The World Bank
Yemen: Second Basic Education Development Project (P130853)

Implementation Status & Results Report

Yemen: Second Basic Education Development Project (P130853)

MIDDLE EAST AND NORTH AFRICA | Yemen, Republic of | Education Global Practice |
IBRD/IDA | Specific Investment Loan | FY 2013 | Seq No: 5 | ARCHIVED on 05-Feb-2015 | ISR17830 |

Implementing Agencies:

Key Dates

Key Project Dates

Board Approval date:14-Feb-2013   Effectiveness Date:26-Apr-2013

Planned Mid Term Review Date:01-Mar-2016   Actual Mid-Term Review Date:--

Original Closing Date:31-Aug-2018   Revised Closing Date:31-Aug-2018

Project Development Objectives

Project Development Objective (from Project Appraisal Document)
The Project Development Objective is to assist the Government of Yemen in improving student learning and equitable access to basic education in selected governorates and schools.

Has the Project Development Objective been changed since Board Approval of the Project Objective?
No

Components

Name
Component 1: Improving the Quality of Basic Education and Enhancing Student Performance:(Cost $24.00 M)
Component 2: Promoting Equitable Access to Quality Education:(Cost $33.30 M)
Component 3: Developing the Institutional Capacity:(Cost $5.20 M)
Component 4: Project Management:(Cost $3.50 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

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Implementation Status and Key Decisions

This ISR describes the findings and agreements made during the late October 2014 implementation support mission and the subsequent audio and video conferences with the implementing entities.

Despite the very challenging environment, there is solid progress in project implementation, particularly in component 1 (curriculum development, teacher training, assessments) and component 2 (civil works, CCT, female teacher contracting), the two largest components of the project. Activities under component 3, such as the development of the integrated Yemen Education Vision and the Education Management Information System (EMIS), are also making encouraging progress under the current difficult conditions. The specific main challenges are related to interruption in activity implementation because of security conditions, the difficulty in travel/mobility for the project implementation team, a lack of stable electricity, and rising fuel prices.

There have been some implementation delays mainly due to: (i) the design of some activities being too ambitious given the current country context; (ii) some No Objection (NO) requests providing insufficient information, requiring a protracted revision process; and (iii) a delay in the finalization of the Training and Workshop Payment Standards (for non-procurement activities). Agreements were reached to proceed the project implementation more effectively, including: (i) a project restructuring to scale back activities and revise results framework accordingly; (ii) a commitment from the Ministry of Education and the Project Administration Unit to work together to ensure the provision of clear and complete information with NO requests; and (iii) finalization of Payment Standards for non-procurement activities. In addition, the World Bank will continue implementing the Third Party Monitoring mechanism to support project monitoring.

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Risks

Systematic Operations Risk-rating Tool

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

Results

Project Development Objective Indicators

▸ Percentage of students at grade 3 in selected cluster schools having acquired basic reading skills (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	0.00
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2018

▸ Number of students in selected schools have better learning environment (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	250000.00
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2018

▸ Gender Parity Index (GPI) improved by ten percent in project intervention areas (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.80	0.80	0.80	0.85
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2018

Overall Comments

Intermediate Results Indicators

▸ Reading skills program implemented (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.0	Grade 1 Arabic curriculum, textbooks, activity booklets and teacher guiding manuals developed and finalized; it will be implementednationwide.	Scaling-up of teacher training for Grade 1 reading skills well-under way, including training of 29 master trainers (22 males and 7 females), 308 trainer of trainers, 3,967 teacher trainers (3642 males and 325 females), and 30,438 first year teachers and	Cumulative evaluation and revision of teaching and learning materia

			school administration (9,820 and 20,618, respectively)	
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2015

▶ New teachers are better qualified due to induction program (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	25000.00
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2017

▶ Establishment of a sample-based assessment system to evaluate Grade 3 early reading skills at a national level, providing accurate results for each governorate (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.0	No test	Grade 3 baseline test has been completed.	2017 test results analyzed and shared
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	29-Feb-2016

▶ Items Bank for Grade 9 examinations in Arabic, Math and Sciences developed (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.0	No items bank for Grade 9 examination.	No items bank for Grade 9 examination.	Grade 9 examination administered using the new reliable tools
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2018

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▶ Learning environment is improved in selected overcrowded schools through building additional classrooms (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	500.00
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	29-Feb-2016

Comments
New classroom construction has started in 45 schools (out of 50 schools). The average physical progress is 20 percent. The other 5 schools had various technical issues earlier and now the issues are resolved. Procurement process is underway for these 5 schools.

▶ Learning environment is improved in selected cluster schools through rehabilitation (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	150.00
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2017

▶ Number of girls receiving CCT incentives for better attendance and performance increased in the governorates of Hodeidah and Lahej. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	39791.00	39791.00	65000.00
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	29-Feb-2016

▶ Additional female teachers are contracted and deployed in target areas (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	700.00	700.00
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2017

Comments
700 females are selected and being trained.

