



Côte d'Ivoire Strengthening Basic Education System Operation (P177800)

WESTERN AND CENTRAL AFRICA | Cote d'Ivoire | Education Global Practice | Requesting Unit: AWCF2 (6551) | Responsible Unit: HAWE2 (9250)

IBRD/IDA | Program-for-Results Financing | FY 2023 | Team Leader(s): Yves Jantzem, Ali Coulibaly

Seq No: 4 | Archived on 19-Dec-2024 | ISR02520 | Created by: Ali Coulibaly on 18-Nov-2024 | Modified by: Yves Jantzem on 19-Dec-2024

1. PROJECT DEVELOPMENT OBJECTIVE

1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 20-Dec-2022)

The Program Development Objective is to improve: (i) equitable access to quality education and school health services in preprimary and primary schools; (ii) learning outcomes; and (iii) performance based management along the service delivery chain.

Current Development Objective (Approved as part of Additional Financing package Seq. 1 on 20-Jun-2024)

The Program's development objective is to improve: (a) equitable access to education and school health services in basic education, (b) learning outcomes, and (c) performance-based management along the education service delivery chain.

2. OVERALL RATINGS

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

3. KEY ISSUES & STATUS

3.1 Implementation Status and Key Decisions

The overall implementation is on track and progression of key program development objective indicators (supported by achievement of DLR - see details below) is satisfactory.

Of the 19 disbursement-linked results (DLRs) expected in 2024, 8 have been achieved and verified, 6 are achieved, verified and pending notification to the client, and 5 should be achieved by December 31, 2024.



RA 1: Increase equitable access basic education in a safe and resilient environment. Of the 5 DLRs scheduled for 2024, 4 have been achieved, verified and notification sent to the client, the last 1 is achieved pending verification by the Independent Verification Agent (IVA).

- **DLR 1.1:** MENA has planned its school health program to provide preschool and *cours préparatoire* (CP) 1 pupils in vulnerable areas with a school health support package over the next three years and has signed an agreement with Ministry of Health and Public Hygiene (*Ministère de la Santé et de l'Hygiène Publique*, MSHP). Achieved, verified by IVA, client notified.

- **DLR 1.2:** By year 2, MENA has provided school health support package for preprimary and CP2 students in vulnerable areas. School health campaign is ongoing. This DLR will be achieved by the end of December 2024. Achieved, pending verification by IVA.

- **DLR 2.1:** By year 2, MENA has planned 80 percent of School construction needs for the next 2 years based on improved school mapping tools. Planification is available. Environmental and social studies of selected sites are completed and under validation of National Environment Agency (*Agence Nationale de l'Environnement*). Achieved, verified by IVA, client notified.

- **DLR 3.1:** MENA has validated its national inclusive education strategy. AVI has confirmed achievement. Achieved, verified by IVA, client notified.

- **DLR 10.1:** In Year 2, MENA has validated the support package for keeping girls in lower secondary school. Achieved, verified by IVA, client notified.

RA 2: Improve the quality of teaching and classroom practices. Of the 7 DLRs scheduled for 2024, 3 have been achieved, verified and the client notified, 1 is achieved pending verification from IVA, the last 3 are expected to be reached by December 2024.

- **DLR 4.2:** By year 2, MENA has delivered to preprimary, CP1 and CP2 classes the pedagogical package, as defined in the PNAPAS, no later than two months after the start of the school year. Achieved, verified by IVA, client notified.

- **DLR 5.1:** By year 2, MENA has updated its strategy for initial and in-service teacher training linked to PNAPAS. The strategy has been updated and is under MENA's cabinet validation. Achieved, pending verification by IVA.

- **DLR 5.2:** By year 2, MENA has trained preprimary, CP1 and CP2 teachers on methodological approach for early learning as defined under PNAPAS. Achieved, verified by IVA, client notified.

- **DLR 5.3:** By year two, CP1 teachers apply the 6 new pedagogical practices (3 in reading/writing and 3 in mathematics). Teachers' observations are ongoing. This DLR should be achieved by December 2024.

- **DLR 6.1:** By year 2, MENA has implemented a national primary assessment for CP1 and CE1 students. Achieved, verified by IVA, client notified.

