



Angola Learning for All Project (P122700)

AFRICA | Angola | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2014 | Seq No: 12 | ARCHIVED on 27-Nov-2019 | ISR37808 |

Implementing Agencies: Ministry of Education, Government of Angola

Key Dates

Key Project Dates

Bank Approval Date: 26-Sep-2013	Effectiveness Date: 16-Jun-2014
Planned Mid Term Review Date: 28-Mar-2016	Actual Mid-Term Review Date: 28-Mar-2016
Original Closing Date: 30-Apr-2018	Revised Closing Date: 28-Feb-2020

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The proposed Project Development Objectives are to improve teachers' skills and knowledge as well as school management in project designated areas; and to develop a system for systematic student assessment.

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

No

Components

Name

Component 1: Improving Teachers' Skills and Knowledge and School Management in P:(Cost \$51551820.00 M)
Component 2: Establishing a System for Student Assessment:(Cost \$7890000.00 M)
Component 3. Project Management:(Cost \$6558180.00 M)
Contingencies

Overall Ratings

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

Implementation Status and Key Decisions

The Ministry of Education has now disbursed nearly 80% of the US\$75 million IDA credit with a remaining balance of US\$13.7 million. Based on progress achieved, the project rating is maintained at Moderately Satisfactory. The current closing date for the Project is February 28, 2020. It was jointly agreed to prepare a restructuring which includes a 12-month extension since without an extension, it will not be possible to fully achieve the PDO. Taking into consideration a 12-month project extension, the Project is expected to be on track to meet its development objective, as illustrated by progress detailed below:



Progress towards achievement of the Project Development Objective: Progress on the PDO-level indicators to date is as follows:

- **Improved teacher knowledge and pedagogies.** The in-service teacher training program ended in August 2019. This training program was implemented during teacher breaks in January, May and August over the past three years. While results from sample-based teachers tests showed significant improvements, the census-based test administered to all participating teachers (17,906) in May and August 2020 found that only 66 percent of teachers demonstrated improvements. In order to reach the end-of-project target of 80 percent of teachers receiving training demonstrating improvements in content knowledge, the Ministry is planning additional training sessions in 2020 for those teachers who have not yet been able to demonstrate improvements. Without these additional training sessions, it will not be possible to show that the 80 percent end-of-project target was met.
- **Improved school management practices and active schools councils.** As of October 2019, the percentage of active school councils was 94 percent. The other 6 percent of school councils are mostly in rural and difficult-to-reach areas. Together with the community facilitators and inspectors, targeted efforts are underway to reach the remaining 10 schools (6 percent) and the Project is expected to be able to achieve the end-of-project target of 100 percent.
- **Number of sample-based assessment exercises.** Progress on this indicator is delayed, but finally after several efforts in, the requisite technical expertise to provide the level of support needed for various student assessment activities is finally in place. Attracting technical assistance with the requisite expertise in learning assessments in addition to Portuguese speaking abilities has been challenging. With these recruitments now finalized, it is expected that, if the project were extended for 12-months, it would be possible to implement all of the assessment-related activities in full. There would also be sufficient time to disseminate the results and encourage their use in decision-making related to improving education quality in Angola.

Component 1: Improving Teachers’ Skills and Knowledge and School Management in Practices. This component includes three major sets of activities: consolidating the Zones of Pedagogical Influence (ZIPs), creating school councils and developing school report cards (Sub-component 1.1); supporting the in-service teacher training program (Sub-component 1.2); and establishing school improvement plans and a school grants program (sub-component 1.3). The entire in-service teacher training had been successfully implemented; all ZIPs were now set up and almost all school councils active; school improvement plans and school grants for at least 725 schools have been approved; and all targeted schools were now using school report cards. The Moderately Satisfactory rating has been maintained for the following reasons: (i) only 66 percent of teachers who participated in the in-service training were able to demonstrate improvements (as described above); and (ii) although school grants have been approved and funds sent to the Provinces, no schools have yet received the materials requested.

