



World Bank basic education investments:

A preliminary review of pipeline projects July 2018

About this paper:

The following is a draft review of World Bank basic education projects in the pipeline as of June 11, 2018 conducted as part of a new RESULTS Educational Fund initiative to collaborate with in-country civil society around the development of such programs. Country briefs will be shared with in-country civil society for further review and development of recommendations in attempts to support the World Bank in its goals around citizen engagement. We thank the World Bank Education Global Practice for their collaboration, guidance, and information-sharing as part of this exercise.

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RESULTS Educational Fund (RESULTS) is a non-profit citizens' advocacy organization that has been creating the public and political will to end poverty by empowering individuals to exercise their personal and political power for change since 1981. RESULTS focuses its advocacy efforts towards achieving education for all, expanding access to microfinance for the very poor, and addressing diseases of poverty such as tuberculosis, childhood undernutrition, and child immunizations. It works with volunteers in more than 100 communities across the United States, coordinates campaigns with international affiliates in Canada, Mexico, the UK, Japan, Australia, and South Korea, and partners with national advocacy organizations in donor and developing countries.

Overview

Introduction

The need for more and better education investments has received increased attention due to high profile milestones in the past two years such as the launch of the International Commission on Financing Global Education Opportunity's report in 2017, the World Bank International Development Association (IDA)'s eighteenth replenishment (IDA 18), the 2017 World Development Report (WDR) focused on education, and the 2018 Global Partnership for Education's (GPE) replenishment.

The World Bank Group is one of the largest multilateral funders of basic and secondary education. Since 2000, the World Bank has invested over US\$45 billion in education (World Bank 2018) and over the past decade it has provided US\$10 billion in IDA financing for basic education in the poorest countries (King 2016) (Rose & Steer 2013). The IDA 18 replenishment was the largest replenishment in the 56 years of IDA, and it saw IDA resources increase to US\$75 billion compared to US\$52 billion (a 40 percent increase) raised in the last replenishment.

The World Bank has organizational goals and plans that respond to the overarching framework of the Sustainable Development Goals (SDG), especially the Education SDG (SDG 4), and follow aid effectiveness and social accountability principles and standards as outlined by the Paris Declaration of Aid Effectiveness and the World Bank's Citizen Engagement Framework.

RESULTS Educational Fund seeks to monitor how World Bank basic education¹ projects in pre-approval pipeline stages address SDG 4's mandate of free, quality, and equitable basic education, and how they align with aid effectiveness and social accountability principles and standards.

Methods

This exercise was a qualitative desk review using content analysis techniques. The exercise comprised of revising World Bank's Project Information Documents (PID) using SDG 4, aid effectiveness, and social accountability indicators. The indicators selected respond to three categories: SDG 4 (focusing on free, quality, and equity), aid effectiveness (focusing on country ownership or alignment to country systems and donor coordination), and social accountability (focusing on consultation and participation, and transparency and accountability). The list of indicators was built using the following sources:

SDG 4

- [United Nations SDG Indicators Metadata Repository](#) (United Nations 2018).
- [Sustainable Development Solutions Network Indicators and Monitoring Framework](#) (Sustainable Development Solutions Network 2018a).
- [United Nations Sustainable Development Knowledge Platform](#) (United Nations 2018b).
- [UNESCO Institute for Statistics](#) (UNESCO 2018) (World Bank 2018).
- [World Bank World Development Indicators](#) (World Bank 2018).
- [IDA 18 Results Measurement System](#) (IDA 2016).

¹ The World Bank Group defines basic education as pre-primary education, primary education, and lower secondary education. pre-primary education, primary education, and lower secondary education.

- [Global Partnership for Education Results Framework](#) (GPE 2017).

Aid Effectiveness

- [Paris Declaration for Aid effectiveness](#) (OECD-DAC 2005).
- [Global Partnership for Effective Development Cooperation Monitoring Framework](#) (Global Partnership for Effective Development Cooperation. 2017).
- [Brookings Quality of Official Development Assistance](#) (Birdsall & Kharas 2014).

Social Accountability

- [Accountability Research Center \(ARC\)'s World Bank Citizen Engagement Assessment Tool WB-CEAT](#) (Accountability Research Center 2018).

The final list of indicators can be found under the Annex.

Limitations

Although SDG 4 is a clearly enumerated international metric, how well pipeline projects align with aid effectiveness and social accountability principles is subjectively based on the literature in this study. Alternative studies may define these concepts through different approaches and it is important to relate the findings of this research to the clearly articulated definitions of quality, aid effectiveness, and social accountability. In addition, quality is difficult to measure through desk research – there may be other variables that are not able to be captured here such as community environment or parental engagement.

There are limitations within the indicator sets to capture all aspects of quality. This limitation is minimized through close collaboration with national civil society organizations who have contextual understanding of potential on-the-ground limitations of pipeline projects. As the pipeline monitoring grows, a longitudinal analysis of the efficacy of projects is also possible to address this limitation.

Pipeline review

On June 11, 2018 the World Bank’s Global Education Practice informed RESULTS Educational Fund that 49 projects with an education component were on their pipeline. Of those, 22 had a basic education element and 16 were IDA financed. Ten of those projects were under the lead of the Global Education Practice and one project did not have documents available. Based on these criteria, this analysis looked at 10 IDA financed basic education projects, led by the World Bank’s Global Education Practice with program identification documents (PID) available. The 10 basic education projects add up to US\$1.4 billion. During this review, 3 of the 10 projects were approved.

Project ID	Project Name	Country	Commitment Amount	Status
P162619	Quality Learning for All Program (QLEAP)	Bangladesh	\$700m	Active
P161600	Early Grade Learning Project	Burundi	\$40m	Active
P164294	Cabo Verde Education Project	Cabo Verde	\$10m	Pipeline

P164295	CAR: Emergency Basic Education Support	Central African Republic	\$25m	Active
P164032	Mali Secondary Education Support Project	Mali	\$50m	Pipeline
P157231	Additional Financing Decentralization Fund to Schools	Myanmar	\$54m	Pipeline
P163389	Myanmar Basic Education project	Myanmar	\$100m	Pipeline
P161332	Senegal Investing in the Early years	Senegal	\$60m	Pipeline
P163439	Secondary Education Quality Improvement Program (SEQUIP)	Tanzania	\$300m	Pipeline
P165737	Promoting ECD Project (UZPEP)	Uzbekistan	\$50m	Pipeline

All 10 projects build public capacity to provide education and 7 interact with the private sector on its implementation. Out of the 10 projects, 3 are co-financed with other development partners including 2 projects co-financed with GPE. Finally, 4 out of the 10 projects use results-based financing to disburse funds. The following country briefs review each of the project's PIDs and summarize their content based on a set of guiding criteria related to SDG 4, aid effectiveness, and accountability.

Next steps

The following draft country briefs will be shared with national education coalitions and civil society organizations in the respective project countries for their further review and development of recommendations. Final country briefs will be shared with the World Bank Education Global Practice and used by in-country civil society to support their engagement with the responsible ministries, World Bank officials, and other stakeholders involved in project development.

Country briefs

Bangladesh

Name: [Quality Learning for All Program \(QLEAP\)](#) (World Bank 2018a)

Project ID: P162619

Amount: US\$700 million

Status: Active

Approval Date: June 14, 2018

Time: 5 years (FY 2017- FY 2021)

Co-financing: Asian Development Bank (ADB), European Union (EU), Japanese International Cooperation Agency (JICA), Department for International Development UK (DFID), Global Affairs Canada (GAC), Department of Foreign Affairs and Trade Australia (DFAT), UNICEF, UNESCO, United States Agency for International Development (USAID), Government of Bangladesh.

Modality: Program for Results (PFR): uses a country's own institutions and processes and links disbursement of funds directly to the achievement of specific program results.

Program Development Objective: To improve the quality of and enhance equitable access to education from pre-primary to Grade 5.

Source: PID January 2018

SDG 4

Free/Public

Bangladesh's National Education Plan proposes a strategic vision for universal basic education with concrete measures for improving the quality such as the introduction of one-year of pre-primary education and the nationalization of non-government primary schools. The World Bank program will introduce one year of pre-primary education in all government primary schools as well as NGO and private pre-primary schools.

Quality

Teacher recruitment and deployment: The program will recruit around 26,000 preprimary teachers and will use data efficiently to ensure that recruitment and transfers of teacher are planned, timely executed, and in accordance with vacancies. For example, teachers will be transferred from schools with surplus teachers and overstuffed double-shift schools will be converted to single shift. The incentive mechanism will be strengthened to encourage teachers, especially the newly recruited ones, to work in rural and disadvantaged areas and in understaffed schools.

Teacher training: The program aims for teachers to meet basic professional standards at the beginning of their career. To do so, the curriculum of the Diploma in Primary Education (DPEd) program will be evaluated and strengthened. Some activities to improve the DPEd include: exploring alternative modes of delivery such as use of double shifts, reducing instructor vacancy rates to five percent, distributing the required materials and equipment to Primary Training Institutes (PTI), and strengthening Upazila

Resource Centers (URC) to disseminate the revised curriculum. In total, around 75,000 teachers will go through the strengthened DPEd program. The program also seeks to provide teachers with career development opportunities based on professional standards and performance assessments through a system of professional standards appraisal for teachers.

