 5) and at least one national learning assessment are administered	31-Oct-2024	Yes	21-May-2025	Revised OTIs (years 2 and 5) and at least one national learning assessment are administered
	Allocated Amount	2,750,000.00			0.00		1,750,000.00
PBC allocation			5,500,000.00				
	Value	0.00	2,635.00	31-Oct-2024	3,060	21-May-2025	2,365

6:Teachers Trained (CRI) (Number) Achieved	Allocated Amount	0.00			0.00		1,500,000.00
PBC allocation			1,500,000.00				

7. DATA ON FINANCIAL PERFORMANCE

7.1 Cumulative Disbursements
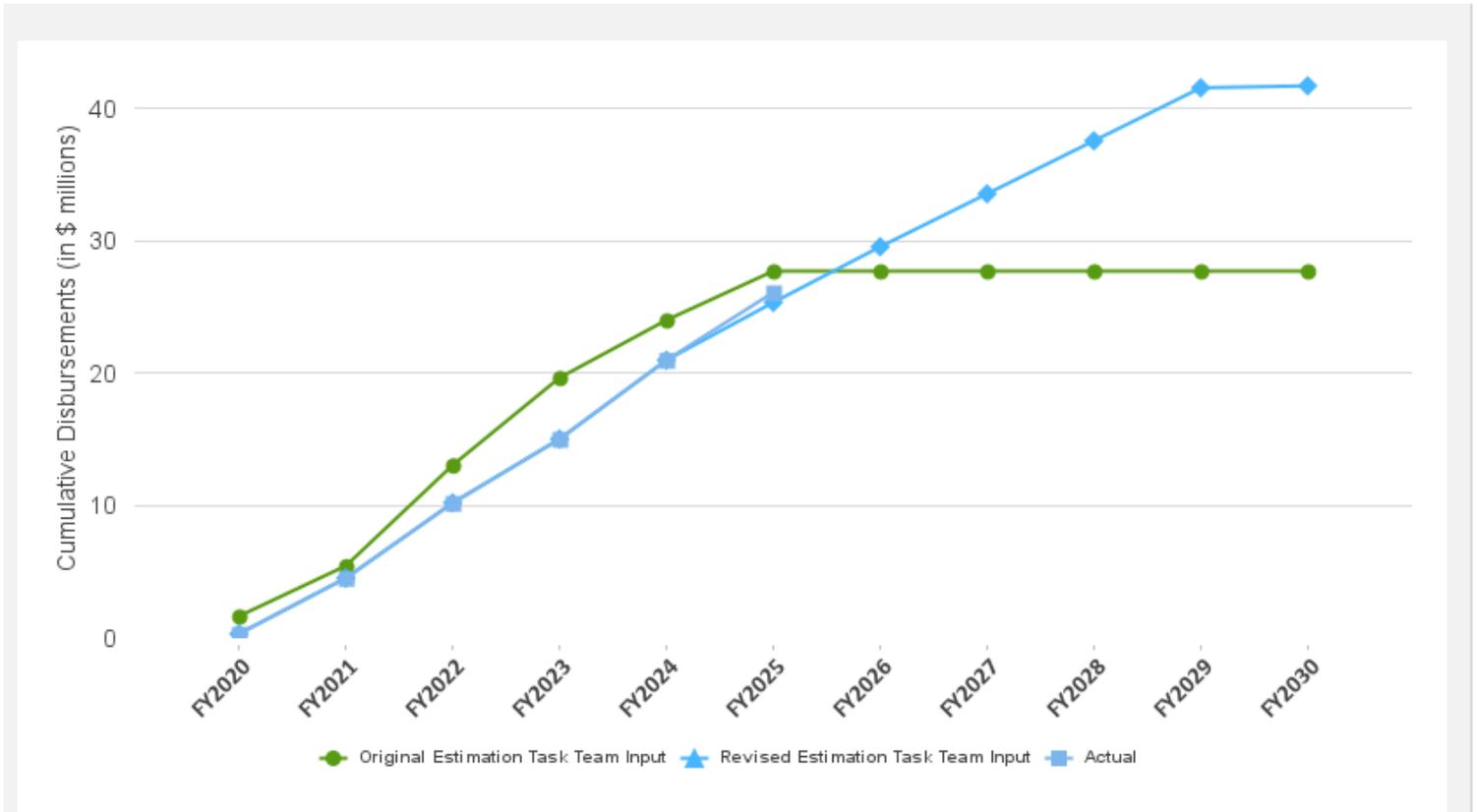
7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed		% Disbursed
IDA-64490	Effective	10.00	9.97	0.00	7.80	1.99		79.66%
IDA-D4850	Effective	5.00	4.95	0.00	5.19	0.00		99.51%
IDA-E4390	Not Effective	6.50	6.86	0.00	0.00	6.86		0%
TF-B1108	Effective	9.25	9.25	0.00	8.65	0.60		93.51%

TF-B6054	Effective	2.30	2.30	0.00	2.01	0.29	87.20%
TF-B6756	Effective	3.80	3.80	0.00	2.46	1.34	64.69%
TF-C7810	Not Effective	4.85	4.85	0.00	0.00	4.85	0%

7.3 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-64490	Effective	30-Sep-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	30-Jun-2029
IDA-D4850	Effective	30-Sep-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	30-Jun-2029
IDA-E4390	Not Effective	29-Apr-2025	12-May-2025		30-Jun-2029	30-Jun-2029
TF-B1108	Effective	18-Oct-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	15-Dec-2026
TF-B6054	Effective	12-Aug-2021	18-Sep-2021	21-Oct-2021	15-Dec-2024	15-Dec-2026
TF-B6756	Effective	12-Aug-2021	18-Sep-2021	21-Oct-2021	30-Jun-2024	31-Aug-2025
TF-C7810	Not Effective	11-May-2025			30-Jun-2029	30-Jun-2029

8. KEY DATES

Key Events	Planned	Actual
Approval	30-Sep-2019	30-Sep-2019
Effectiveness	14-Feb-2020	14-Feb-2020
Mid-Term Review No. 01	06-Oct-2022	06-Oct-2022
Operation Closing/Cancellation	30-Jun-2029	

9. RESTRUCTURING HISTORY

Restructuring Level 2 Approved on 15-Jul-2024
Restructuring Level 2 Approved on 01-Dec-2023
Restructuring Level 2 Approved on 21-Oct-2024

Restructuring Level 2 Approved on 24-Sep-2024

10. ASSOCIATED OPERATION(S)

There are no associated operations