Component 2: Establishing a System for Student Assessment. This component includes six major activities: conducting an early grade reading assessment (EGRA); implementing the Service Delivery Indicators Survey (SDI); developing and implementing a large-scale national assessment of Portuguese and Mathematics in grades 4 and 6; conducting a pilot of national examinations; carrying out an Impact Evaluation (IE); and developing an assessment strategy for future activities. The project supported the implementation of both an EGRA and SDI in 2016 – although due to significant capacity constraints and issues with quality controls during the adaptation of the testing instruments and test administration, the data collected for EGRA was not credible or reliable enough to be published. However, the requisite technical expertise to provide the level of support needed to support these assessment activities is finally in place. A contract with the American Institute for Research (AIR) to support the upcoming EGRA has now been finalized; the contract with the Instituto de Avaliacao Educativo (IAVE) from Portugal has been signed and work is underway to support the feasibility study and development of the operations manual for national exams in grade 6; and the contract with the Center for Educational Public Policy and Evaluation (CAEd) from Brazil to support the development of the national assessment program in grades 4 and 6 has been drafted and expected to be finalized no later than the beginning of December.

Component 3: Project Management. The Ministry has recruited and successfully maintained a Deputy Project Manager, a Procurement Specialist, a Procurement Assistant, a Financial Manager (and now Financial Advisor as well), 2 Financial Supervisors, an Accountant, and a Senior Monitoring and Evaluation Specialist in the Project Implementation Unit (PIU). Despite some turnover, staff in all of these positions have been maintained since the Mid-Term Review. Over the past 5 years, significant attention has been given to increasing the capacity of both the PIU staff and within the Ministry of Education for implementation of World Bank financed-projects. Trainings in Project Management, Procurement, contract management, writing Terms of Reference, English, Excel, and other specific activities supported by the Project (i.e., school grants program, in-service teacher training institutional arrangements, etc.) have been expansive. More than 3,600 Ministry of Education staff have benefitted from these trainings surpassing the initial target of 254. Under the project restructuring in 2017, additional activities were included in the project design under Component 3 to improve the availability of basic education statistics and strengthen the Education Management Information System (EMIS). The electronic database has been finalized and Annual Statistics Yearbooks from 2016/17/18 have been prepared and are being published.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
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Political and Governance	--	● High	● High
Macroeconomic	--	● High	● High
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● Moderate	● Moderate
Environment and Social	--	● Low	● Low
Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Substantial	● Substantial

Results

PDO Indicators by Objectives / Outcomes

To improve teachers' skills and knowledge as well as school management in project designated areas				
▶ Demonstrated improvement in trained teachers' skills and knowledge as a result of the training (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	66.00	80.00
Date	01-Nov-2012	19-Oct-2018	28-Oct-2019	28-Feb-2020
Comments:	The in-service teacher training program started in 2017 - all 6 modules were developed and implemented over a 3 year period (2 modules per year delivered during teacher breaks each May and August). Sample based tests during the first two years from Modules 1-4 showed significant progress with more than 80% of teachers demonstrating greater capacity in both Mathematics and Portuguese. However, in 2019 once a strengthened system to administer the tests was in place, the pre- and post-tests for Modules 5-6 were administered to all participating teachers (17,096). The results from the May session show that only 66% of teachers were able to demonstrate improvements. (12% stayed the same and 22% performed worse on the post-test.) The data from the August session is still forthcoming. The May tests results are now being disaggregated by Province and ZIP to determine which teachers should be targeted for the refresher courses and the new round of training planned for 2020. This will be critical in order to achieve the target of 80% of participating teachers that demonstrate improved content knowledge.			
▶ Percentage of active school councils (schools targeted by the project only) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	80.00	94.00	100.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	157 of the 167 ZIP School Councils are now active. The remaining 10 are mostly in rural areas more difficult to reach. However, there are still 4 contracted facilitators and more than 30 inspectors that are working with the communities to ensure that these remaining 10 also become active. (NOTE: The definition of being active was determined initially as being able to show meeting minutes from at least 2 meetings during that year. However, ZIP Councils noted that delays in procuring the computers and solar			

panels for the ZIPs made it difficult for them to type and send electronic copies of meeting minutes. Hence, it was agreed that the ZIP Facilitators would count school councils as being active based on evidence that meetings took place without necessarily requiring typed minutes.)

To develop a system for systematic student assessment

►Number of sample-based assessment exercises carried out (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	2.00	2.00	3.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020

Comments:

To date, the 2 sample-based exercises carried out included EGRA and SDI in 2016. There were some reliability issues with the EGRA data and it was ultimately decided that it would need to be repeated in order to have results that were credible. An international firm with significant experience implementing EGRA in other developing countries has now been recruited and EGRA III will take place in 2020. A Brazilian institution has also now been recruited to provide technical assistance to develop the national assessment for grades 4 and 6. If the project were granted an extension, the project should be able to successfully complete at least 4 sample-based assessments (surpassing the target of 3). One of the key achievements beyond the assessments themselves is that a unit responsible for overseeing learning assessments has now been officially established within the Ministry of Education (Directorate for National Assessment and Accreditation - DNAA) with full-time staff, budgetary resources, etc.