Continuous professional development (CPD): A CPD framework will be developed to allow teachers and teacher-educators to engage in professional development activities and to achieve professional standards. CPD implementation will be decentralized to the Upazila level, and training will be locally organized. The program will support the design of a curriculum for different profiles of professionals and capacity building for its implementation; the delivery of face to face short-term training; utilization of schools as the main location for teacher professional development led by head teachers and teacher educators, by face to face workshops/trainings. While the CPD framework is being developed and adopted, the program will carry out the following activities: sub-cluster needs-based training, subject-based training, induction training for newly recruited teachers, head teacher leadership training, and customized English language training. There will also be provisions for study tours, short-term overseas training, and participation in Master's programs in Bangladesh and abroad. All Assistant Upazila Education Officers (AUEOs) will receive academic supervision training.

Facilities: The program will support the construction of approximately 95,000 classrooms, teachers' rooms, head teachers' rooms and multipurpose rooms and will ensure that all schools have a dedicated preprimary education classroom and at least two multi-media classrooms per school. The objective is for schools to have a student classroom ratio of 56:1 or less and that double-shift schools are gradually converted to single-shift. The program will also build 15,000 safe water points and 80,000 water and sanitary hygiene (WASH) blocks including at least one gender segregated and disability-accessible block per school. Likewise, the program will build 300 new Upazilla resource centers (URCs). The program will provide necessary furniture and regular maintenance of this infrastructure.

Learning materials: The program will improve the National Curriculum and Textbook Board's (NCTB) technical capacity of writing and designing textbooks: all preprimary and primary textbooks, and teaching-learning materials will be revised. Likewise, the guidelines for materials' developers will be improved, and the printing and distribution of textbooks will be gradually transferred to the Directorate of Primary Education (DPE). The program will provide each school with a set of age and grade appropriate children's books for independent reading. The program also aims to increase the availability and effective use of digital materials for teacher education, professional development, and student learning. The program will develop and provide digital resources for students and teachers.

Learning outcomes: Assessments and examinations will measure and analyze student learning, provide evidence based recommendations for education reform, and evaluate the success of the program. A Primary Education Board (PEB) will be established to lead the design and administration of the Primary Education Completion Examination (PECE), National Student Assessment (NSA), and school-based terminal tests. The PECE will continue to be administered annually and will be fully competency based by the end of the program. A national student assessment of mathematics and Bangla for Grades 3 and 5 will be conducted in 2021.

Equity

The program is socially and geographically inclusive covering all Upazilas, districts, and divisions of Bangladesh and seeking to ensure that all children on the age group 6-10 acquire the basic grade level competencies stipulated in the curriculum.

Bottom wealth quintile: The net enrollment rate (NER) difference between richest 20% and poorest 20% of households will be an indicator of equitable access to education for the program.

People with disabilities: Children with special education needs² (SEN) will pursue primary education at mainstream schools. The program will identify SEN children's needs early; review and update the curriculum, textbooks, and teaching learning materials; and improve the capacities of instructors to deliver specialized pedagogical techniques and to create an inclusive environment in the classroom. Teachers will also be trained to connect parents with specialized services. Finally, SEN children will be supplied with special devices on a needs basis.

Indigenous people: Tribal (TP) children will learn in both their mother tongues and Bangla from pre-primary to Class III to facilitate their transition to Bangla in Class IV. The program will supply books for three levels in five languages: Chakma, Tipra, Marma, Garo and Sadriwill. The NCTB plans to develop study materials up to Class III in these five languages and Bangla. Teacher's guides for this purpose have already been developed.

Over-age children: The program will offer alternative modalities of education up to Grade 5 to reduce the number of 8-14-year-old children who have either never enrolled in school or have dropped out of school, particularly in the urban slums and the Chittagong Hill Tracts. Around one million out-of-school children will be enrolled in learning centers that follow the formal primary curriculum and will be eligible to take the Primary Education Completion Exam to continue their studies in the formal education system. The MoPME through its Bureau for non-Formal Education (BNFE) will be responsible for implementing these centers.

Children before the officially primary entry age: The program will introduce one year of preprimary education in all government primary schools to enhance school readiness of five-year old children so they can successfully transition to primary school.

Aid Effectiveness

Country ownership

The Program is aligned with the National Education Policy 2010 and the 7th Five Year Plan (2016-2020). The MoPME will be the main implementing and executing agency responsible for overall policy guidance, coordination, and oversight. The program will use country financial management systems and existing financial rules for budget execution. Development Partner funds will be directly disbursed to the government's treasury.

Donor coordination

QLEAP's cost is estimated to be \$17.7 billion. The cost will be financed from government sources (\$16.1 billion, or 16 percent), the World Bank (\$700 million, or 4 percent), and other development partners³ (\$900 million, or 5 percent).

² Mild to moderate disabilities.

³ ADB, EU, JICA, DFID, GAC Canada, DFAT Australia, UNICEF, UNESCO, USAID

Social Accountability

Civil society consultation and participation

Consultation: National level consultations with all primary education related key stakeholders took place since the beginning of the program. The MoPME will use its existing citizen engagement mechanisms, such as social audits, to seek feedback and continue with stakeholder consultations on mainstreaming Gender, Equity, Voice and Accountability (GEVA) and social inclusion activities.

Participation: The program will support advocacy and use data to plan, implement, and monitor social and behavioral change interventions. At the community level, these activities will engage key social networks and groups and will strengthen community participation through School Management Committees (SMC). The committees will have representatives from mainstream populations, tribal population, women, community elders, students, etc. SCM's discussions will be free, the audience should be well informed before discussing, and their inputs should be considered in the decision-making processes. Teachers and management committees will be educated on gender sensitivity, cultural diversity, and accommodation of the special needs of the adolescent girls. Finally, at the individual, family, and caregiver level, activities will promote behavioral change to support positive education-supportive practices.

CSO input - Bangladesh

The preliminary review of pipeline projects was sent out to civil society organizations (CSOs) for feedback. At the time of review, Bangladesh had one pipeline project, the Quality Learning for All Program (QLEAP). CSO respondents in Bangladesh praised QLEAP's emphasis on equity "with attention to the bottom quintile" of learners, especially children with disabilities, indigenous children, and children living in the deepest levels of poverty, but noted the government is reticent to collaborate with public organizations in addressing these populations. Underscored throughout the feedback is the perceived distance between "the content of the program and what is really needed in Bangladesh." Specifically, respondents sought to increase the mobilization and effective use of resources through greater accountability, transparency, and capacity building for improved public financial management. The feedback stressed that since 2017 little has been shared with civil society in the way of the primary education sector plan, and even less was known about the Quality Learning for All Program (QLEAP) World Bank project among CSOs. One of the chief concerns is the continued support for and implementation of national level public exams. As raised by researchers and CSOs, these high-stakes exams, if improperly executed, can become detrimental and counter-productive, relegating learning as secondary to test-taking.

Takeaways and opportunities for action:

- The government and World Bank must increase transparency and make greater efforts to include civil society to create policies that will more effectively reach the most marginalized students.
- Greater and more efficient resource mobilization, accountability, and checks on mismanagement are necessary.
- The policy of national public examinations has a deleterious effect on the goals and priorities of teachers and learners and must be addressed. The abolition of such exams is recommended, replaced with sub-district level examinations complemented by national level assessments of language and math.

Transparency and accountability

The MoPME has plans to implement a Grievance Redress Mechanism (GRM) including an online function. All information on on-going and closed cases will be made publicly available. In the Tribal communities and Chittagong Hill Tracts areas, the Department of Primary Education (DPE) will explore existing traditional conflict resolution mechanisms. At the school level, the program promotes platforms like social audits, school administration, school managing committees, Parents Teachers Associations, etc. as channels to raise and mitigate grievances at the micro level. The Upazila Education Officer (UEO) will be responsible for keeping records of all resolved and unresolved complaints. Additionally, complaints can be made to the World Bank's independent Inspection Panel once the concerns have been brought to the World Bank's attention and the Bank Management has been given an opportunity to respond.

Engage with this project:		
World Bank		
<u>Washington DC Head Quarters</u> Saurav Bhatta sbhatta@worldbank.org Syed Rashed Al Zayed Josh salzaved@worldbank.org	<u>Bangladesh</u> Office (880-2) 5566-7777 bangladeshinfo@worldbank.org	Qimiao Fan Country director Bangladesh, Bhutan, and Nepal qfan@worldbank.org
Office of the Executive Director (EDS 12: Bangladesh, Bhutan, India, Sri Lanka) Executive Director: Aparna Subramani eds12@worldbank.org		
Government		
Kazi Shofiqul Azam Secretary, Economic Relations Division Tel: 9180675 Email: addl-secy2@erd.gov.bd	Md. Mohammad Asif Uz-Zaman Secretary Tel: 9540484 Email: scy@mopme.gov.bd	
Education civil society		
<u>Campaign for Popular Education (CAMPE)</u>		
Rasheda K. Choudhury Executive Director rasheda@campebd.org	K. M. Enamul Hoque Program Manager enam@campebd.org	

Burundi

Name: [Early Grade Learning Project](#) (World Bank 2018b)

Project ID: P161600

Amount: US\$40 million (SDR 27.6 million)

Status: Active

Approval Date: May 14, 2018

Time: 3 years (2018-19, 2019-20, and 2020-21)

Co-financing: None

Modality: Investment Project Financing (IPF): Provides credit or grants, and guarantee financing to governments for activities that create the physical or social infrastructure necessary to reduce poverty and create sustainable development.

