Public Disclosure Authorized

Strengthening Foundations for Learning Project (P162297)

MIDDLE EAST AND NORTH AFRICA | Tunisia | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2018 | Seq No: 2 | ARCHIVED on 25-Apr-2019 | ISR36555 |

Implementing Agencies: Ministry of Education, Ministry of Development, Investment and International Cooperation

Key Dates

Key Project Dates

Bank Approval Date: 18-May-2018
Effectiveness Date: 14-Feb-2019
Planned Mid Term Review Date: --
Actual Mid-Term Review Date: --
Original Closing Date: 31-Dec-2023
Revised Closing Date: 31-Dec-2023

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The objectives of the Project are to improve learning conditions in public preschools and primary schools, and to increase access to public preschool education in selected districts.

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

No

Components

Name
Improving quality and increasing supply of public preschool education:(Cost $19.60 M)
Improving learning conditions in public primary school:(Cost $46.60 M)
Strengthening management practices in the education sector:(Cost $62.50 M)
Project management:(Cost $1.30 M)

Overall Ratings

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

Implementation Status and Key Decisions

The project, which was approved by the World Bank's Board of Directors in May 2018, became effective on February 19, 2019.

Risks

Systematic Operations Risk-rating Tool

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

Results

PDO Indicators by Objectives / Outcomes

Increased access to public preschool education in selected districts

▸1. Children enrolled in public preschools in targeted districts (disaggregated by gender and urban/rural areas) (Number (Thousand), Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	7,416.00	0.00	0.00	12,400.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	Number of children enrolled in public preschool (Année Préparatoire) in the 31 districts identified as the most vulnerable. Data is disaggregated by gender and by school location (urban vs. rural)			

Improved learning conditions in public preschools and primary schools

▸2. Primary school directors demonstrating new school leadership practices after training (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	School directors will participate in a leadership development program, which includes both face-to-face and virtual trainings, in addition to in-school coaching. School management practices will be measured periodically by inspectors and/or pedagogical counselors using agreed upon tools developed as part of			

	the coaching/follow-up portion of the leadership development program. The results from the measurement of school leadership practices will be aggregated at the central level. To report on this indicator, a random sample of trained school directors will be selected in agreement with the World Bank and the percentage of school directors demonstrating new leadership practices from this sample will be reported.

►3. Trained preschool and primary teachers demonstrating skills learned through the core professional development program (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	Classroom observation tools will be developed based on the core professional development programs. The tools will define rubrics to help measure performance against specific skills. Inspectors and/or pedagogical counselors will be providing continuous coaching and follow up in schools, including regular observation of teacher classroom practices using these measurement tools. Yearly reports of teacher classroom practices will be collected by MOE from inspectors and pedagogical counselors. The results from the measurement of school leadership practices will be aggregated at the central level. To report on this indicator, a random sample of trained preschool and primary teachers will be selected in agreement with the World Bank and the percentage of teachers from this sample demonstrating new skills learned through the program will be reported.			

Overall Comments

The implementation has just started and there is no progress on the outcome indicators to report yet.

Intermediate Results Indicators by Components

Improving quality and increasing supply of public preschool education

►1. Preschool teachers trained on the core professional development program for early childhood education (Number (Thousand), Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,000.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	MOE will develop the curriculum and content for the professional development programs aimed at preschool teachers. A new preschool curriculum has been developed and preschool teachers will be trained on this curriculum through both face-to-face and distance trainings, in addition to continuous coaching from inspectors and/or pedagogical counselors			

►2. Preschool classrooms that have received teaching and learning materials (Amount(USD), Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,000.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	MOE will set minimum requirements for teaching and learning materials for preschools, and will procure these materials to schools			

►3. Public preschool classrooms assessed using quality assurance mechanism (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	400.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	Implementation of the quality assurance mechanism through monitoring of education quality in preschools			

▸4. Preschool classrooms built in selected districts (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	250.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	MOE will build and furnish preschool classrooms in existing primary schools			

Improving learning conditions in public primary school

▸5. Number of school directors and deputy directors that have completed the new leadership program, disaggregated by gender (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	3,000.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	School directors and deputy directors will participate in a leadership development program, which includes both face-to-face and virtual trainings, in addition to in-school coaching.			