Intermediate Results Indicators by Components

Component 1: Improving Teachers' Skills and Knowledge and School Management

►ZIP facilitators recruited and trained (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	33.00	53.00	30.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020

Comments:

To begin the work to establish the ZIPs, ZIP Councils, and develop the School Improvement Plans, it was necessary to contract people familiar with how to effectively work with community. Initially, there was just one facilitator hired for each Province. Given the differences in geographic size and number of municipalities for each, it was agreed that additional support would be required to reach the project targets. After the first phase and at the time of the Mid-Term Review, it was agreed to also start working with the Inspectorate unit to begin taking over these tasks to ensure greater sustainability and alignment within the Ministry. In total, 53 people (combination of contracted facilitators and inspectors) have been working to support the activities to improve school management and reach the targets for ZIPs established, active ZIP Councils, approved PEEs, school report cards, etc. There are just 4 contracted facilitators remaining while the rest of the facilitators supporting these activities are inspectors.

►ZIPs set up and active (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	167.00	167.00	167.00

Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	All ZIPs to be supported by the Project were established during the first two years of implementation. All 167 ZIPs (one in each Municipality) have been active since 2016.			
►ZIP center schools equipped (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	167.00	167.00	167.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	All planned resources for the ZIPs targeted by the Project have now been delivered. The ZIPs are serving as resource centers and places to conduct in-service teacher training activities. ZIP schools received: (i) equipment - including a computer, printer, and solar panels; (ii) furniture - table, chairs, shelves, etc.; and (iii) pedagogical materials - including books, games to teach literacy and numeracy skills, maps, support materials/equipment for special education. Due to the state of Angola's economy, purchasing and delivering these materials to the schools took much longer than anticipated - 2016-2019. While computers and printers were delivered way back in 2016/17, the installation of the solar panels in all schools was only just finalized in September 2019. There was initially significant concern that security would be an issue and much of these investments would go missing. However, due to mitigation measures taken initially, this hasn't been the case and the materials are still present. For the pedagogical materials, the focus needs now be on how teachers can effectively use these materials in the classroom and positively impact student learning. The majority of schools in Angola do not have libraries so the schools do not have in place a system for managing these types of materials. Creating a manual and videos to establish a basic system for management of materials and effective use of them is the focus during this final phase of implementation.			
►Teacher training schools equipped (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	18.00	18.00	18.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	The Project has supported 18 Teacher Training Institutions - one in each Province of the country. These institutions have been directly supporting the implementation of the in-service teacher training program. They benefitted in terms of equipment and pedagogical support by receiving copiers and printers, laptops for the 43 teacher trainers helping to train trainers at the Municipal level and implement the in-service teacher training program, internet to access the moodle platform for the distance learning component for the training of trainers, and they also received the same pedagogical materials as the ZIPs - games to teach early literacy and numeracy skills, maps, etc.			
►Number of school kits produced and distributed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	842.00	842.00	842.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	All of the 842 school kits have been delivered to the schools. These kits include: a small library of 40-50 books for early grades; games to teach literacy and numeracy skills; other pedagogical support materials; and for the schools without adequate space/conditions to store these materials (more than 75%), the project also supported the purchase and delivery of shelves, a desk and a chair to help manage the storage and use of these kits by teachers at the schools. The set of early literature books were delivered in early 2017, the other support materials in 2017/18 and then the furniture in 2019. This activity is now complete.			



