



Mali Improving Education Quality and Results for All Project (MIQRA) (P164032)

WESTERN AND CENTRAL AFRICA | Mali | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2021 | Seq No: 6 | ARCHIVED on 20-Dec-2023 | ISR58771 |

Implementing Agencies: Ministry of Education, Republic of Mali

Key Dates

Key Project Dates

Bank Approval Date: 23-Feb-2021

Effectiveness Date: 25-Oct-2021

Planned Mid Term Review Date: 20-May-2024

Actual Mid-Term Review Date:

Original Closing Date: 30-Jun-2027

Revised Closing Date: 30-Jun-2027

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective is to increase learning outcomes in early primary education in targeted areas, to promote girls' access to lower and upper secondary education in underserved areas, and to enhance the governance of the education system.

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

No

Components Table

Name

Accelerating Learning through Improved Quality:(Cost \$56.50 M)

Building Stronger Pathways for Girls Education Success:(Cost \$38.89 M)

Strengthening the Governance and Resilience of the Education System:(Cost \$39.39 M)

Contingent Emergency Response

Strengthening Monitoring and Evaluation and Supporting Project Management:(Cost \$5.91 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"/> Substantial	<input type="checkbox"/> Substantial

Implementation Status and Key Decisions

Project Overview. The Mali Improving Education Quality and Results for All Project (MIQRA, P164032) — with a total IDA Credit/Grant of US\$80 million and a Global Partnership for Education (GPE) Grant US\$60.70 million (including US\$44.78 million education sector program implementation grant, US\$9.14 million regular accelerated funding, and US\$6.78 million COVID-19 accelerated funding) — was approved by the World Bank's (WB) Board of Executive Directors on February 23, 2021 and signed by the Country Director and Mali's Minister of Economy and Finance on March 23, 2021. MIQRA was declared effective on October 25, 2021. The Project's development objectives (PDO) are *to increase learning outcomes in early primary education in targeted areas, to promote girls' access to lower and upper secondary education in underserved areas, and to enhance the governance of the education system.* At the outbreak of the COVID-19 pandemic, the Project's design was adapted to effectively address COVID-related challenges in the education sector in Mali



The Project consists of five components. The first component (Accelerating Learning through Improved Quality) seeks to improve the quality of primary and secondary schools by directly supporting a package of interventions to enhance the inadequate teaching and learning conditions. The second component (Building Stronger Pathways for Girls Education Success) aims to address the critical challenges of the low enrollment, transition, and retention of girls in lower and upper secondary. The third component (Strengthening the Governance and Resilience of the Education System) strives to strengthen the governance and resilience of the education system in Mali. The fourth component (Contingent Emergency Response) aims to provide an immediate response to any eligible crisis or emergency that may arise during the course of the Project's life. And lastly, the fifth component (Strengthening Monitoring and Evaluation (M&E) and Supporting Project Management) aims to support project management and strengthen the monitoring and evaluation framework established under the operation.

Overview of Progress by Component.

Component 1: Accelerating Learning through Improved Quality. The following activities are underway:

Subcomponent 1.1: Improving Quality in Primary and Lower Secondary Schools (i) acquisition of textbooks –. The bid process has been launched and all contracts are expected to be signed by December 31, 2023; (ii) Curriculum: The mission agreed with MEN that the National Directorate of Pedagogy will assess the implementation of level 1 and 2 of curriculum which will be the basis of the bank support.(iii) evaluation and students assessment – the single source process for the recruitment of a regional learning evaluation institute to support the evaluation unit is at the negotiation stage. The contract signing was expected by November 15, 2023 but has been delayed. The PASEC proposal is beyond the budget and doesn't technically fit the expectation of National Directorate of Pedagogy. Further discussion will be hold with General secretary in early January to agree on how to move forward iv) Teacher training: the terms of reference for recruitment of a consultant for the diagnostic study of teacher training institute has been published but was declared unsuccessful. **Now, the consultant is expected to be hired by January 31.** The 2023 allocation for the support of Teachers community of practice has been sent to at least for 4000 schools out of 6250 as initially scheduled v) RobotsMali: The Ministry of National Education and the World Bank team have approved technical proposal from Robotsmali to finalize the single source contract for the establishment of robot units in 4 regional high schools.–