Program Development Objective: To improve learning and student progression in early grades in Burundi

Source: PID March 2018

SDG 4

Free/Public

The 2012 basic education sector reform led to the creation of a 9 year basic education cycle with non-compulsory pre-school offered to 3-5-year-old children, and basic education, which covers Grades 1-9 and starts at age 6. The program will target all public primary schools. Some aspects of the program will target the neediest schools that could include providers other than public. The program will strengthen the ministry's capacity to assess its sector's performance and undertake policy, strategic, and operational decisions.

Quality

Teachers: The program will support the development of a structured pedagogy program by strengthening the existing curriculum and development of teaching-learning materials, assessment tools, training, and on-going support to teachers. Teachers' training will focus on early literacy, and teachers will receive specific training on the 100-day reading enhancement intervention. The program expects to train about 27,000 teachers in Grades 1-4, about 3,500 principals, and an estimated 240 pedagogical advisers and inspectors.

Cluster school systems will be established for teachers in Grades 1-6 and will hold at least three meetings each school year. These meetings will serve as a platform to share knowledge and empower teachers to improve their instructional practice in the classroom.

Facilities: The project does not directly finance construction of classrooms but will assist communities to complete or improve about 1,200 unfinished community-built classrooms in 600 targeted schools for Grades 1-2. This activity will address about one-third of the rural schools targeted by the program. Each classroom in Grades 1-4, in approximately 4,000 schools, will be provided with storage units for textbooks and teaching materials and shelves for student reading materials. The program will support the development and implementation of a maintenance strategy for school infrastructure. The project will also finance regular transfers of approximately US\$17 per classroom per year to all schools (about 4,000) and

an approved list of authorized maintenance works. The grant will complement a government maintenance grant that is scheduled to start in fiscal year 2019. The program will also support the adaptation and dissemination of a Construction Manual and the development of Maintenance Manual to guide communities in the construction and maintenance of schools according to the technical standards. The manual will be available in Kirundi and illustrated.

Textbooks and learning materials: The program will develop, print, and distribute textbooks: student workbooks and assessment tools for the 100-day Accelerated Reading Program in Grade 1, student textbooks in Kirundi, mathematics, multidisciplinary studies, and French for Grades 1-4, a set of graded supplementary reading materials in Kirundi for each class from Grades 1 to 4, a classroom kit for each class in Grades 1-4 comprising teaching aids to be put up on the walls and to be used by the teacher, and a teacher guide for teaching languages, mathematics, and multidisciplinary studies for each Grade (1-4). The guide will show how to use the textbooks, the supplementary reading materials, and the classroom kit, as well as include formative assessments items and a booklet of assessments for teachers to use as end of trimester tests. The purchase and distribution of the school kits will be done by UNICEF. Approximately 6.7 million textbooks will be supplied in a 1:1 ratio and are expected to be re-used for four years. Also, a set of 77,000 teacher guides will be available to teachers. Each class will also receive about ten sets of graded supplementary readers and class kits. Each school will be equipped with a radio which will be used by teachers as a pedagogical tool during the reading programs broadcasted on the national school radio network (RSN).

Learning outcomes: The program will organize reading and mathematics competitions at the community level and primary level. For example, the 100-day reading enhancement intervention will be developed, piloted, and integrated into the curriculum to improve literacy in Grade 1. Literacy skills will be measured with an adapted version of EGRA sub-tests in Kirundi. The project will finance three national learning assessments for Grades 2 and 4 to test reading (Kirundi) and mathematics in Grade 2 and 4 and French in Grade 4. Finally, the program will look at progression between grades and the percentage of Grade 2 students in public schools reaching sufficient level of competency in numeracy as a measure of the project's success

EMIS: The project will finance three national learning assessments. The Bureau des Évaluations du Système Éducatif (BESE)'s statistical analysis capacities will be reinforced through training and acquisition of statistical software. Results will be disseminated at the decentralized levels. A sample survey of 200 schools will be implemented with data collected monthly by inspectors on a tablet-based application. Data will capture pupil and teacher enrollment and attendance data, trimester test results, student-textbook ratios, number of cluster school meetings held (captured at the end of the trimester), and number of repeaters. Tablets will also be provided to the 119 communal directors, 18 provincial education directors, and 18 provincial inspectors to facilitate communication and information exchange. Finally, the project will finance the development of a strategy to provide each school with a unique identification code, with a protocol for numbering new schools, and process for geo-tagging of schools.

Equity

ECD: The program will implement key innovations to improve early grade learning and reduce repetition such as the Accelerated Reading Program in Grade 1.

Bottom wealth quintile: The program is currently operational in Kirundo, Muyinga, Ngozi, Cibitoke, Bubanza, Gitega, and Bujumbura, which have been identified as food insecure and also tend to have poor performance on key education indicators.

Illiterate children: The 100-day reading enhancement intervention will enable students with no literacy skills to master letter recognition and foster word recognition after approximately 100 days of instruction, or the first trimester of Grade 1.

Indigenous children: An Indigenous Peoples Framework was prepared for this program. During consultations, Batwa children, parents, and provincial education authorities concluded that the following activities were needed for the full inclusion of Batwa children: developing materials to break down prejudice and encourage inclusion, ensuring that Batwa children benefit fully from the school feeding programs, addressing the needs of Batwa children in the training materials of school principals and teachers, and increasing Batwa representation in school management and canteen committees.

Aid Effectiveness

Country ownership

The project will be implemented by the Ministry of National Education, Tertiary Education, and Scientific Research with the Permanent Secretary (PS) as the person responsible. The purchase and distribution of the school kits will be done by UNICEF, and the school feeding activities will be implemented by the World Food Program.

Social Accountability

Consultation and participation

The program will target communication, outreach, and sensitization to families of primary school-aged children to secure the buy-in of relevant stakeholders. The Batwa people represent one percent of the Burundi population and are considered a key stakeholder.

The program will strengthen School Management Committees (CGEs) in the management of the school and empower them to participate in creating safe and interactive school environments, monitoring school activities, participate in the maintenance of school infrastructure and mobilize parents. The School Management Committee would be tasked with the management of the maintenance grant. The program will build on networks — individuals and groups — as vehicles for dissemination, including school directors, teachers, CGEs, churches, local elected officials, local leaders, administrators and councilors at the local level, and teachers' unions.

Accountability and transparency

Relevant documents have been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs. For monitoring of implementation progress and performance of project initiatives, the project will rely on reporting and evidentiary data and documentation submitted by the specific departments of MEESRS and consolidated by the BPSE.

Engage with this project:		
World Bank		
<u>Washington DC Head Quarters</u> Tanya June Savrimootoo	<u>Senegal Office</u> Innocent Nsabimana	Nestor Coffi

	Communications Associate 257-79-744-944 insabimana@worldbank.org	Country Manager Burundi
Office of the Executive Director. Africa Group 1 (EDS 14: Botswana, Burundi, Eritrea, Ethiopia, The Gambia, Kenya, Lesotho, Liberia, Malawi, Mozambique, Namibia, Rwanda, Seychelles, Sierra Leone, Somalia, South Sudan, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe). eds14@worldbank.org Executive Director: Andrew Ndaamunhu Bvumbe Advisor for Burundi: Zarau Kibwe		
Government		
Ministry of Finance, Budget and Privatization Desire Musharitse Coordonateur mushdes@yahoo.fr	Ministry of Education, Higher Education and Scientific Research. Chantal Bajinyura. Director of the Pedagogical Offices. bajinyura.chantal@yahoo.com Leopold Havyarimana Permanent Secretary leopoldhav@yahoo.fr	
Education civil society		
Organisation: Coalition pour l'Education Pour Tous (BAFASHEBIGE)		
Bernard Nsabimana nsabibernard@yahoo.fr ; bafashebige@yahoo.fr (257) 7990 5521, (257) 2227 5547		

Cabo Verde

Name: [Cabo Verde Education Project](#) (World Bank 2018c)

Project ID: P164294

Amount: US\$10 million

Status: Pipeline

Estimated Board Date: September 25, 2018

Time: 2018-2021

Co-financing: None

Modality: Investment Project Financing (IPF): Provides credit or grants, and guarantee financing to governments for activities that create the physical or social infrastructure necessary to reduce poverty and create sustainable development.

Program Development Objective: To improve quality of basic education and strengthen post-basic education and training systems to more effectively respond to the labor-market needs.

Source: PID April 2018

SDG 4

Free/Public

the 2017-2021 Education Strategic Plan has as one of its main priorities to gradually increase universal access to preschool, basic and secondary school. Within basic education, the main objective is to guarantee free and universal access to quality education from 1st through 8th Grade. For secondary education, the objective is to increase access to relevant secondary education aligned with the economic development of the country.

The World Bank program will empower actors throughout the education system with more autonomy and responsibility by supporting the decentralization process and by providing more autonomy and budget to local level delegates. The program will build government systems by training both local and central-level staff focused on strategic management, educational planning, monitoring and evaluation, and administrative and pedagogical management of schools.