►Number of education projects approved (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	842.00	725.00	520.00
Date	01-Nov-2012	14-Dec-2018	30-Sep-2019	28-Feb-2020
Comments:	All 842 schools supported by the Project developed School Improvement Plans (PEEs). These PEEs are for the next 3 years and include a one-time school grant that finances related pedagogical materials identified together by the School Councils/community members. Based on the most recent information provided in the Project Report, out of the 842 PEEs prepared, 725 were officially endorsed and approved.			
►Number of grants disbursed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	520.00
Date	01-Nov-2012	14-Dec-2018	30-Sep-2019	28-Feb-2020
Comments:	At the time of the restructuring, a change was made to the flow of funds for the Project due to a policy enacted by the Ministry of Finance which prohibited the project from being able to transfer funds to the Municipal and school level. The school grant program was redesigned to take this into account. The schools were still to develop overall school improvement plans (PEEs) together with the community, parents association, and school leaders. Then, together with the PEE, an expansive list of eligible materials that could be financed through the school grant was provided and they selected which items they wanted. The size of the grant for each school was determined by their student population. All 842 schools prepared PEEs together with grant request. At the time of the mission, 725 of these had been deemed to be of sufficient quality and had been approved by the education authorities. Based on the approved school grants, funds were then transferred each of the 18 Provincial Education Department in order to purchase the materials requested. As foreseen, the bottleneck has been at the Provincial Education Departments which have been slow to purchase the materials and deliver these to the schools. In order to be considered disbursed, a receipt of delivery at the school level for the materials requested needs to be provided. Follow-up actions by the Central Ministry are underway to ensure that this happens as soon as possible. Once completed, it was agreed that this pilot exercise will be complete.			
►Set of school report cards produced and disseminated (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	842.00	842.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	The template and module for a new school report card that focuses on education quality and information from an assessment conducted as part of the development of School Improvement Plans (PEEs) was finalized in 2018. Given the lack of electricity and printing/copying capabilities, especially in rural areas, it was decided to create laminated posters for the school report cards at the central level and then send these to the municipalities for their use. These laminated posters are being displayed on the wall of the school for parents and members of the community. The first set of report cards were produced and disseminated in 2019.			
►In-service teacher training modules aligned with learning goals developed (six modules) (Text, Custom)				

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	4 out of 6	6 out of 6	Yes
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	<p>All six modules of the in-service teacher training program now have been developed, piloted, and finalized. The modules cover the following areas (with an emphasis on Portuguese and Mathematics throughout): (i) Portuguese; (ii) Mathematics; (iii) Classroom Assessment; (iv) Multi-grade classrooms; (v) Teaching children of different ages and accelerated learning; and (vi) Special Education. The modules were developed with the support of the University of Setubal in Portugal in partnership with the Foundation Calouste Gulbenkian. The manuals and supporting materials have been in very high demand - a number of Provincial Governors have written formally to request that the materials be made available to all teachers. With the some of the cost-savings and remaining balance, the project is now procuring copies of the entire set of manuals for the 100,000 primary education teachers who have yet to benefit from the training program.</p>			
►Number of teacher kits produced and distributed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	16,321.00	17,922.00	15,000.00
Date	01-Dec-2016	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	<p>This includes all teachers, directors, and sub-directors trained in addition to the teacher trainer/supervisors. NOTE: All of the training beneficiaries are from the 842 schools supported by the Project. Since some of the teachers at these schools have changed (new ones on some years, transfers, etc.), the actual number is now greater than the target of 15,000. The kits were defined as the training manuals and other materials that are part of the training program. As of August 2019, these teachers have now received all manuals and supporting materials for all 6 modules. At the request of the Government, the Project is now supporting the printing and delivery of these same "kits" to the remaining 100,000 or so primary school teachers that did not yet benefit from this program.</p>			
►Number of additional qualified primary teachers resulting from project interventions. (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	16,321.00	20,929.00	15,000.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	<p>Based on the figures provided after the last in-service teacher training program in August 2019, the total number of primary school teachers that have participated in the in-service teacher training program has now reached 20,929. The majority of these teachers have participated in the entire 3-year program which began in 2017. This figure represents almost 20% of the total of primary school teachers in the country.</p>			

Component 2: Establishing a System for Student Assessment

►System for learning assessment at the primary level (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes	Yes	Yes	Yes
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020