- **DLR 11.1:** MENA has validated the operational documents for the reform of lower secondary education. All required documents have been developed and are under MENA's validation. This DLR should be achieved by December 2024.

- **DLR 12.1:** MENA has defined its national strategy for standardized assessment of students' skills at secondary level. The national strategy is still under development. This DLR should be achieved by December 2024.

RA 3: Strengthen management capacity and accountability to deliver results throughout the service delivery chain. Of the 7 DLRs scheduled for 2024, 6 have been achieved and verified notification sent to the client, the last 1 is expected to be completed by end of December 2024.



- **DLR 7.1:** During the year in which the technical and coordination structure was created, MENA has produced an annual work plan for its first year of activity. Achieved, verified by IVA, client notified.
 - **DLR 7.2:** In the Year following the one during which the Support and Coordination Secretariat has been established, MENA has issued and published a report on its first year of activity and an annual workplan for its second year of activity. Achieved, verified by IVA, client notified.
 - **DLR 8.1:** MENA has defined the organizational framework for the regionalization of recruitment. Achieved, verified by IVA, pending notification the client.
 - **DLR 8.2:** By year 2, MENA has organized regionalized recruitment in districts or regions. Achieved, verified by IVA, client notified.
 - **DLR 9.1:** MENA has trained all *Direction Régionale de l'Éducation et de l'Alphabétisation* (DRENAs) in the OPCs mechanism. Achieved, verified by IVA, client notified.
 - **DLR 9.2:** MENA has decentralized the Inspectorate General to educational zones. Achieved, verified by IVA, client notified.
 - **DLR S9.2:** By year 2, MENA has developed the Objectives and Performance Contract (OPC) framework document for lower secondary schools. The document is being finalized. This DLR should be achieved by December 2024.
 - **For the IPF component,** all the contracts scheduled for 2024 are either completed or ongoing.
- RA 1: Establishment of activities or mechanisms to improve equitable access to education services**
- **Development of a literacy program.** Technical expertise has been recruited to support the development of a family literacy strategy and program. Materials have been developed and the Program will pilot its implementation (under DLI 1).
 - **Improvement of school mapping.** Integration of new targeting criteria (poverty rate) has been completed and validated by the World Bank. The improved interface and functionality of the school mapping information system was presented to the Bank in December 2024.
 - **Pilot Girls' retention package.** The retention package has been validated (under DLI 1). A contract is under negotiation with Unicef to pilot its implementation before scaling up (the scaling up phase is under DLI 1 and will start in year 3)
 - **Development of PNAPAS** (National Early Learning Program - *Programme National d'Appui aux Premiers Apprentissages Scolaires*. PNAPAS) has been updated and validated by MENA.
 - **Support the new coordination unit.** The firm to support the setting up of the operational aspect of the new Support and Coordination Unit (*Cellule d'Appui et de Coordination*, CAC) is recruited. Activities are underway.
 - **Orientation document for titling of plots dedicated to school building.** A consultant to draw up a guidance document for the titling of plots dedicated to school buildings, including the procedure (donation of land or purchase) for the acquisition of land destined for the construction of school infrastructures is recruited and activities are underway.
 - **Application development:** A firm has been recruited to develop an application for (i) classroom observations and data analysis; (ii) teacher training follow-up; (iii) textbook distribution; (iv) medical check-ups.
 - **Support to the Education-Training Task Force:** A statistician and an Educational Economist are recruited. The Task Force has drafted the annual performance report of the Education sector.

4. DATA ON FINANCIAL PERFORMANCE

4.1 Disbursements (by loan)



Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
TF-C5232	Effective	60.65	60.65	0.00	0.80	59.85	1.32%
TF-C0143	Effective	14.70	14.70	0.00	2.70	12.00	18.37%
IDA-72560	Effective	350.00	399.76	0.00	148.17	245.04	37.68%

4.2 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-72560	Effective	20-Dec-2022	20-Jan-2023	20-Apr-2023	31-May-2028	31-May-2028
TF-C0143	Effective	20-Dec-2022	20-Jan-2023	20-Apr-2023	31-May-2027	31-May-2027
TF-C5232	Effective	20-Jun-2024	15-Jul-2024	17-Oct-2024	31-May-2028	31-May-2028

4.3 Program Action Plan

Action Description	Planning and Budgeting: Share with the World Bank N+1 draft budget documents (Budget program, DPPD) during the year N third quarter for technical advice.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MEF/MENA	Recurrent	Yearly	Completed
Completion Measurement	Draft of N+1 budget shared Release of funds on a timely basis follows Budget allocation as per annual work plan				
Comments	Completed for CY 2025.				

