



## 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

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## 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)	● Satisfactory	● Satisfactory
Overall Risk Rating	● Moderate	● Moderate

## 3. KEY ISSUES & STATUS

### 3.1 Implementation Status and Key Decisions

#### Result Area 1: Increase equitable access to basic education in a safe and resilient environment

Progress in this result area is satisfactory. The DLR 1.3, expected by May 2025, has been achieved, notified, and disbursed. The other two DLRs expected by the end of 2025 (RLD 3.2 and RLD 10.2) are on track.



RLD 1.3: *The Ministry of National Education and Literacy (MENA) has provided a school health support package to preschool and CP1 students in vulnerable areas.* The indicator has been achieved, notified, and disbursed. The joint decree with the Ministry of Health demonstrates a sustainable commitment to school health. Recommendations from the independent auditor are reviewed for integration into the 2025/2026 campaign. The online monitoring platform supported by the project will facilitate operational tracking.

RLD 2.2: *MENA has constructed and made operational 3,000 new classrooms in accordance with the school map,* and DLR S2.3: *MENA has constructed and made operational 47 new colleges.* These two indicators are expected by 2027. However, MENA has decided to deliver them by the end of 2025 for primary level and June 2026 for secondary schools. A timeline is available accordingly.

Regarding the 3,000 classrooms, the blueprints are validated, and the National Agency for Education Development (ANDE) has conducted environmental and social studies. In consultation with the General Directorate of Projects and Public Procurement (DGPMP), a restricted consultation of companies has been launched (about sixty lots), but no contract has been signed to date. The schedule was shared during discussions. Commitments have been made by MENA for the complete equipment of new classrooms, including furniture, the availability of qualified teachers, and access to water and electricity.

Regarding the 51 lower secondary schools : Sites are identified, and MENA will entrust project management to National Bureau of Technical Studies and Development- (Bureau National d'Études Techniques et de Développement- BNETD). The particular situation in Abidjan, where space constraints limit the application of standard plans, requires specific adaptations to meet local realities and enable infrastructure development under the best conditions. The list of sites to host the colleges is shared.

In the context of debt refinancing, the Ministry of Finance has committed to reallocating the corresponding funds to a budget line dedicated to college construction.

DLR 3.2: *MENA has provided specific learning materials to visually/hearing-impaired students.* The call for tenders for the acquisition of materials has been launched. However, concerns remain regarding the timelines associated with this process, particularly between contract award, material receipt, and effective distribution on the ground. These successive steps present a risk of temporal misalignment, potentially compromising the planned schedule and, consequently, the achievement of the concerned indicator. It is recommended to formulate a timeline for this activity.



DLR 10.2: *The operational document for scaling up the minimum support package favorable to retaining girls in college is validated by MENA.* Despite delays in signing the agreement with UNICEF, which is to lead the implementation of the package, the ministry remains able to formulate a structured scaling-up plan (including the timeline, monitoring mechanism, distribution of responsibilities among stakeholders, list of concerned colleges, estimation of beneficiaries, and dissemination and communication strategies). MENA plans to have two cohorts next year to catch up on the delay incurred this school year.

## **Result Area 2: Improve the quality of education and classroom practices**

Progress in this result area is deemed satisfactory. One DLR 5.5 has already been achieved, notified, and disbursed, two other DLRs expected to date (6.2 and 12.2) are achieved and under verification, and it is expected that the other three DLRs (4.3, 5.6, and 11.2) will be achieved during 2025 as planned.

DLR 4.3: *MENA has provided preschool, CP1, CP2, and CE1 classes with the pedagogical input package as defined in the National Program for Supporting School Learning Performance (PNAPAS) no later than two months after the start of the school year.* Procurement processes for revised CP1 and CP2 textbooks and new CE1 textbooks are underway. A timeline has been shared, but concerns remain about the ministry's ability to deliver the textbooks on time. Lessons learned from the previous year's experience have not been fully integrated to optimize the planning and execution of this activity this year.

DLR 5.5: *CP2 teachers apply the six new pedagogical practices (three in reading/writing and three in mathematics).* Achieved, notified, and disbursed.

