



## Togo, Improving Quality and Equity of Basic Education Project (P172674)

WESTERN AND CENTRAL AFRICA | Togo | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2022 | Seq No: 3 | ARCHIVED on 13-Jan-2023 | ISR54161 |

Implementing Agencies: Ministry of Primary, Secondary, and Technical Education and Crafts - MEPSTA, Republic of Togo

**Key Dates****Key Project Dates**

Bank Approval Date: 26-Aug-2021

Effectiveness Date: 26-Oct-2021

Planned Mid Term Review Date: 26-Apr-2024

Actual Mid-Term Review Date:

Original Closing Date: 26-Oct-2026

Revised Closing Date: 26-Oct-2026

**Project Development Objectives**

Project Development Objective (from Project Appraisal Document)

The Project Development Objectives (PDO) are to improve the quality of, and equitable access to, basic education in selected regions, particularly for girls; and strengthen the overall management of the education system.

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

No

**Components Table**

Name

Component 1: Improving Quality of Teaching and Learning:(Cost \$35.13 M)

Component 2: Improve equitable access to basic education (primary and lower-secondary):(Cost \$14.75 M)

Component 3: Strengthening system management and resilience:(Cost \$8.22 M)

Component 4: Contingent Emergency Response Component (CERC)

Unallocated:(Cost \$2.00 M)

**Overall Ratings**

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

**Implementation Status and Key Decisions**

This is the third ISR. It is based on findings from the third implementation support mission carried out from November 7 to 11, 2022. Since effectiveness, notable implementation progress has been made and activities are well underway for all components.

**Component 1: Improving quality of teaching and learning (US\$35.13 million equivalent; IDA—US\$23.94 million equivalent; GPE—US\$11.19 million)**

Component 1 aims to strengthen teacher effectiveness by supporting teacher training interventions. Component 1 comprises three sub-components: Sub-component 1.1—Improved teacher training and monitoring system—which aims to: (i) strengthen pre-service and in-service



training; (ii) enhance the teacher monitoring system; and (iii) adopt digital learning technologies to improve the quality of teaching and learning. Sub-component 1.2—Curriculum reform and textbook policy—which aims to support curriculum reform and the adoption of a national textbook policy; and Sub-component 1.3 — Provision of school grants and performance-based grants, which aims to provide performance-based grants to schools, inspectorates, and regional directorates of education.

The following activities have been achieved: (a) in-service training for 5139 volunteer primary teachers (initial catch-up training in mathematics and French in grade 1 and 2), including the development of three detailed teachers' guides in French and mathematics for volunteer teachers; (b) the training of 16061 primary teachers and headmasters in the newly revised and approved curriculum in French and mathematics in grade 4; (c) the continuity of the curriculum reform at the primary school level through the ongoing development of content for textbooks and teachers' guides in French and mathematics for grades 5 and 6; (d) the training of classroom observers and the piloting of classroom observations using the TEACH classroom observation tool in targeted schools; and (e) the signing of the contract for the elaboration of the textbook policy.

- **Reopening and restructuring of teachers training institutes** (ENFPE). the following institutional reforms have been adopted by the Government: (i) Order No. 615/MEPSTA/CAB/SG on the organization and functioning of ENFPE; (ii) Order No. 616/MEPSTA/CAB/SG/ENFPE on the internal regulations; (iii) Order No. 617/MEPSTA/CAB/ adopting a lump sum fee for enrolment in ENFPE; and (iv) Inter-ministerial Order No. 009/MEPSTA/MFPTDS/MEF changing the denomination, extension of the duration of training, as well as Certificate of Completion of Teachers' Training at the National Education Institutes (CFENI).
- **Textbooks for grades 4-6.** For grade 4 textbooks, the call for tender for the recruitment of the firm for the reproduction and distribution of textbooks will be advertised in December 2022. The Project also agreed to support the reproduction of textbooks for grade 1 & 2, as requested by the MEPSTA, as an exceptional measure until a budget line is created for the reproduction and distribution of textbooks. An action plan for the delivery of textbooks in early 2023 has been discussed during the mission. For grades 5 & 6 textbooks, an action plan for the development of content for the textbooks is available. Content development is underway with delivery expected in April 2023. The recent mission recommended to prepare an action plan for the reproduction and distribution of grade 4 & 6 textbooks by the start of next school year (September 2023).