▸6. Trained school directors who prepare a school improvement plan (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	300.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	As part of the new leadership program, school directors will be trained on the process for conducting a school needs assessment and for developing school improvement plans that help the schools improve quality. Schools will develop school improvement plans and corresponding budgets. Schools will then receive financial transfers from the MOE to implement activities. Schools will report on results of activities, in addition to financial reporting on expenditures incurred at the school level.			

▸7. Teachers who complete the core professional development program (Number (Thousand), Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	14,000.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	MOE will design a core professional development program that will provide the minimum skills required for untrained teachers to be able to teach effectively in the classroom. The core professional development program will include both a face-to-face and a distance learning component, in addition to continuous coaching provided by the inspectors and pedagogical counselors			

▸8. Teachers who agree that the professional development activities are helping them improve classroom practices, disaggregated by gender (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	65.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	On an annual basis, teachers will be surveyed by MOE on the effectiveness of teacher professional development activities in which they have participated			

▸9. Inspectors and pedagogical counselors trained on coaching techniques, disaggregated by gender (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,200.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	Inspectors and pedagogical counselors will provide continuous pedagogical support to teachers. They will be trained on how to better provide this support.			

▸10. Primary school classrooms equipped with a reading corner (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,000.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	Classrooms will be equipped with a classroom library that include stories in Arabic and French to provide students with opportunities to practice and enjoy reading.			

▸11. Grade 2 and/or Grade 3 students who cannot read a single word, as measured by the fluency test in EGRA (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Percentage to be determined in Y1	--	No updates.	TBD
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	EGRA will be conducted on a representative sample of Grade 2 or Grade 3 students. EGRA will be conducted in Arabic.			

Strengthening management practices in the education sector

▸12. Information Management System for professional development developed (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No updates	System used to monitor and assign professional development activities for school directors
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	An information management system for professional development to coordinate the activities that teachers or school directors have completed or are expected to complete. It will be used to assign teachers to specific professional development activities.			

▸13. National standardized learning assessment conducted in primary schools (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No updates	Use of assessment results to develop CRE action plans
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023

▸14. Percentage of public primary school that have shared student learning assessment results with parents (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	19-Apr-2018	14-Aug-2018	04-Apr-2019	31-Dec-2023
Comments:	Schools will communicate and share the results of the learning assessments with parents. Sharing of information with parents should be in written format and should include both results at the school-level and school-specific plans for improving learning outcomes. Poster displayed at the entrance of the primary school to present the school average assessment results. Schools should make available a medium (website/conference/phone number, etc.) for parents to seek clarifications on the results and to share feedback on school-specific actions for improving learning outcomes.			

Overall Comments

Component 1 - Improving quality and supply of public preschool education and Component 2 - Improving learning conditions in public primary schools

- The Ministry is undertaking technical studies for the construction of classrooms for preprimary and small repairs of primary schools.
- The Ministry is also working with the Bank on the development of the quality assurance mechanism for preprimary, which will derive from the technical assistance work being carried out on the adaptation of the MELQO instrument to the Tunisia context (measuring early learning quality and outcomes). The Bank team organized training for selected staff of the Ministry on using the MELQO instrument and some data collection already took place in selected schools and KGs.
- The Minister plans to reorganize overall professional training for the Ministry's staff and create a center responsible for the overall coordination of all continuous training activities in the Ministry. To that end, the Ministry is putting together a plan for professional development activities to be carried out over the next few months and the next school year.