DLR 5.6: *MENA has trained CE1 teachers in new approaches to early learning as defined in PNAPAS.* The training is scheduled from August 10 to 14, 2025.

DLR 6.2: *MENA has conducted a standardized learning assessment for CP2 and CE1 levels.* The result is achieved and under verification. The importance of closely monitoring the progress of the first cohorts of students benefiting from PNAPAS is emphasized to identify adjustments needed to strengthen the implementation of the reform.

DLR 11.2: *Teachers teaching in 6th grade are trained according to the operational documents of the reform.* Training on the common core and the new curricular orientation framework is planned for summer 2025.

DLR 12.2: *MENA has conducted a standardized assessment of student competencies in college according to its strategy and defined a baseline of competency levels in French and Mathematics for 5th-grade students.* Achieved and under verification. The assessment was conducted in May 2025. Delays in



the generalization of new programs supported by AFD and UNESCO compromise the achievement of expected learning outcomes in 2027 (DLR 12.5 and 12.6). This situation will be examined during the mid-term review to consider necessary adjustments.

### **Result Area 3: Strengthen management capacity and accountability throughout the service delivery chain**

Progress in this component is deemed satisfactory. Of the two DLRs expected this year, DLR 7.4 has already been achieved, notified, and disbursed, and RLD 8.3 will soon be submitted for independent verification.

*DLR 7.4: In the second year following the establishment of the technical and coordination structure, MENA has produced and published a report on its second year of activity and an annual work plan for its third year. The RLD is achieved, notified, and disbursed.*

*DLR 8.3: MENA has organized regionalized recruitment in districts or regions. The competition was organized regionally, and the first tests began in March. This DLR will be submitted for independent verification by July 2025.*

*DLR 9.3: MENA has signed 41 Performance and Objective Contracts (COP) with Regional Directorates of National Education and Literacy (DRENA) and transferred the initial start-up fund to DRENA for implementation according to a fund allocation mechanism and DLR S9.5: Colleges have signed their COP with DRENA and received the initial start-up fund for implementation.*

These two DLRs are expected by 2026. Actions taken to achieve this goal are presented. In the preparatory phase, the central level supports DRENA through capacity building, mobilization of COP coaches, deployment of a monitoring platform for three months, and assistance in developing Annual Budgeted Work Plans (PTAB) and implementing activities funded by the national budget, accompanied by monitoring reports. Starting in 2026, discussions with the Treasury aim to provide DRENA with direct funding transfers in a perspective of decentralization and strengthened local-level management.

### **Technical Assistance (IPF) Component**

Pilot of the girls retention support package in lower secondary: Due to significant delays in signing the agreement with UNICEF (the agreement is currently at the DGMP level), the pilot of the support package for retaining girls will be conducted simultaneously on two cohorts, instead of one per year (400 girls in 66 colleges). The agreement is expected to be signed by the minister in July 2025.



Forum for girls' education: A consultant has been recruited to support the organization of regional consultations and a national forum on girls' education and retention. Preliminary activities have started. Activities related to literacy (strategy development, national survey, operational plan for the family literacy program) are underway. The national survey is presented, with the provisional report expected in summer, and its results will feed into the strategy, also enriched by study trips conducted in early 2025 (Morocco, Rwanda, Turkey). These documents are essential for launching the family literacy pilot in 12 regions, linked to the disbursement of DLR 1.6 expected in 2026. Once the provisional reports are available, it is recommended to share them with all partners to avoid redundancies and ensure good coordination of actions.

The firm recruited to develop applications (class observation, training monitoring, textbook distribution, medical visits) has completed the technical design phase and is currently conducting tests, with a view to commissioning by the next school year.

#### 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.				

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				
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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.
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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.				