Action Description	Planning and Budgeting. Prepare quarterly commitments plans to be shared with the National Treasury to allow for better forecasting of disbursement requests.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MENA	Recurrent	Quarterly	In Progress
Completion Measurement	Cash Flow monitoring with requirements Payments done on a timely basis				
Comments	Completed for CY2024.				



Action Description	Design an annual training plan for DAF MENA staff to address shortcomings identified during the previous year in the Financial management and procurement procedures, and implement it.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MENA	Recurrent	Yearly	In Progress
Completion Measurement	at least 80% of staff to which such trainings and workshops are directed, have been trained.				
Comments	The DAF training plan includes 2 training courses: - Training on the Operation Manual: already completed - Training in the use of TomPRO software: pending software acquisition.				

Action Description	During the first year of the Program implementation, provide a training to DAF on elaboration of Interim Financial Report.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MENA	Due Date	31-Dec-2023	In Progress
Completion Measurement	At least 80% of staff to which such training is directed have participated				
Comments	The DAF training plan includes 2 training courses: - Training on the Operation Manual: already completed - Training in the use of TomPRO software: pending software acquisition.				

Action Description	Internal Control and Internal Audit. Conduct annual inspections and internal audit covering procurement, financial and technical aspects of the Program				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	IGF/IGM	Recurrent	Yearly	Not Yet Due
Completion Measurement	Reports available				
Comments	Not yet due.				

Action Description	External audit. External audit of the Program financial statements conducted by Supreme Audit Institution (SAI) with the support (technical assistance) of an independent external audit firm; SAI may outsource the mission to a private audit firm.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MENA	Other	Six months after effectiveness	In Progress
Completion Measurement	Copy of the audit report submitted to the World Bank nine months after end of year. Audits completed on a timely basis and reports submitted to the Bank on a timely basis.				



Comments	Ongoing discussion with FM colleagues on the delegation of role by SAI to an external auditor.
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Action Description	Procurement. Strengthening of the Procurement Unit’s team through the assignment of an additional staff (a procurement assistant for the MENA procurement unit).				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MENA	Other	3 months after effectiveness	Completed
Completion Measurement	Assistant recruited and assumed duties.				
Comments	Staff recruited.				

Action Description	Procurement. Setting up an electronic filing and archiving system for the MENA CPMP documents				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MENA	Other	6 months after effectiveness	In Progress
Completion Measurement	Documents filed according to procurement processes and available for supervision and audit missions.				
Comments	Firm recruited and work ongoing to design filing system.				

Action Description	Fraud and anticorruption. Conduct on annual basis a verification mission on Fraud and Corruption. This mission will cover the GRM, the complaints received and the treatment of these allegations.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	IGF/IGE	Recurrent	Yearly	Not Yet Due
Completion Measurement	Report available				
Comments	On going discussion with the Bank team on the proposed approach for conducting the verification mission.				

Action Description	Fraud and Anticorruption. Establish report (The reporting format will include the following: (a) location and date of the complaint; (b) allegation's description; (c)description of progress in investigation; and (d) investigation outcome)				
Source	DLI#	Responsibility	Timing	Timing Value	Status



Fiduciary Systems	NA	MENA	Recurrent	Yearly	Not Yet Due
Completion Measurement	Report available				
Comments	Report not due.				

Action Description	Environmental, Social and Safety Management System. Have dedicated staff who will manage the environmental, social, health and safety risks and impacts related to the implementation of the activities.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MENA	Other	6 months after effectiveness	In Progress
Completion Measurement	A team made up of 4 members for managing safeguards aspects is in place and implements E&S measures.				
Comments	Recruitment of the staff is ongoing.				

Action Description	Environmental, Social and Safety Management System. Training of the DAPS-COGES and all the actors on the safeguard's aspects of the program.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MENA	Other	6 months after effectiveness	Completed
Completion Measurement	The DAPS-COGES have been trained and instructed in the Program				
Comments	The DPAS-COGES was trained on the Program activities.				