Component 3 - Strengthening management practices in the education sector

- Discussion are ongoing with the Ministry to finance a small pilot for an Early Grade Reading Assessment linked with the introduction of a web-application on Arabic teaching in primary schools.
- The Ministry is also gathering a list of eligible expenditure programs (EEPs) for the first disbursement under the result-based financing portion of the Project.

The implementation has just started and there is no progress on the intermediate indicators to report yet.

Data on Financial Performance

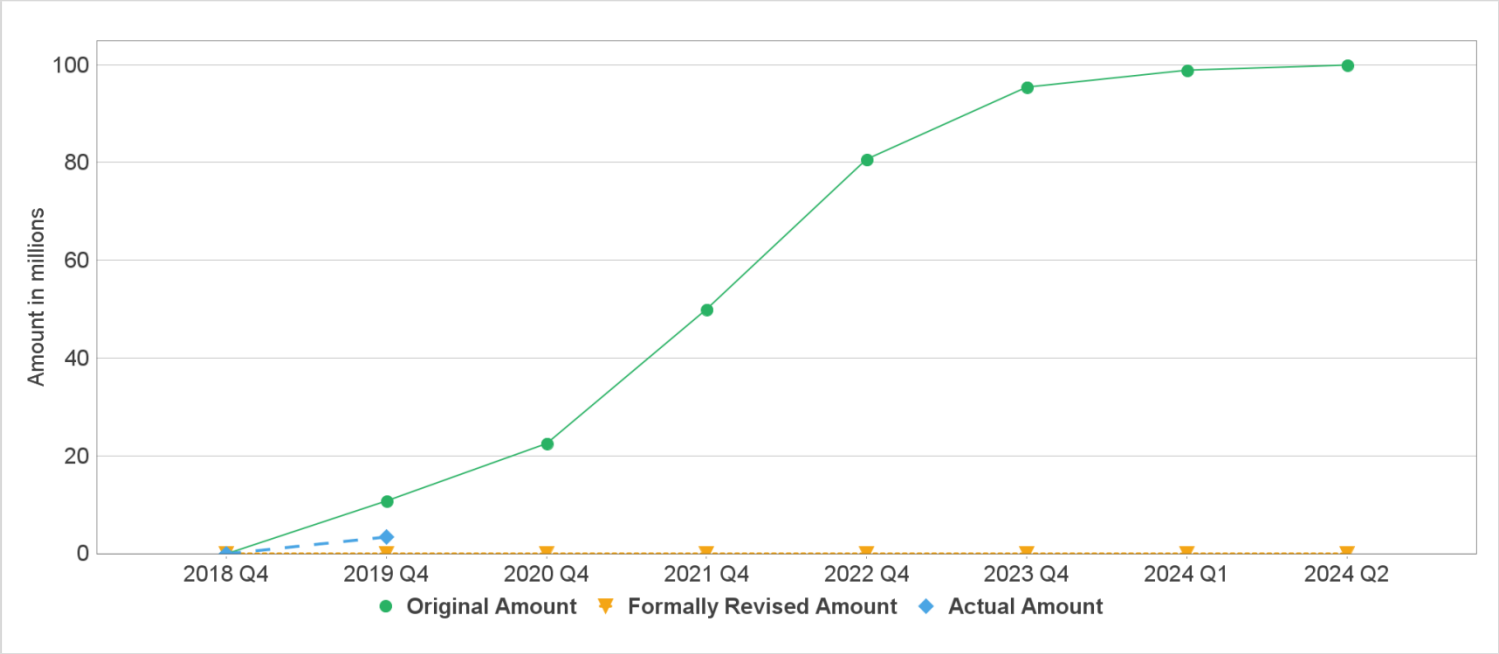
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P162297	IBRD-88630	Effective	USD	100.00	100.00	0.00	3.60	96.06	3.6%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P162297	IBRD-88630	Effective	18-May-2018	07-Jun-2018	14-Feb-2019	31-Dec-2023	31-Dec-2023

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.