**Component 2: Improve equitable access to basic education (primary and lower secondary) (US\$14.75 million equivalent; IDA—US\$11.88 million equivalent; GPE—US\$2.87 million)**

Component 2 aims to improve equitable access to basic education in primary and lower secondary education. This component comprises 3 sub-components: Sub-component 2.1—Reducing barriers to girls' education; Sub-component 2.2—Expanding access to basic education; and Sub-component 2.3—Supporting the establishment of digitally enabled school environments.

The following activities have been achieved: (a) preparatory activities for the first phase of school constructions in the Savanah and Kara regions under the Emergency Program for the Savanah Region (PURS) (i.e., identification of 40 construction sites, environmental and social screening of construction sites, training of members of COGEP/COGERES in the monitoring of school constructions, as well as the signing of agreements between communities and inspectorates); (b) the contracting of the International Institute for Educational Planning (IIEP-UNESCO) in Dakar, Senegal to provide technical assistance for the implementation of the prospective school map in Togo; (c) the development of the geographic information system; (d) the commemoration day for the young girls crowned by a ceremony of presentation of 100 prizes of excellence to the most deserving girls in grade 6; (e) the elaboration of the **Healthy Saber 2022** report and its dissemination at the World Forum on Child Nutrition in Cotonou, Benin; (f) the transfer of 600 million CFA francs to school inspectorates for the monitoring of construction works through the 40 COGEPs/COGERES targeted under the PURS, as well as drafting of a guide to identify the technical specifications needed to prepare the tender documents for school constructions. Moreover, discussions are well advanced with the Non-Governmental Organization (NGO) Plan Togo, for the provision of technical assistance to support the Gender Focal Unit in the implementation of girls' education related interventions .

**Component 3: Sub-component 1.3: Performance-based grant programs (US\$18.38 million equivalent; IDA—US\$18.38 million equivalent; GPE—US\$0.00 million)**

Component 3 aims to strengthen the management and resilience of the education system. This component comprises 3 sub-components: Sub-component 3.1—System strengthening and resilience for effective sector management; Sub-component 3.2—Consolidating accountability and capacity building of COGEPs and key stakeholders; and Sub-component 3.3—TA, M&E and Project management.

The following activities have been achieved: (a) the development of the data collection tools for the rolling out of the NLAS' diagnosis; (b) the rolling out of a diagnosis of the current Human Resources Management Information System (HRMIS) to inform the development of the digital HRMIS; (c) the benchmarking mission travel in Dakar, Senegal to learn from the Senegal's experience (i.e., MIRADOR) with HRMIS applications; (d) the training of 19,359 members of COGEPs/COGERES and headmasters (including 246 women) in the development and implementation of school improvement plans as well as in the ownership of school performance-based contracts; and (e) the training of 345 members of 59 COGEPs/COGERES in the monitoring of school construction works under three modules of the community-based approach of school construction (i.e., 320 members of 40 COGEPs/COGERES have been trained in Community Procurement; 340 members of 40 COGEPs/COGERES trained in Financial Management; 13 Community Development Agents [APDC] and 8 school life officers from the IEP/IESG were trained on the facilitation and monitoring of COGEPs/COGERES).

**Component 4 (CERC)**

The CERC's manual is under elaboration, a first draft has been transmitted for the Bank's review.



## Risks

### Systematic Operations Risk-rating Tool

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

## Results

### PDO Indicators by Objectives / Outcomes

Improving the Quality of Teaching and Learning				
▶ Grade 2 students achieving at least a minimum level of proficiency in reading in beneficiary schools. (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23.70	0.00	0.00	35.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	Results are not expected until the second year of the Project.			
▶ Grade 2 students achieving at least a minimum level of proficiency in mathematics in beneficiary schools. (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.00	0.00	0.00	55.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	Results are not expected until the second year of the Project.			



► Increased percentage of primary teachers in targeted inspectorates demonstrating improved teaching practices in the classroom. (Text, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline data will be available in year 1. Baseline survey. A survey will be conducted in the first year to collect the baseline data based on the current stock of teachers, from which the increase in proportion will be calculated in year 2, 3, 4, and 5.	No result is expected for the first year.	No results are expected for the first year.	20 percentage points increase compared to baseline
Date	23-Nov-2020	10-Jun-2022	06-Dec-2022	26-Oct-2026
Comments:	No results are expected until the second year 2 of the Project. The baseline for this indicator will be available before the end of 2023. The baseline will be established through measuring teachers teaching practices in the classroom using the TEACH observation tool. In October 2022, 30 classroom observers and 15 supervisors received a training to carry out classroom observations in targeted schools to collect the baseline data based on the current stock of teachers, from which the increase in proportion will be calculated in year 2, 3, 4, and 5. Classroom observations were undertaken in November 2022. The data has been collected and is currently undergoing analysis to establish the baseline for the indicator.			