Subcomponent 1.2: Improving the Quality and Governance in Upper Secondary Education. The following activities have been completed:

(a)The recruitment of a consultant that will support establishment of quality educational standards (public and private) has been launched.
(b) The draft provisional certification manual for the development and validation of eligibility and certification tools for private secondary education schools is available, and The draft Ministerial administrative order (arrêté ministerial) that incorporated the result for the consultancy is required as proof for achievement of the PBC tied to this activity. component 1 is rated **“moderately satisfactory**

Component 2: Building Stronger Pathways for Girls Education Success.

The following activities are underway: Lower and upper secondary school construction.

Subcomponent 2.1. Improving Conditions for Girls Participation and Completion of Secondary Education) –

(a) Environmental and social safeguard specialists have been recruited to support renovation and construction of civil works recently launched. (b) Procurement plans have been prepared, and the environmental screening is completed.

(c) Eighteen contracts for civil works have been signed. The construction of lower secondary classrooms in existing primary schools as well as additional classrooms in ten existing high schools have started.. Classrooms are expected to be completed between March - June 2024.

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The Project consists of five components. The first component (Accelerating Learning through Improved Quality) seeks to improve the quality of primary and secondary schools by directly supporting a package of interventions to enhance the inadequate teaching and learning conditions. The second component (Building Stronger Pathways for Girls Education Success) aims to address the critical challenges of the low enrollment, transition, and retention of girls in lower and upper secondary. The third component (Strengthening the Governance and Resilience of the Education System) strives to strengthen the governance and resilience of the education system in Mali. The fourth component (Contingent Emergency Response) aims to provide an immediate response to any eligible crisis or emergency that may arise during the course of the Project's life. And lastly, the fifth component (Strengthening Monitoring and Evaluation (M&E) and Supporting Project Management) aims to support project management and strengthen the monitoring and evaluation framework established under the operation.

Overview of Progress by Component.

Component 1: Accelerating Learning through Improved Quality. The following activities are underway:

Subcomponent 1.1: Improving Quality in Primary and Lower Secondary Schools (i) acquisition of textbooks –. The bid process has been launched and all contracts are expected to be signed by December 31, 2023; (ii) Curriculum: The mission agreed with MEN that the National



Directorate of Pedagogy will assess the implementation of level 1 and 2 of curriculum which will be the basis of the bank support. (iii) evaluation and students assessment – the single source process for the recruitment of a regional learning evaluation institute to support the evaluation unit is at the negotiation stage. The contract signing was expected by November 15, 2023 but has been delayed. The PASEC proposal is beyond the budget and doesn't technically fit the expectation of National Directorate of Pedagogy. Further discussion will be hold with General secretary in early January to agree on how to move forward iv) Teacher training: the terms of reference for recruitment of a consultant for the diagnostic study of teacher training institute has been published but was declared unsuccessful. **Now, the consultant is expected to be hired by January 31.** The 2023 allocation for the support of Teachers community of practice has been sent to at least for 4000 schools out of 6250 as initially scheduled v) RobotsMali: The Ministry of National Education and the World Bank team have approved technical proposal from Robotsmali to finalize the single source contract for the establishment of robot units in 4 regional high schools.–

Subcomponent 1.2: Improving the Quality and Governance in Upper Secondary Education. The following activities have been completed: (a) The recruitment of a consultant that will support establishment of quality educational standards (public and private) has been launched. (b) The draft provisional certification manual for the development and validation of eligibility and certification tools for private secondary education schools is available, and The draft Ministerial administrative order (arrêté ministerial) that incorporated the result for the consultancy is required as proof for achievement of the PBC tied to this activity. component 1 is rated **"moderately satisfactory"**

Component 2: Building Stronger Pathways for Girls Education Success.

The following activities are underway: Lower and upper secondary school construction.