Action Description	Implement GRM including complaints related to gender based violence applicable to all MENA activities.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MENA	Other	6 months after effectiveness and during Program implementation	Completed
Completion Measurement	Complaint management mechanism operating				



Comments	The GRM of the Education Services Delivery Enhancement Project has been adapted for the Operation while the a country wide GRM is being set-up to cover the WB portfolio as a whole.
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Action Description	Set up a procedure (gift of land or purchase) for the acquisition of land for school infrastructure construction activities in MENA.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MENA	Other	Before land acquisition under the Program	In Progress
Completion Measurement	Existence of an operational procurement management procedure.				
Comments	The firm/consultant is being recruited to define the procedure.				

Action Description	Integrate health and safety issues into the contractual agreements of Service Providers (E&S aspects) in accordance with the labor code and standards of the construction sector.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MENA	Other	Prior to the signature of each contract under the Program	Not Yet Due
Completion Measurement	Contractual agreement considering issues of E&S safeguards aspects.				
Comments	This action will be implemented once the construction activities will start.				

Action Description	Develop a GRM including complaints related to gender based violence applicable to all MENA activities.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MENA	Other	6 months after effectiveness	Not Yet Due
Completion Measurement	Complaint management mechanism available				
Comments	The GRM of the Education Services Delivery Enhancement Project has been adapted for the Operation while the a country wide GRM is being set-up to cover the WB portfolio as a whole.				



Action Description	Lower secondary schools construction. MEF has allocated resources to the MENA budget line for the construction of lower secondary schools as annually planned by MENA.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Other	NA	MEF/MENA	Recurrent	Yearly	Not Yet Due
Completion Measurement	Resources are allocated by MEF to the budget line of MENA for the construction of lower secondary schools under the Program.				
Comments	This action will be reviewed once MENA has defined its lower secondary schools construction planning.				

5. KEY DATES

Key Events	Planned	Actual
Approval	20-Dec-2022	20-Dec-2022
Effectiveness	20-Apr-2023	20-Apr-2023
Mid-Term Review No. 01	31-Dec-2025	
Operation Closing/Cancellation	31-May-2028	

6. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 20 Dec 2022	Last Approved Rating AF Seq. 01 Approval - 20 Jun 2024	Proposed Rating
Political and Governance	● Moderate	● Moderate	● Moderate
Macroeconomic	● Moderate	● Moderate	● Moderate
Sector Strategies and Policies	● Moderate	● Moderate	● Moderate
Technical Design of Project or Program	● Low	● Low	● Low
Institutional Capacity for Implementation and Sustainability	● High	● High	● High



Fiduciary	● Substantial	● Substantial	● Substantial
Environment and Social	● Moderate	● Moderate	● Moderate
Stakeholders	● Low	● Low	● Low
Overall	● Moderate	● Moderate	● Moderate



7. RESULTS

7.1 PDO Indicators by PDO Outcomes

Improve equitable access to education and school health services in basic education								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
1. Net access rate to grade 1 of primary school (CP1) (Percentage)	74.69	Jun/2022	81.72	18-Nov-2024	81.72	18-Dec-2024	78.00	Dec/2027
	Comments on achieving targets		Number of 6-year-old students enrolled in CP1 / Number of 6-year-old students in Côte d'Ivoire					
Net access rates to grade 1 of primary school (CP1), girls (Percentage)	74.95		81.39		81.39		79.50	
	Comments on achieving targets		Number of 6-year-old girls students enrolled in CP1 / Number of 6-year-old girls students in Côte d'Ivoire					
2. Students receiving medical checkups who have their vaccinations up to date (Percentage)	0.00	Jun/2022	0.00	18-Nov-2024	0.00	18-Dec-2024	35.00	Dec/2027
3. Net access rate to grade 7 (first grade of secondary) (Percentage)	35.01	Feb/2024	49.78	18-Nov-2024	49.78	18-Dec-2024	46.00	Dec/2027
2.1 Net access rate to grade 7 (first grade of secondary), girls (Percentage)	35.73		35.73		35.73		52.73	
Improve learning outcomes								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year