Improve Equitable Access to Basic Education in Selected Regions, Particularly for Girls

► Completion rate in general lower-secondary education in targeted areas (percentage) (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	28.90	0.00	28.90	41.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target for the first year of the Project for this indicator has not been met yet. Results for this year have not been reported. The MEPSTA's directorate of statistics expect to report this results early in 2023, as soon the statistical yearbook is available.			

□ of which female (percentage) (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	21.10	0.00	21.10	34.00

Strengthen System Management

► The National Learning Assessment System (NLAS) is functional (Text, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Activities are expected to launch in early 2022.	The report for the NLAS diagnosis is currently being elaborated.	At least two national large-scale standardized learning assessments are



				completed, and results are disseminated (EGRA/EGMA).
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	26-Oct-2026
Comments:	The target for the first year of the Project for this indicator has not been met yet. The report for the NLAS diagnosis is currently being elaborated. This indicator is the third stretch indicator of the variable part of the Global Partnership for Education (GPE) with the following performance-based conditions expected in the first of the project: (i) a Diagnostic of the NLAS is conducted; (ii) NLAU's 3-year budgeted action plan for its functioning and improvement of the learning assessment system is available; (iii) Capacity building is provided for DPEE, ENEAS and key counterparts (i.e., DREs and inspectorates focal points) to strengthen their capacity to conduct learning assessments.			

**Overall Comments**

Some progress has been made toward achievement of the PDO. No results are expected in the first of the Project for the following PDO indicators: "Grade 2 students achieving at least a minimum level of proficiency in mathematics in beneficiary schools (Percentage, Custom)" and "Increased percentage of primary teachers in targeted inspectorates demonstrating improved teaching practices in the classroom (Text, Custom, PBC)". Results for the PDO indicator "Completion rate in general lower-secondary education in targeted areas (percentage) (disaggregated by gender)" will be reported early in 2023. Additional efforts are needed to ensure the successful achievement of the PDO indicator "the National Learning Assessment System (NLAS) is functional". This indicator is the third stretch indicator of the variable part of the Global Partnership for Education (GPE) with the following performance-based conditions/targets expected by the end of the first year of the Project: (i) a Diagnostic of the NLAS is conducted; (ii) NLAU's 3-year budgeted action plan for its functioning and improvement of the learning assessment system is available; (iii) Capacity building is provided for DPEE, ENEAS and key counterparts (i.e., DREs and inspectorates focal points) to strengthen their capacity to conduct learning assessments. The NLAS diagnostic report is under preparation.

**Intermediate Results Indicators by Components**

Improving the Quality of Teaching and Learning				
▶ Number of primary teachers trained (including head teacher) in the use of new curriculum including SEA/SH prevention in schools as a result of the Project (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	16,061.00	29,600.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target of 2000 teachers for the first year of the Project has been met and exceeded by 14.061 teachers. The Project rolled out in-service training for 16,061 primary teachers and headmasters in the newly revised and approved curriculum in French and mathematics in grades 4.			
☐- Official primary teachers (Number) (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	16,061.00	20,000.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Oct-2025
☐Volunteers Primary Teachers (Number) (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	9,600.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Oct-2025
<b>► Percentage of primary teachers in grades 1 and 2 receiving training to improve pedagogical skills in French and mathematics. (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	18.00	100.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target for the first year of the Project has not been achieved yet. 5,139 teachers out of the total number of teachers (29,000) received the training, corresponding to 18% of the total number of teachers. The Project provided in-service training to 5,139 volunteer primary teachers (i.e., initial catch-up training in mathematics and French in grades 1 and 2) to improve pedagogical skills in French and mathematics, including the development of three detailed teachers' guides in French and mathematics for volunteer teachers.			
<b>► Classroom observation tools to assess teaching practices are established (Yes/No) (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target has been met.			
<b>► Number of new textbooks distributed to CE2, CM1 and CM2 (maths and reading) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,000,000.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Oct-2025
Comments:	The target for the first of the Project is not met yet. For grade 4 textbooks, the call for tender for the recruitment of the firm for the reproduction and distribution of textbooks will be advertised in December 2022. The Project also agreed to support the reproduction of textbooks for grades 1 & 2, as requested by the MEPSTA, as an exceptional measure until a budget line for the reproduction and distribution of textbooks is created.			
<b>► Number of Teachers supervision visits per year by inspectors and pedagogical advisers (Number) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	68.00	68.00	68.00	70.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	Results for this indicator has not been reported yet. Data collection by the directorates of statistics/MEPSTA is still underway.			