Subcomponent 2.1. Improving Conditions for Girls Participation and Completion of Secondary Education) –

(a) Environmental and social safeguard specialists have been recruited to support renovation and construction of civil works recently launched. (b) Procurement plans have been prepared, and the environmental screening is completed. (c) Eighteen contracts for civil works have been signed. The construction of lower secondary classrooms in existing primary schools as well as additional classrooms in ten existing high schools have started.. Classrooms are expected to be completed between March - June 2024. (d) Also launched is the Bid for the recruitment of a firm in order to supervise Construction of 11 new high schools and two magnet high schools (lycées d'excellence). The contracts for civil works are expected to be signed on January 31, 2024, with civil works completed by September 30, 2024.

Subcomponent 2.2. Incentivizing Transition and Retention of Girls in Secondary Education to improve the transition to and retention of girls in lower and upper secondary schools, with a focus on disadvantaged girls and vulnerable children living in food-insecure areas, 17,925 students of which 8,207 girls (46%) received school meals. The component 2 is rated **"moderately satisfactory"**.

Component 3: Strengthening the Governance and Resilience of the Education System.

The following activities are underway:

Subcomponent 3.1. Improving Education Service Delivery and the Resilience of the Education System (i) the establishment of a distance learning program

(a) A team from the MEN which attended an Edtech course in May 2023 and has developed an action plan for distance learning. The action plan has been approved on November 10, 2023 by the committee in charge of distance learning (b) support for the technical committee responsible for managing schooling in fragile areas; and (c) rehabilitation of 743 classrooms and the construction of 169 temporary learning spaces (EAT). In such insecure areas, contract management was planned to be delegated to NGOs that have adequate capacity for school renovation and construction. However, government has stepped back and decided not to delegate ; (d) payment of 611 contractual teachers for the school year 2022/2023 (e) launch of the bid for the acquisition of 312,626 scholar kits for Grade 1 ; (e) provision of food for canteens for 56,940 students of which 26,776 girls (47%)

Subcomponent 3.2. Supporting the Education Sector's Response to COVID-19

This subcomponent was financed by The COVID-19 Accelerated Grant which closed on December 31, 2022.

Subcomponent 3.3. Improving Evidence-based Decision-making through the Use of Actionable Analytics,

(a) the mission recommended prioritizing the yearly production of the statistical yearbook, which has not been produced regularly since 2018. Consequently, statistical yearbooks between 2018 and 2023 will be delivered by December 2023. In the meantime. (b) the Project has developed an action plan to support the development of a modern EMIS system which includes as a first step - the diagnostic of the current data collection system. The component 3 is deemed **"moderately satisfactory"**.

Component 4. Contingent Emergency Response. The PCU is expected to submit an emergency operation manual for the WB's no-objection to ensure proper implementation of Part 4 of the Project ("CERC Part"). The implementation of this activity is delayed since the Expression of Interest for the recruitment of the consultant is not yet published. The component 4 is rated **moderately satisfactory**.

Component 5. Strengthening Monitoring and Evaluation (M&E) and Supporting Project Management. The recruitment of all key fiduciary staff to support DFM are completed. In addition the following activities are underway: (i) the finalization of year 1 PBC report to incorporate eligible expenditure for PBC 4.1 and PBC 6.1 (ii) ToRs for the recruitment of the firm in charge of independent verification agent for the verification of PBC results have been approved by the Bank in May 2023. However, due to the urgency the project team and the world Bank agreed to recruit an



individual consultant for the verification of PBC of year one. As a result, The PBC 4,1 and 6.1 have been successfully achieved and the verification report submitted to the World bank on December 15, 2023. For the independent verification agency recruitment, the project team has submitted the revised TORs following Bank comments sent on August 28,2023. Now a revised version that incorporate latest Bank comments sent in October 3, 2023 and align with the project restructuring in November 2023 is expected for the verification of remaining PBC in 2024 and 2025; (iii) The project has been successfully launch on September 14, 2023 by the Prime Minister. The component 5 is rated "satisfactory".