3. Learning poverty level in grade 3 (CE1) (Percentage)	68.60	Jun/2022	75.13	18-Nov-2024	75.13	18-Dec-2024	45.00	Dec/2027
	Comments on achieving targets		The indicator combines the share of out-of-school primary-aged children who are schooling deprived (SD), and the share of students below a minimum proficiency in reading, who are learning deprived (LD). By combining SD and LD, the indicator brings into focus the need for “more schooling”, which by itself serves a variety of critical functions, as well as “better learning” which is important to ensure that time spent in school translates into acquisition of skills and capabilities.					
4. Teachers visited applying new pedagogical practices in reading correctly. (Percentage)	0.00	Jun/2022	0.00	18-Nov-2024	0.00	18-Dec-2024	90.00	Dec/2027
	Comments on achieving targets		Number of supervised primary teachers implementing the three new reading practices / Number of supervised primary teachers					
4. Lower secondary school teachers visited applying the new pedagogical practices in French and Mathematics (Percentage)	0.00	Feb/2024	0.00	18-Nov-2024	0.00	18-Dec-2024	90.00	Dec/2027
5. Grade 3 students meeting the minimum reading proficiency threshold (Percentage)	19.00	Jun/2022	26.30	18-Nov-2024	26.30	18-Dec-2024	60.00	Dec/2027
	Comments on achieving targets		Percentage of grade 3 students who meet the minimum reading proficiency threshold. This value will be calculated from a representative sample.					
Grade 3 students meeting the minimum reading proficiency threshold, girls (Percentage)	21.00		27.40		27.40		60.00	
	Comments on achieving targets		Percentage of female students in grade 3 who meet the minimum reading proficiency threshold. This value will be calculated from a representative sample					
Students in grade 8 have improved their language skills (French) (Text)	TBD	Jun/2022	TBD	18-Nov-2024	TBD	18-Dec-2024	TBD	Dec/2027
Improve performance-based management along the education service delivery chain								



Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
6. Strategic documents validated by the MENA and publish on MENA's website by the support and coordination unit, cumulative (Number)	0.00	Jun/2022	6	18-Nov-2024	6	18-Dec-2024	14.00	Dec/2027
	Comments on achieving targets		The documents will be ordered by the unit from the various departments. The following documents will be validated: (i) SNAPAS strategic vision, (ii) national teacher training strategy, (iii) narrative report on the implementation of PNAPAS, (iv) narrative report on the implementation of the national training strategy, (v) narrative report on the adjustment of initial training, (vi) narrative report on the implementation of the COPs, (vii) language policy, (viii) mini SDI.					
7. Implementation of objectives and performance contracts at DRENA level, cumulative (Number)	0.00	Jun/2022	41	18-Nov-2024	41	18-Dec-2024	41.00	Dec/2027
	Comments on achieving targets		Number of OPC implemented in a limited number of regions. The value of this indicator is cumulative.					
8. Citizen- Beneficiary surveys completed (Number)	0.00	Jun/2022	0.00	18-Nov-2024	0.00	18-Dec-2024	1.00	Dec/2027
	Comments on achieving targets		Beneficiary survey done to gauge the perception of the beneficiaries.					
Grievances addressed, and resolved with a feedback to complainants (Number)	0.00		0.00		0.00		95.00	
	Comments on achieving targets		Number of complaints captured by the GRM and through beneficiary surveys that are properly addressed and resolved					
Beneficiaries satisfied with the Operation's intervention (Percentage)	0.00		0.00		0.00		80.00	
	Comments on achieving targets		Share of the beneficiaries in the surveys that respond that they are satisfied or very satisfied with the Operaiton					