Comments:	<p>This indicator is meant to determine if the basic elements of a learning assessment system exist at the primary level, and the degree to which that assessment is able to provide useful information for education policy and practice. While the basic elements were in place prior to the project, the institutional arrangements had not been formalized and assessment activities were being conducted on an ad-hoc basis. With the support of the project, a new unit within the Ministry of Education specifically to oversee assessment activities was created in early 2018. This unit is staffed with approximately 10 full-time staff that have been benefitting from a significant amount of capacity building activities and overseeing the work to implement the upcoming EGRA III and National Assessment in grades 4 and 6. Where there is room for improvement is the second part of the indicator which is "the degree to which that assessment is able to provide useful information for education policy and practice". While EGRA and SDI were conducted in 2016/17, issues with the quality of the EGRA data prevented it from being able to be published and used for decision-making. Given capacity constraints throughout the education system, the level of outside technical assistance required to produce data that is credible and reliable is significant. Hence, EGRA III has been designed to ensure quality controls at every level and use technology to allow even greater monitoring during data collection.</p>			
Utility of the learning assessment system (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	2.00	2.00	3.00
Assessment framework reviewed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	<p>Qualified expertise willing to support the work to develop the national assessment program (i.e., review of the assessment framework, creating the item bank, developing testing instruments, etc.) in Angola has now been identified. A contract with the Center of Educational Public Policy and Evaluation (CAEd) in Brazil is nearly finalized. The review of the assessment framework will start in December.</p>			
Minimum standards defined as well as bank of items and standardized tests constructed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	<p>Learning standards for primary grades have been developed. However, these will be reviewed and possibly modified once the technical assistance (CAEd) is in place. The review of the assessment framework and learning standards will be completed first. This will then be followed by the development of the bank of items and testing instruments for the national assessment in grades 4 and 6.</p>			
Impact evaluation phases completed (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Design	Field Visits to Monitor Implementation	Field Visits to Monitor Implementation	Follow-Up Data Analysis, and IE report
Date	01-Nov-2013	19-Oct-2018	30-Sep-2019	28-Feb-2020
Comments:	<p>The project was initially designed to include a complex impact evaluation of various pilot activities (i.e., use of ZIPs, in-service teacher training program, school grants, etc.) However, given capacity within the Ministry to oversee this activity, it was ultimately decided to just have one control and one treatment group - treatment schools that received all of the project interventions and those that did not. Two issues that</p>			



emerged during implementation were the following: 1) issues with the quality and reliability of the baseline data collected - EGRA II and SDI; and 2) contamination of the control and treatment groups. The Ministry of Education enacted a policy to adopt ZIPs nationwide and the teacher training program has been highly sought after and in some Provinces scaled-up beyond the target schools. For the first issue, while EGRA II data was too problematic to be publishable, the results of the SDI were deemed to be more credible and reliable. There is a module on teacher capacity that was administered as part of the SDI. In order to be able to complete the impact evaluation, it was agreed that efforts should be made to repeat this module when the government is administering EGRA III (oversampling treatment schools in the EGRA sample) to have relevant data that could be used to determine the impact of the teacher training activities in particular.

Component 3. Project Management

►Number of provincial, municipal and teacher training schools officers trained in management around the project (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	304.00	3,627.00	254.00
Date	01-Nov-2012	11-May-2018	30-Sep-2019	28-Feb-2020

Comments:

Given the scale of the project and multiple changes in education leaders at different levels (Central, Provincial, Municipal, and School level leaders) after the change in governments, the level of effort required and number of people to be trained in order to effectively implement the project has been much greater than initially envisioned. Some of the education leaders have benefitted from multiple capacity building activities while others were introduced to the project more recently. According to the records of participation of different leaders, the total number trained has now reached 3,627 individuals. These include individuals from the Central Ministry, all 18 Provinces, all 167 Municipalities, and all 842 schools targeted by the Project. This is the World Bank's first operation fully dedicated to education in Angola. The project has been able to create a large base of education leaders that are now familiar with various rules and procedures in implementing World Bank projects. This foundation will be critical as the World Bank works to broaden its engagement in the sector.

►Direct project beneficiaries (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	19,031.00	26,002.00	19,576.00
Date	01-Nov-2012	19-Oct-2018	30-Sep-2019	28-Feb-2020

Comments:

According to the last progress report, the number of direct project beneficiaries reached is now 26,002. This number includes: teachers benefitting from in-service teacher training program; teacher trainers and others from the Provincial Education Departments, Municipal Education Departments, Teacher Training Institutions; Central Ministry staff (INIDE, INFQE, GEPE, DNAA); accountants from the Provincial Education Departments; and school leaders from the 842 schools targeted by the project. When the project was designed, the definition of this indicator did not include the students at the schools. Based on the information provided, there are more than 500,000 at the 842 schools which are also benefitting from the greater attention being paid to education quality. In terms of the percentage of the beneficiaries of the project which are female, this decreased from 56% to 48% between 2018 and 2019. This is due to the fact that a large share of new teachers and leaders from the 842 schools targeted by the Project are male. When deciding which teachers will benefit from the additional round of teacher training planned for 2020, gender will be taken into consideration to ensure the project reaches the target of 50% of which are female.