Quality

Teachers: The program will focus on in-service teacher training models and increasing support-systems for in-field coaching and mentoring of teachers. It will include modules for training teachers in both formative and summative assessment to ensure teachers can properly monitor student learning based on the revised national curriculum, particularly in the Portuguese and Mathematic subject areas. It will also focus on improving the teacher evaluation system, training inspectors, pedagogical coordinators, and school managers.

The curriculum for basic education will be revised considering the transition from three basic education cycles to two basic education cycles (Grades 1-4 and 5-8). The program will focus on the major adjustments to the language and mathematics curriculum including: teaching Portuguese as a second language, introducing French and English languages in 5th Grade, and strengthening the overall focus and approach to teaching mathematics.

Facilities: The program will help ensure that all basic education schools have adequate facilities, including functioning bathrooms. The program will rehabilitate existing schools, rehabilitate or build toilets, build standardized drinking fountains, and provide better access for students, teacher, and staff with special needs.

Learning outcomes: The program will establish a Student Assessment System building on the 2017 SABER-SA diagnosis which recommended to develop detailed curriculum standards or minimum competencies to be reached by pupils to guide assessment development, to train teachers with skills in formative and summative assessments, and to establish a semi-autonomous unit responsible for assessment. Likewise, one of the program’s indicators is to increase the percentage of students who successfully complete 8 years of basic education. Currently, Cabo Verde does not have a designated unit or department responsible for student assessment, therefore this program will also focus on capacity building within the Ministry of Education to develop a unit to help ensure that the student assessment system accurately supports and reflects the curriculum reform and ultimately helps to improve learning outcomes.

Equity

Children with disabilities: The project will support the maintenance and improvement of school environments to include students with special needs.

Aid Effectiveness

Country ownership

The program builds on key priorities identified on the Education Strategic Plan for 2017- 2021 (ESP 17-21) and the Government’s Sustainable Development Plan for 2017-2021 (PEDS).

Engage with this project:		
World Bank		
<u>Washington DC Head Quarters</u> Kamel Braham	<u>Cabo Verde Office</u> Mademba Ndiaye Senior Communications Officer +221-33-859-41-00 mademba@worldbank.org	Louise Cord Country director Senegal, Cabo Verde, The Gambia, Guinea Bissau, and Mauritania. Lcord@worldbank.org
Office of the Executive Director. EDS 13: Benin, Burkina Faso, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Republic of Congo, Côte d'Ivoire, Djibouti, Gabon, Guinea, Guinea-Bissau, Equatorial Guinea, Madagascar, Mali, Mauritania, Mauritius, Niger, Sao Tome and Principe, Senegal and Togo. Executive Director: Seydou Bouda Advisor for Cabo Verde: Fatou Diallo eds13@worldbank.org		
Government		
Ministry of Education Jose Manuel Marques	Nuno Gomes	

Jose.Marques@me.gov.cv	nuno.gomes@mf.gov.cv
Education civil society	
<u>Rede Nacional de Campanha de Educação para Todos – Cabo Verde (RNCEPT-CV)</u>	
Abraao Borges rncept2008@hotmail.com abrasborges@yahoo.com.br	

Central African Republic

Name: [Central African Republic Emergency Basic Education Support Project](#) (World Bank 2018d)
Project ID: P164295
Amount: US\$25 million
Status: Active
Approval Date: June 6, 2018
Time: 2019-2023
Co-financing: None
Modality: Investment Project Financing (IPF): Provides credit or grants, and guarantee financing to governments for activities that create the physical or social infrastructure necessary to reduce poverty and create sustainable development.
Program Development Objective: to improve access to quality basic education and strengthening capacity in education sector management.
Source: PID April 2018

SDG 4

Free/Public

Primary and lower secondary education are free and compulsory in principle (République Centrafricaine, Ministère de l'Enseignement primaire, secondaire et de l'Alphabétisation 2012). The World Bank project builds public capacity and to promote basic education. Activities include planning and budgeting, teacher recruitment and deployment, monitoring and evaluation, and the participation of ministry's staff in sector management trainings.

Quality

Teachers: The project will finance the training of 5,800 teachers, 1,500 school principals, and 135 inspectors. The program will focus on strengthening the stock of primary teachers by harmonizing pre-service and in-service training with a common modular curriculum, establishing a national training institution, and providing pedagogical support. The new training system will strengthen pedagogy and subject content as well as impart skills that will allow teachers to shift from traditional teaching style to a participative and collaborative approach. Teachers will receive intensive training sessions, organized during summer or Easter vacation. For the harmonization of the government's training system, the project will finance the services of highly specialized international technical assistance to accompany the ministry. The program will also support the establishment of a National Training Institution (NTI). The NTI will train teachers, school principals, community leaders, and technical education staff. The training curricula will integrate conflict sensitivity features and introduce awareness of gender-based violence issues.

The program will transform the current mode of school administrative and pedagogical support to a new model. In this new model, inspectors will focus on school inspection and school principals' performance. School principals will become a key actor by overseeing the pedagogical support function, mentoring teachers in the classroom, and contributing to the continuous strengthening of the teachers' teaching knowledge and practice.

Finally, through school-based management committee (SBC) grants, communities will be able to hire additional teachers, hire ECD teachers, and provide salary top ups to retain teachers in the posting area.

Facilities: The infrastructure development at the primary level will be extended to 9 prefectures covering all the seven administrative regions of CAR and 6 prefectures in five regions at the secondary level. The geographical targeting of the school infrastructure development is based on a 24 indicators index to rank overall school infrastructure needs. The selection criteria to identify schools for extension or rehabilitation will be determined within the targeted prefectures at both primary and secondary levels. The program will support the extension of 400 primary and 50 secondary classrooms, rehabilitation of 400 primary and 200 lower secondary classrooms, provision of equipment and furniture including tables and chairs for students as well as small sports and board games, and provision of gender-segregated latrines, water supply, and wells.

EMIS: The program will support timely and quality production of annual school statistics, development of school report cards, and the implementation of Early Grade Reading Assessment (EGRA) and Early Grade Math Assessment (EGMA) assessments. The project also finances light impact evaluations on key project intervention such as a methodology to evaluate the effectiveness of the new teacher training curricula and whether the teaching practice has changed and linked to learning.

Remedial education programs: The program will target children enrolled in primary education and monitor those identified as low performers, and those who are at risk of dropping out or lagging. The objective is to reduce repetition and dropout rates and increase retention and completion of appropriate levels of education. Remedial programs will be implemented in the same schools benefitting from the school infrastructure development because those schools have the lowest level of internal efficiency/higher incidence of repetition or dropout rates. Remedial programs will benefit 300 schools and about 50,000 children.

Equity

ECD: Communities will be able to help in maintenance of the ECD centers and provide educational materials and games through school-based management committee (SBC) grants.

Girls: Teacher training activities will promote social inclusion and gender equity and will introduce awareness of gender-based violence issues. The improvement and construction of facilities will include provision of gender-segregated latrines with the objective to attract and retain girls in schools. Finally, one of the program's indicators for success is disaggregated by gender: *increase primary completion, and increase gross enrollment ratio at lower secondary.*

Over-aged children: The program will provide three-year tailored accelerated learning programs (ALP) for children aged 12-15 who are out-of-school and over-aged. The objective of the program is to achieve the learning standard of 6 years of primary education. At the end of the ALP, children could take the Grade 6 regional exam or national test to qualify for lower secondary education. The program aims to pilot the ALP in 100 classrooms in 4 prefectures which registered high incidence and number of out-of-school children. The ALP is expected to benefit 5,000 children.

Aid Effectiveness

Country ownership

The Ministry of Primary, Secondary, Technical Education and Literacy (MEPSTA) will have the responsibility for implementation of the project. The Project Technical Coordination Unit (PTCU) is part of the MEPSTA and will be responsible for the day-to-day monitoring of overall project implementation and for ensuring coherence of actions between the components. The PTCU will assist the World Bank in organizing implementation support missions and will produce project progress reports to be used by the missions. AGETIP-CAF will be the Fiduciary Agent (FA) responsible for the financial management and procurement function on behalf of the MEPSTA and will work closely with the PTCU.

Social Accountability

Civil society consultation/participation

The program will support school grants to strengthen school-based management through empowerment of communities. Grants will be provided per school to finance the establishment of school-based management committees (SBC), including preparation of SBC manuals, training, community campaigns and other activities to be determined at school level by the communities, and support salary payments of additional teachers hired by the community and salary top ups to retain teachers in the posting area and those engaged in remedial teaching. The grants will also support the establishment of ECD centers, including providing educational materials and games for the center and assisting costs associated with the identification and maintenance of the ECD centers.

The program will also support the development of school report cards to increase the communication awareness of communities to encourage stronger social accountability. Finally, the government will prepare an Environmental and Social Management Framework (ESMF) to be consulted upon and disclosed in the country and on the World Bank external website. The project will also prepare an Indigenous Peoples Policy Framework (IPPF) to be disclosed before the start of activities.