7.2 Intermediate Results Indicators by Results Areas



RA1: Improve equitable access to foundational learning in a safe and resilient school environment.								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
RA1.1 COGES benefiting from literacy campaigns for nutrition and early childhood development, cumulative (Number)	0.00	Jun/2022	0.00	13-Nov-2023	0.00	18-Dec-2024	160.00	Dec/2027
	Comments on achieving targets		Number of COGES benefiting from literacy campaigns for nutrition and early childhood development.					
RA1.2 Classrooms built in line with climate-proofing standards and operational, cumulative (Number)	0.00	Jun/2022	0.00	13-Nov-2023	0.00	18-Dec-2024	3,000.00	Dec/2027
	Comments on achieving targets		Number of classrooms built to MENA climate-proofing standards and functional (i.e., with standard equipment and a teacher)					
RA1.3 Preschool and CP1 students in vulnerable areas who received the school health support package, including treatment against diseases exacerbated by climate change (Percentage)	0.00	Jun/2022	0.00	13-Nov-2023	0.00	18-Dec-2024	90.00	Dec/2026
	Comments on achieving targets		Number of preschool and CP1 students in vulnerable areas who have benefited from the health support package / Number of preschool and CP1 students.					
RA1.4 Percentage of Islamic schools integrated into the formal system (Percentage)	7.00	Jun/2022	7.00	13-Nov-2023	7.00	18-Dec-2024	90.00	Dec/2027
	Comments on achieving targets		Integration is measured by a teaching license granted by MENA to Islamic structures that have met the compliance criteria					
RA1.5 Children with sensory disabilities in elementary school, cumulative (Number)	3,607.00	Jun/2022	3,607.00	13-Nov-2023	3,607.00	18-Dec-2024	8,800.00	Dec/2027
	Comments on achieving targets		Number of children with sensory disabilities (hearing and vision impaired) enrolled in the school					
	1,800.00		1,800.00		1,800.00		4,400.00	



Children with sensory disabilities in elementary school - girls, cumulative (Number)	Comments on achieving targets		Number of girls with sensory disabilities (hearing and vision impaired) enrolled in the school					
RA1.6 Retention rate of visual and hearing impaired students in primary (Text)	tbd	Dec/2022	tbd	13-Nov-2023	tbd	18-Dec-2024	tbd	Dec/2027
	Comments on achieving targets		Percentage of a generation of students with hearing and visual impairment that entered the same year in CP1 and reaching CM2					
RA1.8 Number of girls benefiting from the Girls School retention package, cumulative (Number)	0.00	Feb/2024	0.00	01-Mar-2024	0.00	18-Dec-2024	106,000.00	Dec/2027
RA2: Improve the quality of teaching and classroom practices.								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Students benefiting from direct interventions to enhance learning (Number)	0.00	Jun/2022	1,649,409	18-Nov-2024	1,649,409	18-Dec-2024	8,935,898.00	Dec/2027
Students benefiting from direct interventions to enhance learning - Female (Number)	0.00		835,928		835,928		4,383,876.00	
RA2.1 Supervised teachers implementing at least 3 of the new mathematics instructional practices developed in the NAPAS program (Percentage)	0.00	Jun/2022	0.00	13-Nov-2023	0.00	18-Dec-2024	90.00	Dec/2027



RA2.2 Grade 3 students (CE1) meeting the minimum mathematics proficiency threshold (Percentage)	61.00	Jun/2022	61.00	13-Nov-2023	61.00	18-Dec-2024	80.00	Dec/2027
	Comments on achieving targets		% of third graders (3rd grade) who meet the minimum proficiency level in mathematics. This value will be calculated from a representative sample					
Grade 3 students (CE1) meeting the minimum mathematics proficiency threshold - girls (Percentage)	58.00		58.00		58.00		80.00	
	Comments on achieving targets		% of third girls graders (3rd grade) who meet the minimum proficiency level in mathematics. This value will be calculated from a representative sample					
RA2.3 Students benefiting from PNAPAS, cumulative (Number)	0.00	Jun/2022	0.00	13-Nov-2023	0.00	18-Dec-2024	8,403,000.00	Dec/2026
	Comments on achieving targets		Number of preschool and elementary school students who benefit from the new Early Learning Program implemented in a phased-in manner. The value of this indicator is cumulative.					
Students benefiting from PNAPAS - girls, cumulative (Number)	0.00		0.00		0.00		4,117,000.00	
	Comments on achieving targets		Number of preschool and elementary school girls students who benefit from the new Early Learning Program implemented in a phased-in manner. The value of this indicator is cumulative.					
RA2.4 Percentage of targeted lower secondary school teachers receiving at least 2 supervisory visits from Pedagogical inspectors (Percentage)	0.00	Feb/2024	0.00	01-Mar-2024	0.00	18-Dec-2024	40.00	Dec/2027
Teachers recruited or trained (Number)	0.00	Jun/2022	0.00	13-Nov-2023	0.00	18-Dec-2024	185,279.00	Dec/2026
Teachers recruited or trained - Female (RMS requirement) (Number)	0.00		0.00		0.00		90,188.00	