▶ Restructuring of the MOE adopted and implemented (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.0	Not yet.	Not yet.	Training of about 2,000 MOE, GOEs and DOEs staff completed
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2017

▶ EMIS is operational at both central level and in the governorates (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	EMIS software developed	Partially achieved	Partially achieved	EMIS operational and deployed at central and local levels
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2017

▶ Key policies adopted and being implemented (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.0	No policies adopted.	No policies adopted.	Teachers and ECE policy frameworks are being implemented
Date	05-Sep-2012	22-Jul-2014	15-Jan-2015	28-Feb-2017

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▶ National Education Vision for Yemen(NEVY) adopted (Text, Custom)

|	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.0	NEVY not yet prepared	Five working papers for ENVY completed.	National consultation on the NEVY completed and NEVY adopted
Date	05-Dec-2012	22-Jul-2014	15-Jan-2015	30-May-2015

Overall Comments

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed		Disbursed
P130853	IDA-H8250	Effective	XDR	43.10	43.10	0.00	12.26	30.84		28%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P130853	IDA-H8250	Effective	14-Feb-2013	27-Feb-2013	26-Apr-2013	31-Aug-2018	31-Aug-2018

Cumulative Disbursements

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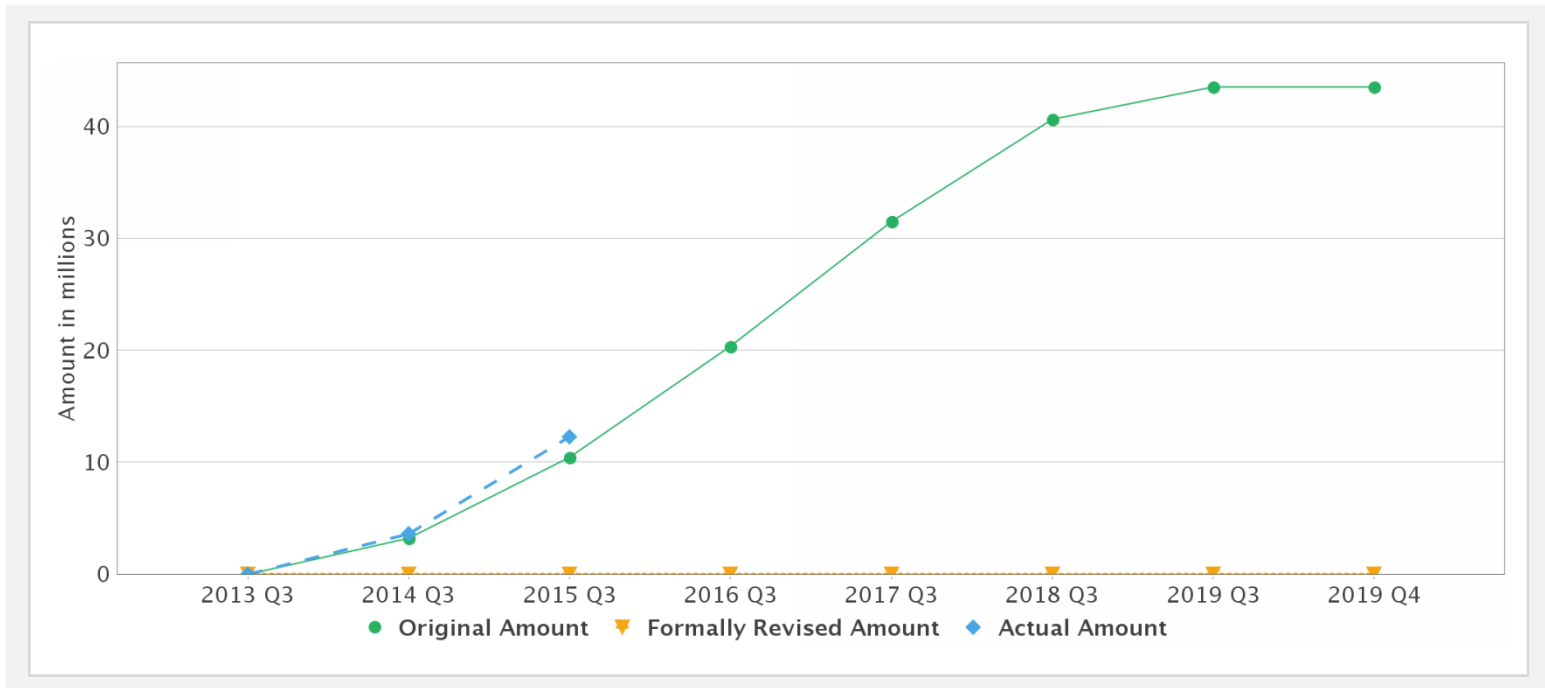
Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.