Engage with this project:		
World Bank		
<u>Washington DC Head Quarters</u> Dung-Kim Pham Kebede Feda	<u>Central African Republican</u> <u>Office</u> Edmond Badge Dingamhoudou Communications Officer edingamhoudou@worldbank.org	Robert Bou Jaoude Country Manager Central African Republic
Office of the Executive Director. EDS 13: Benin, Burkina Faso, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Republic of Congo, Côte d'Ivoire, Djibouti, Gabon, Guinea, Guinea-Bissau, Equatorial Guinea, Madagascar, Mali, Mauritania, Mauritius, Niger, Sao Tome and Principe, Senegal and Togo. Executive Director: Seydou Bouda eds13@worldbank.org		
Government		
Ministry of Primary, Secondary, Technical and Literacy Education (MEPSTA) MADA Ernest mada_ernest@yahoo.fr		

Mali

Name: [Mali Secondary Education Support Project](#) (World Bank 2018e)

Project ID: P164032

Amount: US\$50 million (\$20 million credit/\$30 million grant)

Status: Pipeline

Estimated Board Date: October 18, 2018

Time: N.A.

Co-financing: none

Modality: Investment Project Financing (IPF): Provides credit or grants, and guarantee financing to governments for activities that create the physical or social infrastructure necessary to reduce poverty and create sustainable development (\$30m grant). Program for Results (PFR): Uses a country's own institutions and processes and links disbursement of funds directly to the achievement of specific program results (\$20million).

Program Development Objective: to improve the access to secondary education, put in place systems which govern its quality, and enhance the capacity of the Ministry of Education for better education service delivery.

Source: PID April 2018

SDG 4

Free/Public

Basic education is compulsory in Mali however, the out of school population represents 40 percent of the primary school-aged children. Government policy to subsidize students at private schools has helped increase upper secondary enrolment. Since 2004, private schools have received full tuition (in the amount of FCFA147,000 per student) and half of the usual scholarship subsidies for each student the Malian government refers to them. Schools use tuition fees to serve the students and pass on the partial scholarship awards to students. Over time, however, school tuition payments have grown faster than scholarships. In a 2018 interview, the Minister of Education, mentioned that more than 9,000 ghost students were benefitting from full tuition fees, and more than 10,000 ghost teachers paid by the government. In addition, enrolments are expected to nearly double in both private and public sectors relative due to a growing demand for secondary education. It is therefore the government's responsibility to fill in the gap for the limited provision of private secondary education in rural areas.

The World Bank program seeks to improve the capacity of private and public secondary schools to provide high quality secondary education. For public secondary education, the program will address the shortage of public upper secondary schools and their inadequate regional distribution by fulfilling the supply of secondary schools in rural areas and strengthen the overall provision of secondary education. The program will improve the quality of public secondary education by ensuring school compliance with quality standards governing the provision of secondary education issued by the Ministry of Education, enhancing school performance in national school examinations and strengthening internal efficiency. For private secondary education, the program will help improve the governance framework for the management of private general secondary schools and help improve teaching and learning conditions in private secondary schools. The program will support ministries in charge of the design, specification, and

operationalization of quality standards governing private secondary schools such as: governance, teacher competency, qualification/aptitude of the school management personnel, adequacy of the student body, including pupil/teacher and pupil/classroom ratios, and instructional materials.

In terms of fees, the program will reduce the costs of secondary education. The project would work to support the development of mechanisms that would allow a direct transfer of public resources to schools to finance School Improvement Plans (SIPs) in public secondary schools

Quality

Teachers: The program will improve pre-and in-service teacher training with a focus on mathematics and science teachers. The program will also support the establishment of a School Management Committee in each secondary school and the implementation of SIPs. Each SIP will aim to address the poor quality of teaching and learning conditions, while enhancing math and science teaching.

Facilities: The program will fund construction and equipment of new public upper secondary schools and additional classrooms in existing schools that have a high unmet demand. Each of these schools will have latrines, a water point, and an energy source (solar energy when possible). Additionally, the program will support the construction of two specialized math and science High Schools of Excellence. These schools are expected to meet high-quality standards in mathematics and science teaching and learning and will serve as a model for other schools in the country.

Textbooks and learning materials: The program will support the production and availability of teaching materials, such as nationally designed textbooks and virtual laboratories with a focus on science teaching.

EMIS: The program will support secondary education governance bodies at the national and decentralized levels and will finance regional education bureaus to collect data, analyze, and produce a regional statistical yearbook summarizing results achieved in their respective regions as well as to promote the effective establishment of School Management Committees (*Comite de Gestion d'Ecoles*, COGESs). Each secondary school will set up a COGES based on the existing model at the primary education level and adapting it to the reality of secondary education. COGESs would benefit from a series of trainings that would support them to manage institutions such as school boards.

Equity

Out-of-school youth: The program will provide second chance education to out-of-school youth in crisis-affected areas. The program will recruit a national or international organization with robust experience in second chance education to develop the design, implementation modalities, and tools.

Girls: The program aims to improve equity in access to secondary education by addressing low enrollment and retention of girls in secondary schools. Gender will be a crosscutting theme of the program by building secondary schools in underserved areas and closer to the residence of beneficiary girls to facilitate their physical access to address distance to secondary schools (a major barrier for girls). Likewise, the program will reduce the costs of secondary education, particularly for disadvantaged girls from vulnerable households.

Aid Effectiveness

Country ownership

The project is in line with the Government's vision and its interim national education sector development program (Programme Interimaire de Relance du Secteur de l'Education et de la Formation Professionnelle, 2015-2016).

Engage with this project:		
World Bank		
<u>Washington DC Head Quarters</u> Adama Ouedraogo	<u>Mali Office</u> Habibatou Gologo Communications Officer +223 20 70 22 06 hgologo@worldbank.org	Soukeyna Kane Country director for Mali, Guinea, Niger and Chad.
Office of the Executive Director. EDS 13: Benin, Burkina Faso, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Republic of Congo, Côte d'Ivoire, Djibouti, Gabon, Guinea, Guinea-Bissau, Equatorial Guinea, Madagascar, Mali, Mauritania, Mauritius, Niger, Sao Tome and Principe, Senegal and Togo. Executive Director: Seydou Bouda eds13@worldbank.org		
Government		
<u>Boubou Cisse</u>	Mohomodou Taifour General Secretary mohomodoutaifour@yahoo.fr	
Education Civil Society		
Coalition des Organisations de la Société Civile pour l'Education Pour Tous au Mali (COSCEPT)		

Myanmar (a)

Name: [Inclusive Access and Quality Education](#) (World Bank 2018f)

Project ID: P163389

Amount: US\$100 million

Status: Pipeline

Estimated Board Date: March 30, 2018

Time: 5 years (FY 2017- FY 2021)

Co-financing: Global Partnership for Education

Modality: Program for Results (PFR): Uses a country's own institutions and processes and links disbursement of funds directly to the achievement of specific program results.

Program Development Objective: To increase equitable access, completion and learning in primary education in targeted disadvantaged townships and to strengthen capacity of education systems.

Source: PID August 2017

SDG 4

Free/Public

The Ministry of Education is the largest provider of education services, but monastic and ethnic schools also deliver education services. The Ministry of Education has designed and implemented significant reforms in school funding, curriculum, infrastructure, and teachers. Transfers of funding to schools have been scaled up to cover operational costs and ensure the free education policy is respected and stipends to more than 150,000 poor students were paid to reduce poor households' financial burden and reduce drop-outs (The Government of the Republic of the Union of Myanmar Ministry of Education 2016).

The World Bank program aims to support the three education systems in the country: formal (government), non-formal (government and non-government), and complementary (monastic schools, internally displaced person (IDP) camp learning areas, and ethnic education providers). Government support will include recognition of all educational services with the objective to achieve equivalency standards and allow transfer between systems. Overall, the program seeks to strengthen education systems by establishing a roadmap towards minimum and coherent frameworks to protect all children's chances to access education even in the middle of political and armed conflicts.

Quality

Teachers: the program seeks to improve teachers' conformity with standards by establishing a National Centre for Teacher Professional Development (NCTPD) and delivering a Teacher Professional Development Program. The teacher program will prioritize leadership and pedagogical skills, interactive teaching methods for teaching of literacy and numeracy in the early grades, skills and methods to use ethnic languages in teaching, special education competencies and practices, non-formal classroom management, teaching practices, and community development and leadership. Teachers and leaders working in the program's targeted townships will have priority for on-site face-to-face training. Kindergarten and primary grades teachers in all systems (formal MoE schools, non-formal primary education providers, and complementary systems) will be eligible to participate in face-to-face training and access the online platform.

Learning outcomes: The program will use the percentage point increase in average literacy and numeracy outcomes in the early grades in formal and non-formal primary education in targeted townships as a measure of success and as an indicator of the result-based portion of the funding.

Equity

Geographic location: The program aims to cover 35 percent of all townships in the country (about 115 townships). The program will identify targeted towns using education outcomes indicators such as net enrollment ratio, out-of-school rates, primary drop-outs and completion rates, transition rates from primary to middle schools, and learning outcomes. The communities with the lowest education outcomes are likely to be in rural and remote areas, within or near conflict and/or recently post-conflict zones.

Ethnic groups: The use of local language will be one of the disbursement indicators. The program also recognizes a potential risk of the program to be the exclusion of vulnerable groups of children from ethnic minorities.

Gender: One of the disbursement indicators is the reduction of gaps in learning outcomes, teaching and learning conditions, and access and completion rates between boys and girls.