Percentage of targeted lower secondary school with less than 5 teachers (Percentage)	30.40	Feb/2024	30.40	01-Mar-2024	30.40	18-Dec-2024	20.00	Dec/2027
Girls repeating their grade (Percentage)	6.00	Feb/2024	6.00	01-Mar-2024	6.00	18-Dec-2024	3.00	Dec/2027
RA3: Strengthen management capacity and accountability throughout the service delivery chain.								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Large-scale primary/secondary learning assessments completed (Number)	0.00	Jun/2022	2	18-Nov-2024	2	18-Dec-2024	14.00	Dec/2027
	Comments on achieving targets		The indicator measures the number of Bank-supported completed large-scale assessment rounds at the primary or secondary levels. "Completed large-scale assessment rounds" refers to rounds of a large-scale assessment, for which the results are made publicly available within 2 years of the assessment administration. The supported activities could include capacity building, design, administration, analysis, reporting, use, publication, and/or dissemination of an assessment. "Large-scale assessment" includes both national large-scale assessments (NLSA) and international large-scale assessments (ILSA). Report for the following education levels: Primary (ISCED 1) and Secondary (ISCED 2 & 3)					
RA3.2 Annual meetings between the new support and coordination unit and partners (cumulative) (Number)	0.00	Jun/2022	10	18-Nov-2024	10	18-Dec-2024	16.00	Dec/2027
	Comments on achieving targets		These annual meetings are an opportunity to present the unit's objectives and annual work plan, as well as to identify opportunities for pooling efforts and limiting duplication in the partners' interventions. The value of this indicator is cumulative					
RA3.3 DRENA having implemented at least 70 percent of the activities planned in their OPC annually (Number)	0.00	Jun/2022	24	18-Nov-2024	24	18-Dec-2024	41.00	Dec/2027
	Comments on achieving targets		In the perspective of deconcentration and accountability, DRENA will have the responsibility and funding to implement their COP. The value of this indicator is cumulative					
	34.00	Jun/2020	37.30	18-Nov-2024	37.30	18-Dec-2024	40.00	Dec/2027



RA3.4 Female teachers in public primary schools (Percentage)	Comments on achieving targets	Percentage of female teachers in public primary schools
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7.3 Disbursement Linked Indicators (DLI)

PBC Name		Baseline	Actual (Previous)		Actual (Current)		Closing Period
			Value	Date	Value	Date	
1:Students and COGES in vulnerable areas benefit from a support package that promotes health, nutrition, and cognitive development of young children (Text) Not Due	Value	NA	NA	18-Oct-2023	NA	18-Nov-2024	DLR 1.5: By year 5, MENA has provided school health support package for preprimary and CP1 students in vulnerable areas. DLR 1.6: By year 5, MENA has piloted the family literacy module in 160 COGES in at least 12 regions.
	Allocated Amount	0.00			0.00		20,000,000.00
DLI allocation			28,000,000.00				
	Value	NA	NA	18-Oct-2023	DLR 2.1 achieved	18-Nov-2024	NA



2:Access to learning is facilitated by an expanded construction scheme based on an improved school map (Text) Achieved	Allocated Amount	0.00			0.00		0.00
DLI allocation			102,200,000.00				
3:MENA has supported children as part of its national inclusive education strategy (Text) Achieved	Value		NA	18-Oct-2023	RLD 3.1 reached	18-Dec-2024	DLR 3.4: In Year 5, MENA provided specific learning materials to visually- or hearing-impaired students enrolled in school.
	Allocated Amount	0.00			0.00		1,000,000.00
DLI allocation			7,000,000.00				
4:PNAPAS is implemented throughout Côte d'Ivoire (Percentage) Achieved	Value	NA	NA	18-Oct-2023	DLR 4.2 reached	18-Dec-2024	DLR 4.4: By year 4, MENA has delivered to preprimary, CP1, CP2, CE1 and CE2 classes the pedagogical package, as defined in the