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	30-Nov-2026	
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 ISR Seq. 04 - 19 Dec 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**

<b>Improve equitable access to education and school health services in basic education</b>								
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-Dec-2024	81.72	12-Jun-2025	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-Dec-2024	0.00	12-Jun-2025	35.00	Dec/2027
3. Net access rate to grade 7 (first grade of secondary) (Percentage)	35.01	Feb/2024	49.78	18-Dec-2024	34.15	12-Jun-2025	46.00	Dec/2027
2.1 Net access rate to grade 7 (first grade of secondary), girls (Percentage)	35.73		35.73		34.02		52.73	
<b>Improve learning outcomes</b>								
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-Dec-2024	75.13	12-Jun-2025	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-Dec-2024	92.60	12-Jun-2025	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-Dec-2024	0	12-Jun-2025	90.00	Dec/2027
5. Grade 3 students meeting the minimum reading proficiency threshold (Percentage)	19.00	Jun/2022	26.30	18-Dec-2024	26.30	12-Jun-2025	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-Dec-2024	TBD	12-Jun-2025	TBD	Dec/2027
<b>Improve performance-based management along the education service delivery chain</b>								



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-Dec-2024	11	12-Jun-2025	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-Dec-2024	41	12-Jun-2025	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-Dec-2024	0.00	12-Jun-2025	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	18-Dec-2024	30	12-Jun-2025	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	18-Dec-2024	0.00	12-Jun-2025	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	18-Dec-2024	91.17	12-Jun-2025	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	18-Dec-2024	40.01	12-Jun-2025	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	18-Dec-2024	7,735	12-Jun-2025	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		3,671		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	18-Dec-2024	tbd	12-Jun-2025	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	18-Dec-2024	0.70	12-Jun-2025	106,000.00	Dec/2027
<b>RA2: Improve the quality of teaching and classroom practices.</b>								
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-Dec-2024	1,669,409	12-Jun-2025	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	18-Dec-2024	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	18-Dec-2024	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	18-Dec-2024	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	18-Dec-2024	0.00	18-Dec-2024	40.00	Dec/2027
Teachers recruited or trained (Number)	0.00	Jun/2022	0.00	18-Dec-2024	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	18-Dec-2024	30.40	18-Dec-2024	20.00	Dec/2027
Girls repeating their grade (Percentage)	6.00	Feb/2024	6.00	18-Dec-2024	6.00	18-Dec-2024	3.00	Dec/2027
<b>RA3: Strengthen management capacity and accountability throughout the service delivery chain.</b>								
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-Dec-2024	2	12-Jun-2025	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-Dec-2024	11	12-Jun-2025	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-Dec-2024	24	12-Jun-2025	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-Dec-2024	37.30	12-Jun-2025	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) Achieved	Value	NA	NA	18-Nov-2024	DLR 1.3	12-Jun-2025	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		
DLI allocation			28,000,000.00				
	Value	NA	DLR 2.1 achieved	18-Nov-2024	DLR 2.1 achieved	12-Jun-2025	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		RLD 3.1 reached	18-Dec-2024	RLD 3.1 reached	12-Jun-2025	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	DLR 4.2 reached	18-Dec-2024	DLR 4.2 reached	12-Jun-2025	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	DLR 5.1 and 5.2 reached; DLR 5.3 pending completion and verification	18-Dec-2024	DLR 5.1 and 5.2 reached; DLR 5.3 pending completion and verification	12-Jun-2025	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	DLR 6.1 reached	18-Dec-2024	DLR 6.1 reached	12-Jun-2025	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	DLR 7.1 and 7.2 reached	18-Dec-2024	DLR 7.1 and 7.2 reached	12-Jun-2025	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	DLR 8.1 and 8.2 reached	18-Dec-2024	DLR 8.1 and 8.2 reached	12-Jun-2025	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	DLR 9.1 not due until year 3 DLR S9.2 pending completion by end of December 2024	18-Dec-2024	DLR 9.1 not due until year 3 DLR S9.2 pending completion by end of December 2024	12-Jun-2025	NA
	Allocated Amount	0.00			0.00		0.00
DLI allocation			15,100,000.00				
10:Fewer girls drop out of lower secondary education. (Text) Achieved	Value	NA	DLR 10.1 reached	18-Dec-2024	DLR 10.1 reached	12-Jun-2025	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	DLR 11.1 pending completion	18-Dec-2024	DLR 11.1 pending completion	12-Jun-2025	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	DLR 12.1 pending completion	18-Nov-2024	DLR 12.1 pending completion	12-Jun-2025	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				