Risks

Systematic Operations Risk-rating Tool

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

Results

PDO Indicators by Objectives / Outcomes

Increase learning outcomes in early primary education				
▶ Proportion of second grade students who have at least the minimum required literacy skills in targeted areas (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	22.00	22.00	22.00	27.40
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	This indicator refers to the proportion of second grade students who have at least the defined minimum literacy competencies. Minimum required competencies correspond to a 40 percent pass rate in a standardized test. As a result of the delay between the approval and effective date, the test should be completed in 2024.			



evaluation unit has been created at the national and local levels. Discussions are ongoing with PASEC for technical assistance				
□(of which % girls) (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	25.00
▶ Proportion of second grade students who have at least the minimum required numeracy skills in targeted areas (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	21.70	21.70	21.70	34.20
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	<p>This indicator refers to the proportion of second grade students who have at least the defined minimum numeracy competencies. Minimum required competencies correspond to a 40 percent pass rate in a standardized test.</p> <p>As a result of the delay between the approval and effective date, the test should be completed in 2024.</p> <p>evaluation unit has been created at the national and local levels. Discussions are ongoing with PASEC for technical assistance</p>			
□(of which % girls) (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	32.00
Promote girls' access to lower and upper secondary education in underserved areas				
▶ Transition rate from primary to lower secondary for girls (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	71.50	69.20	69.20	80.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	<p>Number of new female entrants to the first grade of lower secondary (College) expressed as a percentage of the students enrolled in the last grade of primary (Fondamental 1) in the previous year.</p> <p>This indicator has not been updated as a result of delays in the collection of the statistical booklet The statistical yearbook from 2018 to 2023 are expected by en december 2023.</p>			
▶ Transition rate from lower to upper secondary for girls (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.80	49.20	42.90	52.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027



Comments: Number of new female entrants to the first grade of upper secondary (Lycee) expressed as a percentage of the students enrolled in the last grade of lower secondary (College) in the previous year.
This indicator has not been updated as a result of delays in the collection of the statistical booklet The statistical yearbook from 2018 to 2023 are expected by en december 2023.

Enhance the governance of the education system

► Improved governance framework for the delivery of quality private general secondary education (Text, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	TBD in year 2 upon completion of certification of private general upper secondary schools	0.00	0.00	80.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027

Comments: The proportion of private general upper secondary schools that meet the minimum standards established by the Government in the newly adopted quality framework governing public and private general upper secondary education.
A technical assistance to support development of the quality framework governing public and private general upper secondary education is expected by january 31.

Unlinked indicator

► Direct project beneficiaries (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	49,006.00	876,278.00	4,100,000.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027

□(of which % of female direct beneficiaries) (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	35.00	40.00

Intermediate Results Indicators by Components

Accelerating Learning through Improved Quality

► Number of early childhood educators trained as a result of project intervention (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	418.00	625.00	2,500.00



Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The number of early childhood educators ('meres educatrices') trained as a result of project intervention. A new cohort is trained each year. next round of training is scheduled in 2024 and will target 625 additional ECD Educators			
► Improved governance framework for the delivery of quality public general secondary education (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The proportion of public general upper secondary schools that meet the minimum standards established by the Government in the newly adopted quality framework governing public and private general upper secondary education. A technical assistance to support development of the quality framework governing public and private general upper secondary education is expected by January 31, 2024.			
► Upper secondary school in-service teacher training upgraded (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The proportion of upper secondary school teachers who have benefitted from at least one in-service upgrading program – in line with the newly adopted national strategy for upgrading the qualifications of general upper secondary teachers with a focus on math and science teaching. A technical assistance to support development of in service training strategy focused on Maths and science in secondary education is expected to be hired by January 31, 2023.			
► Textbook to pupil ratio of core textbooks in grades 1-2 in public primary schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.80	0.80	0.80	2.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	This indicator refers to the number of textbooks required by core subject per student in grades 1-2 in public primary schools (Fondamental 1). It is calculated as follows: the number of textbooks by core subject per student in grades 1-2 in public primary schools divided by the total number of grades 1-2 students. The contract for textbooks acquisition is expected to be signed by January 31, 2024.			
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	71,500.00	1,500,000.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027