							PNAPAS, no later than two months after the start of the school year.
	Allocated Amount	0.00			0.00		20,000,000.00
DLI allocation			62,000,000.00				
5:Teachers' capacities to master new pedagogical approaches are strengthened (Text) Not Due	Value	NA	NA	18-Oct-2023	DLR 5.1 and 5.2 reached; DLR 5.3 pending completion and verification	18-Dec-2024	DLR 5.9: By year 5, CE2 teachers apply the 6 new pedagogical practices (3 in reading/writing and 3 in mathematics). DLR 5.10: By year 5, MENA has trained CM1 teachers on methodological approach for early learning as defined under PNAPAS. DLR 5.11: By year 5, MENA has provided a refresher training to CP1 and CP2 teachers on



							methodological approach for early learning as defined under PNAPAS.
	Allocated Amount	0.00			0.00		19,500,000.00
DLI allocation			48,500,000.00				
6: Learning outcomes are improved for grade 3 students in reading/writing and mathematical skills (Percentage) Achieved	Value	NA	NA	18-Oct-2023	DLR 6.1 reached	18-Dec-2024	DLR 6.6: By year 5, MENA has implemented a national primary assessment for CE1 and CE2 students. DLR 6.7: By year 5, CE1 graders meet the minimum reading/writing threshold. DLR 6.8: By year 5, CE1 graders meet the minimum threshold of competency in mathematics.
	Allocated Amount	0.00			0.00		12,000,000.00
DLI allocation			26,000,000.00				



7: MENA's planning and monitoring/reporting are strengthened (Text) Achieved	Value	NA	NA	18-Oct-2023	DLR 7.1 and 7.2 reached	18-Dec-2024	DLR 7.5: In the third Year following the one during which the Support and Coordination Secretariat was established, MENA has issued and published an annual activity report on its third Year of activity and an annual workplan for its fourth Year of activity.
	Allocated Amount	0.00			0.00		500,000.00
DLI allocation			1,500,000.00				
8: The reform of the regionalization of preprimary and primary teacher recruitment is implemented (Number) Achieved	Value	0.00	NA	18-Oct-2023	DLR 8.1 and 8.2 reached	18-Dec-2024	DLR 8.6: By year 5, MENA has organized regionalized recruitment in districts or regions. DLR 8.7: By year 5, MENA has assigned 100



							percent of teachers to the districts or regions they have passed their CAFOP entry exams.DLR S8.8: More women are becoming head teachers.
	Allocated Amount	0.00			0.00		5,200,000.00
DLI allocation			10,000,000.00				
9:Objectives and Performance-based Contracts are implemented (Text) Not Due	Value	NA	NA	18-Oct-2023	DLR 9.1 not due until year 3 DLR S9.2 pending completion by end of December 2024	18-Dec-2024	NA
	Allocated Amount	0.00					0.00
DLI allocation			15,100,000.00				
10:Fewer girls drop out of lower secondary education. (Text) Achieved	Value	NA	NA	23-Oct-2023	DLR 10.1 reached	18-Dec-2024	DLR 10.4: The minimum support package to keep girls in lower secondary school is put in place in local secondary schools identified



							in vulnerable areas.DLR 10.5: Girls' dropout rates in lower secondary schools benefiting from the "girls' retention support packag" have decreased by 5 percentage points compared to their value in the reference year calculated in year 2 of the Program.
	Allocated Amount	0.00			0.00		12,500,000.00
DLI allocation			23,500,000.00				
11:Reform of lower secondary is gradually implemented (Text) Not Due	Value	NA	NA	23-Oct-2023	DLR 11.1 pending completion	18-Dec-2024	DLR 11.4: The teachers teaching in grade 9 (4ème) are trained in accordance with the reform's operational documents.
	Allocated Amount	0.00			0.00		7,000,000.00



DLI allocation			21,000,000.00				
12:The skills of lower secondary school students are assessed on a large scale and in a standardized way. (Text) Not Due	Value	NA	NA	23-Oct-2023	DLR 12.1 pending completion	18-Nov-2024	DLR 12.4: MENA has carried out a standardized assessment of students' skills at lower secondary schools in line its strategy.DLR 12.5: Students in grade 9 (5ème) have improved their French language skills. DLR 12.6: Year 5 students have improved their mathematics skills.
	Allocated Amount	0.00			0.00		2,900,000.00
DLI allocation			4,700,000.00				