Children with disabilities: The inclusiveness of children with disabilities will be one of the disbursement indicators.

Aid Effectiveness

Country ownership

The program is well aligned with the goals of the National Education Strategic Plan (NESP).

Donor coordination

The program is co-financed with the Global Partnership for Education (US\$72 million) and with the government of Myanmar (US\$228 million). The performance and results indicators or disbursement linked indicators (DLIs) will be separated into two categories: standard and GPE Variable specific. The GPE specific indicators are required by GPE to obtain 30 percent (US\$22 million) of the total allocation.

Social Accountability

Civil society consultation/participation

This program is a subset of the 2016-21 NESP strategies and components that were selected as priorities through a consultative process that included civil society organizations (CSOs). The program is designed to support the ongoing peace process, therefore extensive consultations will be carried out during its preparation. Consultations will be appropriate and conflict sensitive and will engage with ethnic service providers and region/state officials.

Engage with this project:	
World Bank	
<u>Washington DC Head Quarters</u>	<u>Myanmar Office</u>

<p>Marie-Helene Cloutier mcloutier@gmail.com</p>	<p>Ellen Goldstein Country director for Myanmar, Cambodia, and Lao PDR. Tel: +95 1 654824 myanmar@worldbank.org</p>
<p>Office of the Executive Director. EDS 16: Brunei Darussalam, Fiji, Indonesia, Lao PDR, Malaysia, Myanmar, Nepal, Singapore, Thailand, Tonga and Vietnam. Executive Director: Andin Hadiyanto eds16@worldbank.org</p>	
<p>Government</p>	
<p>U Kyaw Win Ministry of Planning and Finance Tel: +95-67-410-198</p>	<p>Dr. Myo Thei Gyi Ministry of Education Tel: + 95-67-404-508 Email: drmyotheingyi@gmail.com</p>
<p>Education civil society</p>	
<p><u>National Network for Education Reform</u></p>	
<p>Hawng Tsai hawngtsai@thinkingclassroom.org</p>	

Myanmar (b)

Name: [Additional Financing for the Decentralizing Fund to Schools Project](#) (World Bank 2018g)

Project ID: P157231

Amount: US\$54 million

Status: Pipeline

Estimated Board Date: April 22, 2017

Time: 2 years: 2019-2021

Co-financing: None

Modality: Investment Project Financing (IPF): Provides credit or grants, and guarantee financing to governments for activities that create the physical or social infrastructure necessary to reduce poverty and create sustainable development.

Program Development Objective: To increase the share of children who complete their primary-level education, and to provide immediate and effective response in case of an Eligible Crisis or Emergency.

Source: PID March 2017

SDG 4

Free/Public

Myanmar's 2017 National Education Sector Plan prioritizes the provision of free basic education. This World Bank project will add additional capital to the national program to all schools in the country. All schools are eligible indiscriminately.

Quality

Teachers: The ministry of education (MoE) will launch a new teacher mentoring and cluster program. The program will also support the design and roll-out of an Early Reading Intervention. This tool will provide teachers with tools to specifically improve student literacy in the Myanmar language in early grades.

Facilities: The program supports schools with minor repair and maintenance of facilities and furniture.

Learning outcomes: The program will provide funding to include the Early Grade Reading Assessment (EGRA) and the Early Grade Math Assessment (EGMA) to the end-of-primary standardized written assessment adapted for the Myanmar context. The additional financing will also allow the program to transition from focusing on outputs and access to focusing on outcomes and quality.

Equity

Children with disabilities: Disbursement indicators will include grade drop-outs, transition rates from primary to middle school, completion rates, and use of learning assessments at the township-level and disaggregated by disability.

Ethnic groups: Disbursement indicators will include grade drop-outs, transition rates from primary to middle school, completion rates, and use of learning assessments at the township-level and disaggregated by ethnicity.

Gender: The program will ensure clarity on the eligibility. A preliminary social assessment found that criteria were not clearly established causing the risk that some vulnerable groups such as female headed households could be excluded from the program and that access to education could be restricted particularly for female students in remote areas because of traditional gender norms and safety concerns due to long distance to schools. Disbursement indicators will include grade drop-outs, transition rates from primary to middle school, completion rates, and use of learning assessments at the township-level and disaggregated by gender.

Aid Effectiveness

Country ownership

The program is aligned with the National Education Sector Plan (NESP).

Social Accountability

Civil society consultation/participation

A total of 63 focus group discussions and 86 key informant interviews were conducted during the preparation stage of this program. During discussions, the program guidelines were disclosed to key stakeholders including ethnic communities. Extensive consultations were also conducted at the township and village levels in almost 2,000 schools.

Civil society participation will be ensured through the strengthening of School Committees (SC). These committees are established at the school level and are comprised of the school headmaster, teachers, and parents, including men, women, and ethnic minorities. SC will participate in the monitoring and grievance of this program through regularly meeting stipend beneficiaries, receiving their feedback, and checking that school grants are used as agreed between school management and SCs.

CSO input – Myanmar

The preliminary review of pipeline projects was sent out to civil society organizations (CSOs) for feedback. At the time of review, Myanmar had two pipeline projects (a) Inclusive Access and Quality Education and (b) Additional Financing for the Decentralizing Fund to Schools Project. CSO respondents were pleased that the World Bank projects planned to support the formal, non-formal, and complementary education systems in Myanmar. It was noted that the support did not seem to extend to church-based schools, migrant schools, and refugee schools on the Thai and Bangladesh borders. Respondents highlighted the recent increase civil society participation in national education system planning but stressed that civil society and the government differ on several important strategic and policy approaches to education. The most salient differences include the government's "centralized" approach vs. the CSO preferred "decentralized." The government's preference for a centralized, autonomous education system may have the inadvertent effect of further marginalization of students in minority groups. Instruction is conducted in a single language (Burmese), instruction is rote, and curriculum and textbooks may at times portray history and culture from only a particular perspective rather than a more holistic view.

The uneven distribution of resources throughout Myanmar has created an imbalance in access and quality of education available to students in Myanmar. The government has encouraged private sector engagement in education as a stopgap measure due to low public spending in the sector. However, children from economically disadvantaged backgrounds, especially children who live in rural areas, are

unable to afford higher quality instruction, leading to lower test scores and greater drop-out rates which exacerbates the existing cycle of poverty.

Takeaways and opportunities for action:

- CSOs cite decentralization and access as two of the greatest needs in the Myanmar public education sector. The two projects in the World Bank pipeline take steps to address these issues, but transparency and civil society participation are essential to implement lasting change.
- The reliance on and lack of accountability for private sector schools will continue to exacerbate the gap between children who can afford private instruction and children who come from low-resource backgrounds.
- Expanding the language of instruction would provide many children with higher quality instruction, in addition to enhancing opportunities to include the history and culture of minority groups in education.

Transparency and accountability

Relevant documents of the program have been disclosed in country, in a public place, and in a form and language that were understandable and accessible to project-affected groups and local NGOs.

Feedback and grievance mechanisms are in place and will be improved every year. The Department of Basic Education will gather feedback and address complaints at the township level, make key issues public, and resolve issues in a transparent manner.

Engage with this project:	
World Bank	
<u>Washington DC Head Quarters</u> Marie-Helene Cloutier mcloutier@gmail.com	<u>Myanmar Office</u> Ellen Goldstein Country director for Myanmar, Cambodia, and Lao PDR. Tel: +95 1 654824 myanmar@worldbank.org
Office of the Executive Director. EDS 16: Brunei Darussalam, Fiji, Indonesia, Lao PDR, Malaysia, Myanmar, Nepal, Singapore, Thailand, Tonga and Vietnam. Executive Director: Andin Hadiyanto eds16@worldbank.org	
Government	
Daw Si Si Pyone Budget Department, Ministry of Finance sisipyone@gmail.com	Dr. Myo Thei Gyi Ministry of Education Tel: + 95-67-404-508 Email: drmyotheingyi@gmail.com
Education civil society	
<u>National Network for Education Reform</u>	
Hawng Tsai hawngtsai@thinkingclassroom.org	

Senegal

Name: [Investing in the Early years for Human Development in Senegal](#) (World Bank 2018h)

Project ID: P161332

Amount: US\$60 million

Status: pipeline

Estimated Board Date: July 17, 2018

Time: N.A.

Co-financing: None

Modality: Investment Project Financing (IPF): Provides credit or grants, and guarantee financing to governments for activities that create the physical or social infrastructure necessary to reduce poverty and create sustainable development.

Program Development Objective: To improve (scale access to key services that promote ECD, ensure the quality of ECD services, and maximize opportunities for integrated service provision to promote ECD) service delivery to promote human development in the early years in selected regions.

Source: PID February 2018

SDG 4

Free/Public

In Senegal, the diversity of ECD service providers including both public and private, and the lack of clear roles and responsibilities and institutional arrangements to promote quality, coverage and equity represent a major constraint. High levels of inequality of access to basic services, by region and by socioeconomic status, complicate the situation even further.