<input type="checkbox"/> Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	31,912.00	600,000.00
► Large-scale primary/secondary learning assessments completed (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	PASEC technical assistance recruitment is expected to be completed by January 31, 2024			
► The national student assessment unit has conducted a learning assessment in a specific region of Mali (local representative sample) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	25-Oct-2023	--	12-Dec-2023	30-Jun-2027
Comments:	The learning assessment in SAN and SEGOU is expected in March 2024			
► A learning assessment is conducted on a national representative sample (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	25-Oct-2023	--	12-Dec-2023	30-Jun-2027
Building Stronger Pathways for Girls Education Success				
► Number of additional classrooms built at lower secondary level resulting from project interventions (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	500.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The number of lower secondary classrooms constructed and fully equipped – as defined by existing school construction policy – and officially handed over to Government. Classroom construction at lower secondary are expected to be completed between March and June 2024.			
► Number of additional classrooms built at upper secondary level resulting from project interventions (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	186.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The number of upper secondary classrooms constructed and fully equipped – as defined by existing school construction policy – and officially handed over to Government. First Classroom construction at upper secondary are expected to be completed in September 2024 (13 new high schools= 12 classroom per school and 30 classroom in 10 existing high school).			
► Number of children benefiting from school canteens as a result of project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	74,865.00	40,000.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The number of children who benefit from school canteens.			
► Gender Parity for upper secondary level (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.87	0.87	0.87	0.92
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
► percentage of girls in lower secondary (fundamental II) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.10	--	47.10	48.10
Date	15-Jul-2019	--	12-Dec-2023	30-Jun-2027
Enhancing the Governance and Resilience of the Education System				
► Number of grant-supported schools that ensured continuity of learning (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	800.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The number of schools supported by the Project that ensured continuity of learning. An action plan has been approved on November 10, 2023 by the committee in charge of distance learning and is being implemented			
► Number of children who benefitted from distance/homebased learning (Number, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	27,600.00	2,300,000.00
Date	08-May-2020	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The number of children who benefitted from distance/homebased learning established by the project.			
<input type="checkbox"/> Of which female (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	14,352.00	40.00
Date	08-May-2020	02-Mar-2023	12-Dec-2023	30-Jun-2027
<input checked="" type="checkbox"/> Number of schools supported by the Project with established minimum hygiene standards for COVID-19 prevention (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	2,300.00	2,500.00
Date	08-May-2020	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The number of schools supported by the Project that have established minimum hygiene standards for COVID-19 prevention.			
<input checked="" type="checkbox"/> Establishment of an integrated and functional Education Management Information System (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	A binary (yes/no) indicator indicating whether or not an integrated and functional Education Management Information System has been established.			
<input checked="" type="checkbox"/> Proportion of textbooks purchased and distributed through GPE grants out of the total planned (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	23.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	This indicator tracks the proportion of school textbooks that were purchased and distributed with the support of GPE grants during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The indicator includes textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The contract for textbooks acquisition in primary Education is expected to be signed by January 31, 2024.			
<input checked="" type="checkbox"/> Proportion of teachers trained through GPE grants out of the total planned (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	25.00	27.00
Date	02-Mar-2023	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	<p>This indicator tracks the proportion of teachers who received and completed formal training, according to national standards, with the support of GPE grants during the reporting period. The indicator refers to formal teacher training designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom.</p>			
<input type="checkbox"/> Proportion of teachers trained through regular accelerated funding from GPE (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	1.00	9.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	15-Jul-2026
<input checked="" type="checkbox"/> Proportion of classrooms built or rehabilitated through GPE grants out of the total planned (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	9.00
Date	02-Mar-2023	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	<p>This indicator tracks the proportion of classrooms that were built and/or rehabilitated with the support of GPE grants during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.</p>			
<input type="checkbox"/> Proportion of classrooms built or rehabilitated through regular accelerated funding from GPE (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	7.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	15-Jul-2026
<input checked="" type="checkbox"/> Number of children provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	22,380.00	500,000.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	<p>This indicator will track the number of children provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, and issues related to unequal social norms.</p>			
<input type="checkbox"/> Of which female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	40.00
► Number of teachers trained in using distance learning methods and/or provided materials to support distance learning (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	15,000.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The number of primary and lower secondary teachers who have been trained in using distance learning methods and/or provided materials to support distance learning.			
<input type="checkbox"/> Of which female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	30.00
► Number of teachers trained to provide accelerated programs to mitigate loss of learning during school closure (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,400.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	This indicator will track the number of teachers trained to provide accelerated programs to mitigate loss on learning during school closure.			
<input type="checkbox"/> Of which female (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	30.00
► Number of primary school children whose learning was assessed to evaluate loss of learning during school closure (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,000.00
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	The indicator will track the number of primary school children whose learning was assessed to evaluate loss of learning during school closure.			
<input type="checkbox"/> Of which female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	40.00