<b>► Number schools which receive school grants each year in targeted primary and general lower-secondary schools as a result of the Project and meeting the minimum requirement for equity &amp; Learning (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	6,000.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target for the first year of the Project has not been achieved yet. School grants are expected to be transferred to schools by January 2023. Preparatory work for the transfer of grants to schools is well advanced. SMCs have been trained in the management and use of schools grants.			
<b>► Students benefiting from direct interventions to enhance learning (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,000,000.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target for the first year of the Project has not been achieved yet. Preparatory activities for interventions (delivery of textbooks, school grants) aiming at enhancing students' learning are well underway. Results are expected to be reported by early 2023.			
<b>□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,100,000.00
<b>► Reduction of the average repetition rate in primary education by at least an average of three points percentage by the end of the project. (Percentage, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	13.70	13.70	13.70	10.70
Date	04-Jun-2018	10-Jun-2022	06-Dec-2022	26-Oct-2026
Comments:	No results are expected in year 1.			

<b>Improve Equitable Access to primary and lower-secondary</b>				
<b>► Increase in the number of girls transitioning from primary to general lower-secondary education in disadvantaged areas individually supported by project (Percentage) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	7.00	20.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target of 5% has been met and exceeded by 2%.			



<b>► Number of new primary and general lower-secondary classrooms built or rehabilitated in targeted disadvantaged areas based on comprehensive school mapping and resulting from project interventions (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	540.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	No results are expected in the first year of the Project.			
<b>► Number of girls and boys reached through sensitization campaigns on the importance of girl's education, early marriage, early pregnancies, and issues of unequal social norms (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,255,000.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	Year 1 target has not been met yet. Discussions with Plan Togo for the provision of technical assistance to support the Gender Focal Unit in the implementation of girls' education related interventions, including sensitization campaigns, are well advanced.			
<b>► Share of female students who return to school once the school system is reopened (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	91.00	0.00	91.00	98.00
Date	05-Oct-2020	10-Jun-2022	06-Dec-2022	24-Aug-2026
Comments:	Results for this indicator have not been reported yet. Data collection by the directorate of statistics/MEPSTA is underway. The 2022/2023 statistical yearbook should be available by early 2023.			

<b>Strengthening System Management and Resilience</b>				
<b>► Provision of budget line to renew regularly Textbooks in already covered primary grade level CP1, CP2 and CE1 (reading) (Yes/No) (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target for the first year of the Project is not met yet. The task team is working closely with the PIU and MEPSTA to monitor this indicator. The recent supervision mission emphasized the urgency to create a budget line for the reproduction of textbooks.			
<b>► Percentage of inspections and regional education authorities having achieved at least 80% of their PBC objectives (Percentage) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00





Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target for the first year of the Project is not met yet. Grants for inspectorates and regional directorates (DRE) should be transferred by early 2023. The directorates of statistics put in place a commission for the calculation of year 1 school/inspectorates/regional directorates grants.			
▶ Percentage of communities trained on monitoring the use and implementation of school grants, maintenance of textbooks and infrastructure, school construction, and students' academic progress (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	24.00	70.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target for the first year of the Project has not been met yet. 40 out 165 COGEP/COGERES have been trained in the monitoring of school construction works, which correspond 24% of COGEP/COGERES trained.			
▶ Percentage of grievances received and addressed through the Project Grievance Redress Mechanisms (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	100.00	80.00
Date	13-Nov-2020	10-Jun-2022	06-Dec-2022	13-Aug-2026
Comments:	The target for the first year is exceeded by 50 percentage points. Over the first year of the Project, one grievance was received and addressed through the Project Grievance Redress Mechanisms.			

**Performance-Based Conditions**

▶ PBC 1 Increased percentage of primary teachers in targeted inspectorates demonstrating improved teaching practices in the classroom. (Text, Outcome, 2,340,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	Baseline data will be available in year 1. Baseline survey. A survey will be conducted in the first year to collect the baseline data based on the current stock of teachers, from which the increase in proportion will be calculated in year 2, 3, 4, and 5.	No result is expected for the first year.	No results are expected for the first year of the Project.	--
Date	--	10-Jun-2022	06-Dec-2022	--



► PBC 2 Reduction of the average repetition rate in primary education by at least an average of three points percentage by the end of the project. (Percentage, Intermediate Outcome, 936,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	13.70	13.70	13.70	--
Date	--	10-Jun-2022	06-Dec-2022	--