The World Bank program will deliver preschool services through public, private, and religious schools. Different models will work in different places and the project will need to support that flexibility and promote quality and integration across a range of different services and service delivery models. The program also seeks to coordinate and harmonize all actors providing ECD services. Particularly, the program will strengthen the public delivery of ECD through coordination across stakeholders to promote policy development, research, technical assistance, learning exchanges, project and process evaluation, development of an academic program on ECD, and strengthening of information systems including the creation of a website for ECD in Senegal.

The mechanisms for targeting and areas of geographic focus are still to be defined but it is likely that regions with high poverty levels, poor nutrition outcomes and the lowest rates of enrollment in early learning will be prioritized.

Quality

Teachers: The program includes training and recruitment of teachers and caregivers as well as supervision and monitoring of service providers in existing service delivery facilities.

Facilities: The program might rehabilitate sanitary facilities and build day care/kindergartens.

Equity

Children before the primary entry age: The percentage of children of 0-2 years old benefitting from combined nutrition and early stimulation will be used as an indicator of the program's success.

Marginalized groups: The project will operate in targeted regions with high poverty levels, poor nutrition outcomes, and the lowest rates of enrollment in early learning.

Aid Effectiveness

Country ownership

The implementing agencies are the Ministry of Economic Affairs, Finance and Planning and the Minister of Economy, Finance and Planning.

Social Accountability

Civil society consultation/participation

The exact mechanisms for targeting the areas of geographic focus of the program will be defined during project preparation in consultation with government and through opportunities of alignment with other WBG projects.

The program will mobilize and organize active community support for ECD through community dialogues and assessments, training of community management committees, small grants for ECD activities related to parenting education on child care, feeding and stimulation, social mobilization of opinion leaders and different care providers, and community-based child sponsorship.

The program will also focus on social and behavior change. Families and communities will be sensitized and activated to promote child development through better parenting practices, early stimulation, appropriate nutrition practices, and health promotion. The activities will be further defined during the project preparation, but they could include: interpersonal communication including home visits and counseling, group education, mass media such as local radio and drama groups, training of journalists and community agents, institutional communication aimed at decision-makers, and technical assistance.

Transparency and accountability

The government will prepare an Environmental and Social Management Framework (ESMF) to use in consultations and disclose in-country and on the World Bank's website.

Engage with this project:		
World Bank		
Washington DC Head Quarters Amanda Epstein Devercelli Menno Mulder-Sibanda	<u>Senegal Office</u> Mademba Ndiaye Senior Communications Officer +221-33-859-41-00 mademba@worldbank.org	Louise Cord Country director Senegal, Cabo Verde, The Gambia, Guinea Bissau, and Mauritania. Lcord@worldbank.org

Office of the Executive Director. EDS 13: Benin, Burkina Faso, Cabo Verde, Cameroon, Central African Republic, Chad, Comoros, Democratic Republic of Congo, Republic of Congo, Côte d'Ivoire, Djibouti, Gabon, Guinea, Guinea-Bissau, Equatorial Guinea, Madagascar, Mali, Mauritania, Mauritius, Niger, Sao Tome and Principe, Senegal and Togo.

Executive Director: Seydou Bouda

Advisor for Senegal: Fatou Diallo

eds13@worldbank.org

Government

**Ministry of Economic Affairs,
Finance and Planning**

Amadou BA

infos@minfinances.sn

Minister of Education

Serigne Mbaye Thiam

sepamen@education.gouv.sn

Agence nationale de la petite enfance

Therese Faye

thrsfaye@gmail.com

Cellule de Lutte contre la Malnutrition

Abdoulaye Ka

aka@clm.sn Abdoulaye Ka

Minister of Family

Mariama Sarr

fnpef@orange.sn

Education civil society

Organisation: Senegal Coordination des ONG et Syndicats pour la Défense d'une Education Publique de Qualité (COSYDEP)

Cheikh Mbow, National

Coordinator

cheikhmbow@gmail.com

cosydep@gmail.com

(221) 33 864 1358

Tanzania

Name: [Tanzania Secondary Education Quality Improvement Program \(SEQUIP\)](#) (World Bank 2018i)

Project ID: P163439

Amount: US\$300 million

Status: Pipeline

Estimated Board Date: March 22, 2018

Time: 5 years (2018- 2023)

Co-financing: None

Modality: Program for Results (PFR): uses a country's own institutions and processes and links disbursement of funds directly to the achievement of specific program results.

Program Development Objective: To enhance equitable access⁴ to and improve teaching and learning environments in government secondary schools with a focus on mathematics and sciences⁵.

Source: PID January 2018

SDG 4

Free/Public

Tanzania's 2016 Fee-Free Basic Education Policy (FBEP) aims to universalize 11 years of basic education and eliminate both informal fees for primary education and formal fees for lower secondary education. The policy is leading to a larger than expected surge in enrolment. This project seeks to improve the efficiency and efficacy of government schools and the public education system to ensure that the free-fee policy can increase enrollment while also increasing the quality of education.

Quality

Teachers: The program will use a deployment strategy to address the shortage in math and science teachers and increase the number and quality of math and science teachers. The strategy's mechanisms include: using related subject teachers, increasing teacher working loads, hiring retired teachers, developing bridging courses for Form 6 leavers, and employing noneducation university graduates to teach in secondary schools. The program will also provide in-service training and incentives to ensure improved classroom practice and will support the development of training modules for mathematics and science. Teachers will be trained on ICT for teaching.

The program will put in place a recognition award and quality assurance system. The award system will identify good performing teachers based on student examination results, reductions in drop-out rates, and completion of teacher in-service training. The school quality assurance framework will focus on student learning outcomes, the quality of teaching and learning, school leadership, environmental safety, student welfare, and community engagement.

⁴ Improvements in gender and LGA equity in lower and upper secondary school enrollments.

⁵ Biology, chemistry and physics.

Facilities: The project will ensure the availability of one multipurpose laboratory for practical science per school, provide ICT hardware to support science teaching, and improve school water and sanitation facilities.

Textbooks: The program will provide mathematics and science teaching and learning materials as well as use ICT to increase their availability. For example, the program will develop curriculum mapped digital teaching-learning materials and formative assessment tools to supplement textbooks using an adaptation of open source materials and the provision of ICT equipment to secondary schools.

Learning outcomes: The project seeks to reduce class sizes in science and mathematics.

Equity

Gender disparities: The program will focus on increasing girls' transition rates from lower to upper secondary school using an inclusive education strategy (currently under development). Gender differences will also be addressed through in-service teacher training including skills to identify and support at-risk students, especially girls, and address issues of gender roles, approaches to physical/corporal punishment, teaching practices that support equal learning environments, and approaches to identify and prevent physical, sexual, and emotional violence. Although the PID does not specify if the approaches to corporal punishment refer to how to end or administer corporal punishment, it does clarify that corporal punishment is permitted by law and that protections associated with its use exist. The PID also explains that during focus groups for the development of this project, interviewers mentioned that corporal punishment was frequently mentioned as a challenge to girls' performance.

The program will also provide incentives for teachers to focus on girls' performance. Finally, the program will use female and male student latrine ratios of 20:1 and 25:1, respectively, as measures of adequate learning environments.

Other marginalized groups: The program will use a needs-based expansion of secondary schooling by targeting underserved areas where secondary school availability is below average when compared to the size of the secondary school-aged population.

Aid Effectiveness

Country ownership

The program will be implemented by the Ministry of Education, Science, and Technology (MoEST) and the President's Office – Regional Administration and Local Government (PO-RALG). MoEST will be responsible for overall implementation, setting of standards, and conducting examinations, and PO-RALG for the implementation of school-level activities.

Donor coordination

At this stage, the program does not have another development partner. The program is funded by the Tanzanian government (US\$779 million, or 72 percent of funding needed) and IDA (US\$300 million, or 28 percent).

Social Accountability

Civil society consultation/participation

The November-December Implementation Support Mission (ISM) will be integrated where possible with the Annual Joint Education Sector Review process.

Transparency and accountability

The program will support a grievance redress mechanism (GRM) at Local Government Authority (LGA) and school levels. The GRM will address negative behaviors in school including sexual violence and unfair treatment of disadvantaged students. The program will inform the population of the GRM at the early stages of implementation, and GRM information will be included in all in-service teacher training modules.

Engage with this project:		
World Bank		
Washington DC Head Quarters Samer Al-Samarrai salsamarrai@worldbank.org Cornelia Jesse cjesse@worldbank.org	Tanzania Office Bella Bird Country Director Tanzania, Burundi, Malawi and Somalia bbird@worldbank.org	Loy Nabeta Communications Officer +255-22-216-3246 lnabeta@worldbank.org
Africa Group 1 (EDS 14: Botswana, Burundi, Eritrea, Ethiopia, The Gambia, Kenya, Lesotho, Liberia, Malawi, Mozambique, Namibia, Rwanda, Seychelles, Sierra Leone, Somalia, South Sudan, Sudan, Swaziland, Tanzania, Uganda, Zambia and Zimbabwe). eds14@worldbank.org Executive Director: Andrew Ndaamunhu Bvumbe Advisor for Tanzania: Zarau Kibwe		
Government		
Ministry of Education, Science, and Technology Dr. Leonard Akwilapo Permanent Secretary Tel: +255 715 307 462 Email: akwilapo@gmail.com	President's Office – Regional Administration and Local Government (PO-RALG) Eng. Mussa Iyombe Permanent Secretary Tel: +255 26 232 2848 Email: mussa.iyombe@tamisemi.go.tz	
Education civil society		
Tanzania Education Network Cathleen Sekwao coordinator@tenmet.org ; info@tenmet.org		

Uzbekistan

Name: [Uzbekistan Promoting Early Childhood Development Project](#) (World Bank 2018j)

Project ID: P165737

Amount: US\$50million

Status: Pipeline

Estimated Board Date: December 5, 2018

Time: Five years (2019- 2024)

Co-financing: GPE Multiplier fund: US\$10 million

Modality: Investment Project Financing (IPF): Provides credit or grants, and guarantee financing to governments for activities that create the physical or social infrastructure necessary to reduce poverty and create sustainable development.