Strengthening Monitoring and Evaluation and Supporting Project Management				
► Establishment of M&E tools for distant project monitoring (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	A binary (yes/no) indicator indicating whether or not M&E tools for distant project monitoring have been established.			
► Results of beneficiary engagement surveys and plans for course-corrections formulated based on beneficiary inputs and shared publicly (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	15-Jul-2019	02-Mar-2023	12-Dec-2023	30-Jun-2027
Comments:	This indicator refers to the effective engagement of beneficiaries and/or communities in the implementation of project interventions. Results of beneficiary engagement surveys and course correction plans in response to beneficiary inputs will be shared publicly.			

Performance-Based Conditions

► PBC 1 Improved governance framework for the delivery of quality public general secondary education (Percentage, Intermediate Outcome, 4,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2026/2027
Value	0.00	0.00	0.00	--
Date	--	02-Mar-2023	12-Dec-2023	--

► PBC 2 Improved governance framework for the delivery of quality private general secondary education (Text, Intermediate Outcome, 7,900,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2026/2027
Value	TBD in year 2 upon completion of certification of private general upper secondary schools	0.00	0.00	--
Date	--	02-Mar-2023	12-Dec-2023	--



► PBC 3 Upper secondary school in-service teacher training upgraded (Percentage, Intermediate Outcome, 8,900,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2026/2027
Value	0.00	0.00	0.00	--
Date	--	02-Mar-2023	12-Dec-2023	--

► PBC 4 Secondary School Management Committee Established and Functional (Text, Output, 9,800,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2026/2027
Value	No baseline	0.00	90 Secondary School Management Committee have been Established and are Functional	PBCT 4.3: Between 50 and 90 percent of general upper secondary schools have a functional school management committee and have elaborated a SIP.
Date	--	02-Mar-2023	06-Oct-2023	--

► PBC 6 Improved transfer of education financial resources to decentralized and local entities (Text, Process, 1,666,667.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2026/2027
Value	The current share of education budget transferred to decentralized education entities (Services deconcentres) and to the communes (Collectivités Territoriales) is 84 percent (2019) and the average credit notification rate over the past three years (2017, 2018, and 2019) is 98 percent.	--	The current share of education budget transferred to decentralized education entities (Services deconcentres) and to the communes (Collectivités Territoriales) is 85.4 percent (2019) and the credit notification rate is 98.8 percent.	--
Date	--	--	06-Oct-2023	--

Data on Financial Performance

Disbursements (by loan)