► PBC 3 The National Learning Assessment System (NLAS) is functional (Text, Outcome, 1,404,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	No	Activities are expected to launch in early 2022.	The report for the NLAS diagnosis is currently being elaborated.	--
Date	--	10-Jun-2022	06-Dec-2022	--

## Data on Financial Performance

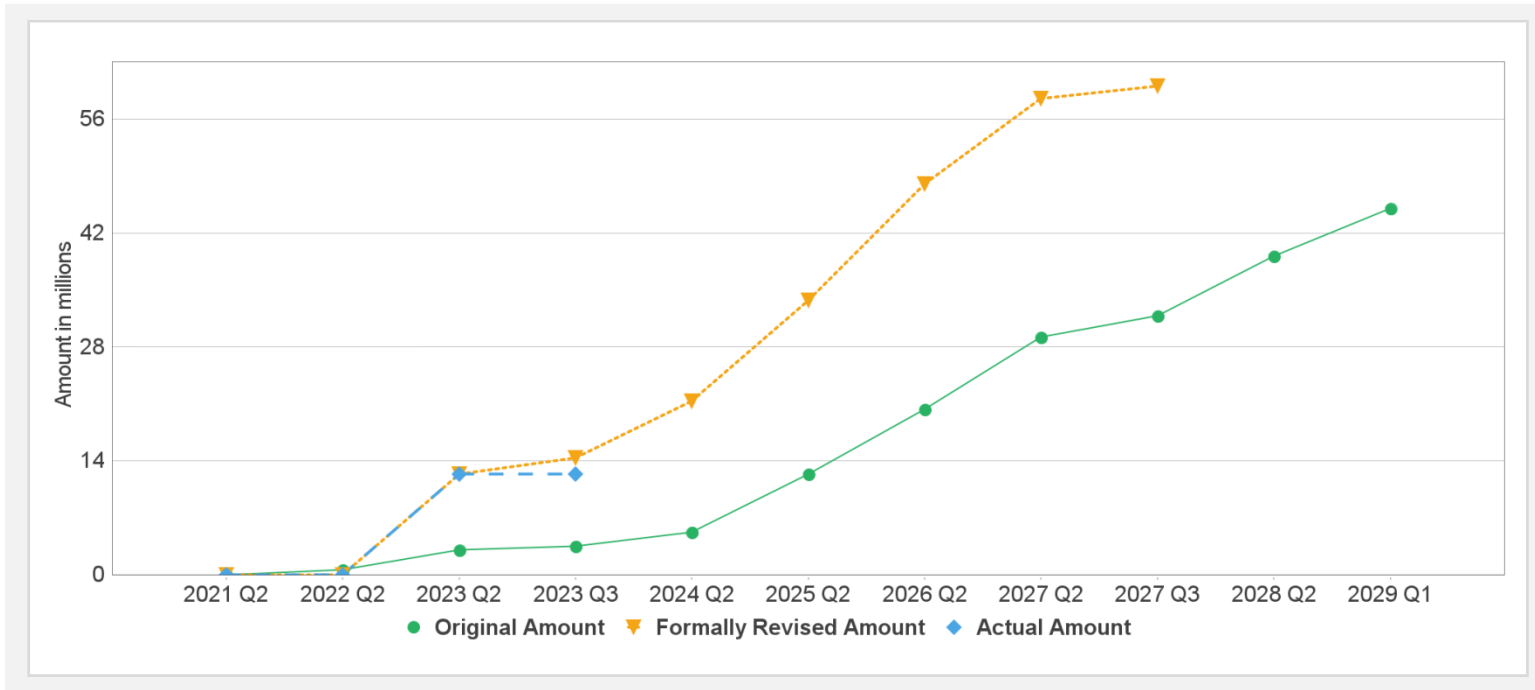
### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P172674	IDA-69810	Effective	USD	22.50	22.50	0.00	0.00	21.06	0%
P172674	IDA-D9010	Effective	USD	22.50	22.50	0.00	9.11	11.67	44%
P172674	TF-B6287	Effective	USD	15.10	15.10	0.00	3.24	11.86	21%

### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P172674	IDA-69810	Effective	26-Aug-2021	13-Sep-2021	26-Oct-2021	26-Oct-2026	26-Oct-2026
P172674	IDA-D9010	Effective	26-Aug-2021	13-Sep-2021	26-Oct-2021	26-Oct-2026	26-Oct-2026
P172674	TF-B6287	Effective	26-Aug-2021	13-Sep-2021	26-Oct-2021	26-Oct-2026	26-Oct-2026

### Cumulative Disbursements



### Restructuring History

There has been no restructuring to date.

### Related Project(s)

There are no related projects.