Program Development Objective: To increase access to early childhood care and education services as well as to improve quality of preschool education in project-supported institutions.

Source: PID March 2018

SDG 4

Free/Public

Compulsory and free education in Uzbekistan covers Grades 1 to 11, and therefore it does not include preschool education. Ninety six percent of preschools in Uzbekistan are publicly managed and financed and the fees they charge cover the costs of meals. The government will lead the expansion of ECD services in rural areas and will support private providers to expand ECD services and the implementation of public-private partnerships in urban areas. This two-fold approach could potentially free State budget for public provision of no-fee or low-fee preschools to children living in rural areas, where fewer parents have the means to pay fees for private preschool.

In urban areas the program will support the expansion of ECD through a social impact bond. The multi-year social impact bond will work as an incentives-driven operation and will support activities such as training preschool teachers, managers, and non-teaching staff, building a robust monitoring and evaluation (M&E) system, providing teaching and learning materials to private preschools, and covering administrative costs of project-supported private preschools.

Additionally, the program will support interventions to strengthen the governance and regulatory framework for ECD service provision and quality assurance, including but not limited to the State requirements for preschool education.

Quality

Teachers: The program will review the capacity of education institutions to provide pre-service and in-service training of preschool teachers and managers, as it will also implement alternative models to expand the preschool teachers' workforce. Additionally, the program will support the development of career pathways for preschool teachers by ensuring coordination between pre-service education, in-service training, work experience, compensation, and teachers' grades.

Finally, the program will provide support for in-service training of preschool teachers on holistic child-centered approaches including content to raise awareness about child nutrition, hygiene, immunization, and child protection.

Facilities: Some preschools will benefit from the renovation or setting up of utilities, such as the provision of running water, sewerage, and heating. Other preschools will be equipped with computers, internet connectivity, and related information and communication technology (ICT).

Textbooks and learning materials: The program seeks to provide modern child-friendly and age-appropriate equipment and furniture, as well as teaching and learning materials to selected preschools.

EMIS: The program will improve the capacity of the preschool education system to collect, analyze, and disseminate data for monitoring and decision-making purposes. The program will streamline existing data collection processes and improve systemwide monitoring and evaluation activities. Additionally, it will support capacity building and training activities on data collection and analysis.

Learning outcomes: The program will finance the development and/or adaptation of tools and measurement instruments for assessing quality in preschools, as well as children’s physical, cognitive, and developmental outcomes, with a focus on school readiness.

Equity

Children with disabilities: The program will review and develop when necessary regulations to promote inclusive preschool education for children with disabilities or special educational needs.

Aid Effectiveness

Country ownership

The program aligns with the country’s “Strategy on Actions in Five Priority Areas for Development,” and the following government priorities: President’s Decree #2707 on Improving Early Childhood Education and Care in 2017-2021 (December 29, 2016), Cabinet of Ministers’ Resolution #528 on Improving the Activities of Preschool Educational Institutions (July 19, 2017), President’s Decree #5198 on Measures for Improving Management of Preschool Education (September 30, 2017), Cabinet of Ministers’ Decision #991 on Strengthening the Material and Technical Base of the Ministry of Preschool Education and its Institutions, and Supporting Non-State Preschool Education Institutions (December 18, 2017), The National Nutrition Improvement Strategy for 2009-2011, and the law on the Prevention of Micronutrient Deficiencies Among the Population of Uzbekistan from 2010.

Donor coordination

The project will be financed by IDA (US\$50 million) and a grant from the Global Partnership for Education (GPE) Multiplier Fund (US\$10 million). The financing from the GPE Multiplier Fund requires the project to have a results-based financing component in the amount of at least US\$3.33 million, as well as outcomes in quality, efficiency, and equity to be regularly measured and monitored. The social impact bond component that is proposed under this project may meet these requirements.

Social Accountability

Civil society consultation/participation

The program will support the participation of beneficiaries in the monitoring of project activities by establishing monitoring groups in project supported preschools. The program will also improve the engagement of citizens in the design and implementation of flexible models of ECD service provision.

Engage with this project:		
World Bank		
Washington DC Head Quarters Janssen Edelweiss Nunes Teixeira, Tatyana Shin	<u>Uzbekistan Office</u> tashkent@worldbank.org	Hideki Mori Country Manager Uzbekistan
Office of the Executive Director: EDS 24: Azerbaijan, Kazakhstan, Kyrgyz Republic, Poland, Serbia, Switzerland, Tajikistan, Turkmenistan and Uzbekistan eds24@worldbank.org Executive Director: Andrew Ndaamunhu Bvumbe Education Advisor: Ainur Yertlessova		
Government		
Ministry of Preschool Education Agrippina Shin a.v.shin@inbox.uz		

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Annex: Set of Indicators

SDG4

Indicator		Yes/No	Details
1.	Free		
1.1	Project seeks to make education free		
1.2	Project aims to strengthen government capacity to deliver public education.		
2.	Quality		
Availability of teaching and learning resources			
2.1	Project aims to increase number of trained teachers qualified to national standards		
2.2	Project aims to decrease pupil-teacher ratio		
2.3	Project aims to decrease teacher attrition rate		
2.4	Project addresses the following in teacher education:		
2.4.1	global citizenship education curriculum		
2.4.2	sustainable development		
2.4.3	gender equality and human rights		
2.5	Project aims to improve schools' facilities:		
2.5.1	Schools with electricity		
2.5.2	Schools with computers		
2.5.3	Schools with internet		
2.5.4	Schools with basic drinking water		
2.5.5	Schools with basic handwashing facilities		
2.6	Project seeks to improve/increase quality of textbooks		
Learning Outcomes			
2.10	Project aims to increase literacy skills		
2.11	Project aims to increase numeracy skills		
2.12	Project aims to Increase number of learners participating in:		
2.12.1	global citizenships education		
2.12.2	education for sustainable development		

2.12.3	gender equality in human rights				
2.13	The project has a plan to develop and/or strengthen the national EMIS				
3 Equity					
<i>Data disaggregation</i>					
3.1	The project collects data disaggregated by gender				
3.2	The project collects data disaggregated by socio-economic status				
<i>Inclusive education environments</i>					
3.3	Project aims to increase infrastructure for students with disabilities				
3.4	Project aims to increase number of single-sex basic sanitation facilities				
<i>Access, Completion, Educational Outcomes</i>					
	Project aims to increase:	Access	Completion	Outcomes	Details
3.5	all children				
3.5.1	children before the officially primary entry age				
3.5.2	girls				
3.5.3	rural populations				
3.5.4	bottom wealth quintile				
3.5.5	people with disabilities				
3.5.6	indigenous people				
3.5.7	children in vulnerable situations				
3.5.8	over-age children who missed out on formal education during traditional school ages				
3.5.9	other members of marginalized groups				

Aid Effectiveness

Indicator	Yes/No	Details
4	Country Ownership	
4.1		The project aligns with developing countries' strategies and priorities?
4.2		The project uses recipient country's fiduciary/procurement systems/structures?

5	Donor Coordination		
5.1	The project is co-financed with other donors		
5.2	The project has systems in place for donors' mutual accountability (Regular reviews assess progress in implementing aid commitments).		
5.3	Donors plan to coordinate their field missions and analytical/technical work		

Social Accountability

Indicator	Yes/No	Details
6	Consultation	
6.1	Civil society organizations were included in the preparation of this project	
6.2	Teacher organizations were included in the preparation of this project	
7	Participation	
7.1	Civil society organizations will be part of the implementation	
7.2	Teacher organizations will be part of the implementation	
7.3	Project commits to citizen/user membership in decision making bodies (LEGs for GPE)	
7.5	Project commits to support citizen engagement activities for civil society groups (e.g. budget literacy campaigns, public expenditure tracking surveys, social audits, participatory monitoring or other efforts by citizens to monitor service delivery, revenues, budget execution, contract awards, or reform policies).	
7.6	Project commits to periodic collection of citizen feedback (e.g., focus groups, public hearings, satisfaction surveys (SS), community scorecards, citizen report cards, other)?	

8	Transparency and risk management		
8.1	The project commits to public disclosure of information		
8.1	Project commits to establishing a Grievance Redress Mechanism (GRM)		
8.2	The GRM is autonomous from the project implementing organization		
9.	Monitoring		
9.2	Collaboration activities with civil society and teacher organizations will be tracked as part of the project's Results Framework		
9.3	The project earmarks funds for Monitoring and Evaluation (M&E)		
9.4	The project identifies an agency responsible for M&E		
9.5	The project commits to disclosing M&E indicators in national languages besides English		