▲Female beneficiaries (Percentage, Custom Supplement)

Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	50.00	56.00	48.00	50.00
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Overall Comments

As part of the handover of TTLs, a detailed summary on the status of each indicator has been provided above to capture all progress made up until September 2019. Many of the project targets have been achieved and surpassed. However, there are several which require careful attention during this final phase of implementation. These include: (i) the percentage of teachers showing improvements; (ii) the number of sample-based assessments successfully completed; (iii) the administration of the "school grants"; and (iv) the indicators related to the development of the national assessment program. Specific activities to ensure that the project is able to achieve the expected targets in full (with the planned extension) have been identified. Implementation support and monitoring the implementation of the agreed upon action plan will be critical.

Data on Financial Performance

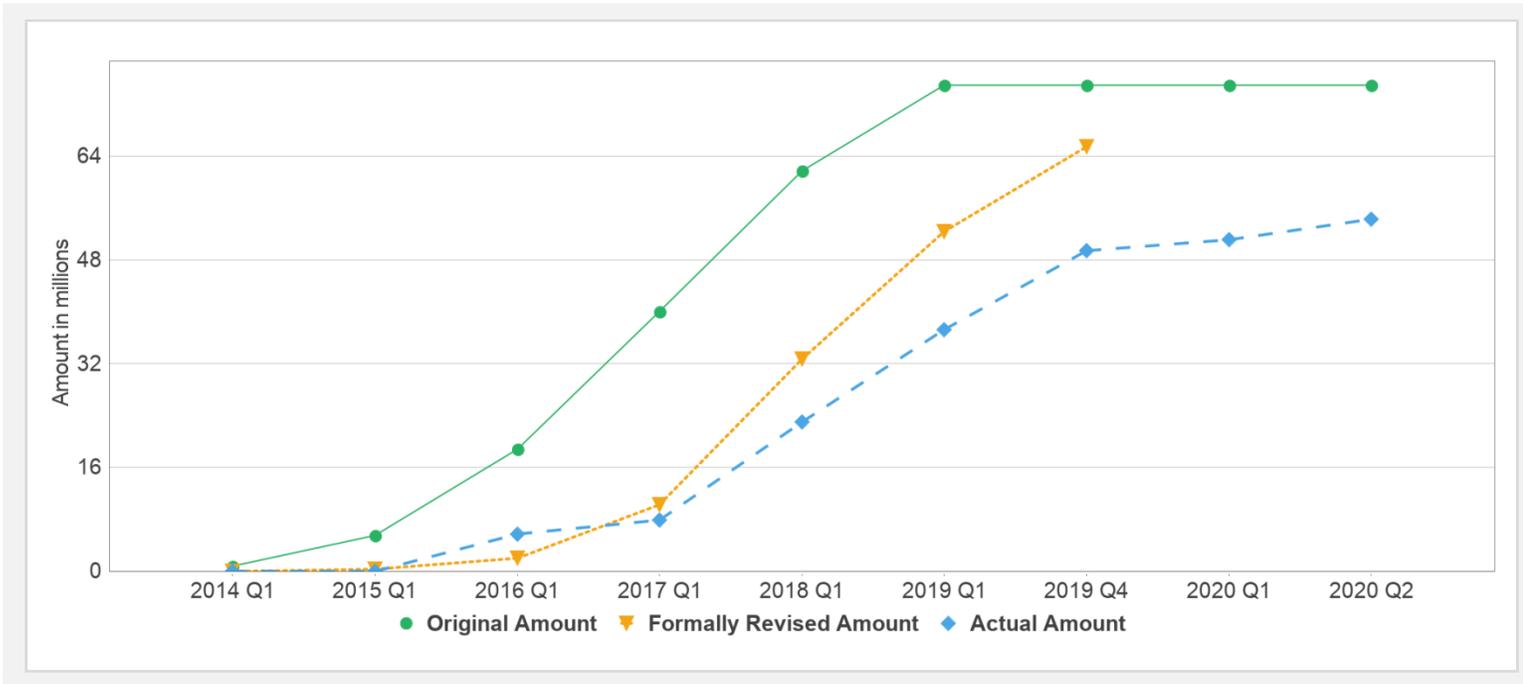
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P122700	IDA-52540	Effective	USD	75.00	75.00	0.00	54.34	13.74	80%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P122700	IDA-52540	Effective	26-Sep-2013	16-Jan-2014	16-Jun-2014	30-Apr-2018	28-Feb-2020

Cumulative Disbursements



Restructuring History

Level 2 Approved on 29-Jan-2017

Related Project(s)

There are no related projects.