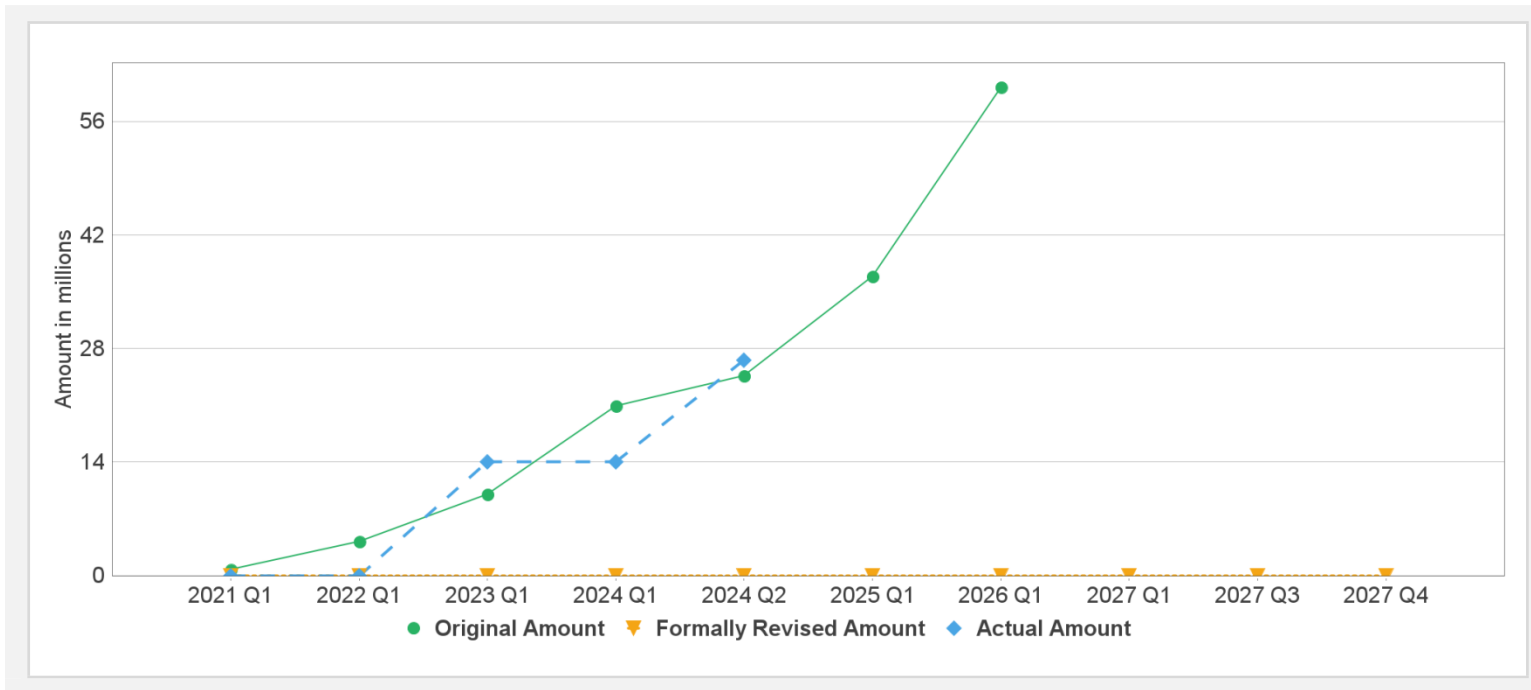


Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P164032	IDA-68300	Effective	USD	40.00	40.00	0.00	0.00	37.89	0%
P164032	IDA-D7730	Effective	USD	40.00	40.00	0.00	11.49	26.27	30%
P164032	TF-B3129	Effective	USD	44.78	44.78	0.00	9.83	34.95	22%
P164032	TF-B4948	Closed	USD	6.78	2.04	4.73	2.04	0.00	100%
P164032	TF-B4949	Effective	USD	9.14	9.14	0.00	3.20	5.94	35%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P164032	IDA-68300	Effective	23-Feb-2021	23-Mar-2021	25-Oct-2021	30-Jun-2027	30-Jun-2027
P164032	IDA-D7730	Effective	23-Feb-2021	23-Mar-2021	25-Oct-2021	30-Jun-2027	30-Jun-2027
P164032	TF-B3129	Effective	23-Feb-2021	23-Mar-2021	25-Oct-2021	03-Dec-2026	03-Dec-2026
P164032	TF-B4948	Closed	23-Feb-2021	23-Mar-2021	25-Oct-2021	30-Jun-2022	31-Dec-2022
P164032	TF-B4949	Effective	23-Feb-2021	23-Mar-2021	25-Oct-2021	28-Feb-2022	15-Feb-2024

Cumulative Disbursements





Restructuring History

Level 2 Approved on 15-Jul-2021 ,Level 2 Approved on 28-Feb-2022 ,Level 2 Approved on 15-Nov-2022 ,Level 2 Approved on 02-Nov-2023

Related Project(s)

There are no related projects.
