



Expanding Opportunities for Learning (P166059)

MIDDLE EAST AND NORTH AFRICA | Djibouti | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2020 | Seq No: 5 | ARCHIVED on 23-Mar-2022 | ISR50331 |

Implementing Agencies: Ministry of Education and Vocational Training, Republic of Djibouti

Key Dates**Key Project Dates**

Bank Approval Date: 30-Sep-2019

Effectiveness Date: 14-Feb-2020

Planned Mid Term Review Date: 01-Nov-2022

Actual Mid-Term Review Date:

Original Closing Date: 15-Dec-2024

Revised Closing Date: 15-Dec-2024

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective is to increase equitable access to basic education, improve teaching practices, and strengthen MENFOP's management capacity.

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

No

Components Table

Name
Component 1: Establishing foundations for quality preschool education:(Cost \$3.00 M)
Component 2: Expanding access to and improving retention in primary and lower secondary education:(Cost \$14.75 M)
Component 3: Building capacity to support teaching and learning:(Cost \$10.05 M)
Component 4: Strengthening MENFOP's management capacity and data systems:(Cost \$2.55 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

Despite the rebounding pandemic, schools have remained open in Djibouti allowing the Ministry of National Education and Professional Development (MENFOP) leadership to maintain a focus on project delivery and building resilience to face subsequent waves of COVID-19 and disruptions. The Project to Expand Education Opportunities for Learning (PRODA) is on track to achieve its development objective and Project implementation is progressing well across all components, with a particular focus on activities aiming at improving the quality of the education system, including development of quality standards for preschool education, administering learning assessments, developing competency standards for teachers, pedagogical advisers and principals, rolling out the next grades of the revised curriculum, and improving equitable access through improved planning and elaborating a strategy to integrate children with special needs.. Building on MENFOP's ongoing efforts to strengthen implementation capacity, the project team has achieved the first Disbursement-Linked Results and accelerated delivery, reflecting the



Ministry's transition towards results-based management. The Bank team, the Ministry, the Global Partnership for Education (GPE) and development partners will continue to work collaboratively to sustain momentum for implementation of PRODA, additional financing from GPE and the extension of the Education Emergency Response to COVID-19 project to end June 2022.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Macroeconomic	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Sector Strategies and Policies	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Technical Design of Project or Program	<input type="checkbox"/> High	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Fiduciary	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Environment and Social	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Stakeholders	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Other	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

Results

PDO Indicators by Objectives / Outcomes

Increased equitable access to basic education				
► PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	3,284.00	35,000.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	MENFOP will monitor the number of newly enrolled, formerly out of school children (OOSC). To do this, each student must have a unique identifier which, in the EMIS, includes descriptors to indicate gender, grade, and geographic location (urban/rural), and status (refugee). Once OOSC return to a structured learning environment, they are monitored in the following cycle. MENFOP is expected to report on: <ul style="list-style-type: none"> • number of previously OOSC enrolled who remain in the primary education program from one year to the next; • number of previously OOSC enrolled who dropout or leave education from one year to the next; and • number of previously OOSC enrolled who have completed a full cycle of the education 			



program. The verification of OOSC enrolment for school year 2021-2022 is underway by the IVA and will be reported in the next ISR.

► PDO #2: Gender parity index in lower secondary enrollment (disaggregated by urban/rural) - Gender Results Indicator (Number, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.82	0.83	0.83	0.90
Date	15-May-2019	03-Feb-2021	03-Feb-2021	15-Dec-2024
Comments:	MENFOP will calculate this figure for lower secondary enrollment (disaggregated by urban and rural) based on its yearly statistical tables, using the index from the AS 2017/18 as baseline for year 1. The figure for the school year 2021-2022 will be verified by the Independent Verification Agency and updated in the next ISR.			

Improved teaching practices

► PDO #3: Percentage of basic education teachers demonstrating improved skills, disaggregated by primary and preschool (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75% of all public primary school and 30% of public preschool teachers demonstrate improved classroom practices.
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	Classroom observation tools will be developed based on the initial and continuous professional development programs. The tools will define rubrics to help measure performance against specific skills. Inspectors and/or pedagogical advisors 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 MENFOP from inspectors and pedagogical advisors. To report on this indicator, a random sample of trained primary and preschool teachers will be selected and the percentage of teachers from this sample demonstrating new skills learned through the trainings will be reported. The development of these tools has slipped due to the COVID-19 pandemic. An international firm has been recruited and activities are now underway, including the development of a competency framework for teachers, pedagogical advisers and school directors which will inform training modules and observation tools.			

Strengthened MENFOP's management capacity

► PDO #4: Learning assessments are revised and administered (Text, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Revised OTIs (years 2 and 5) and at least one national learning assessment are administered
Date	09-May-2019	03-Feb-2021	03-Feb-2022	30-Jun-2024



Comments:

These activities slipped due to COVID-19 but are now underway. The Year 2 evaluation framework has been approved and disbursement made. Revision of Year 5 evaluation framework is progressing well. An Early Grade Reading Assessment (EGRA) was undertaken in school year 2020-21 with USAID support and a national assessment of literacy and maths is planned for school year 2021-22.

Intermediate Results Indicators by Components

Establishing foundations for quality preschool education				
► Preschool quality standards approved (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	At least 30 percent of public and private preschools meeting quality standards (as measured by quality audit)
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	<p>MENFOP will establish quality standards, for key dimension of operations for both public and private preschool classrooms. These quality standards will be developed following a participatory approach and will be piloted to ensure the feasibility of their implementation within the Djiboutian context. A quality assurance mechanism to check compliance against the approved standards will be tested and rolled out. The percentage of public and private preschools conforming to the quality standards will be measured through a quality audit.</p> <p>Development of pre-school standards is on track and is expected to be finalized and approved by MENFOP in the coming months.</p>			
► Number of preschool teachers trained on the new curriculum (CRI) (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	60.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	<p>MENFOP will approve a new competency framework for preschool teachers. It will also develop the curriculum, teachers' guides and content for the professional development programs aimed at public and community preschool teachers. Inspectors and PAs will be trained on the new curriculum. Preschool teachers will be trained through both face-to-face and distance trainings, in addition to continuous coaching from inspectors and/or pedagogical counselors.</p> <p>This activity is moving forward with an international firm on board to provide technical assistance for the development of competency frameworks and training programs.</p>			
► Additional public preschool classrooms built or rehabilitated (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	36.00	36.00	41.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024



Comments: Classrooms built or rehabilitated: MENFOP is on track to build or rehabilitate 41 public preschool classrooms. Whenever possible, the preschools will be connected to primary schools. MENFOP will also equip preschool classrooms and will build playgrounds. The construction and rehabilitation must conform to the newly developed quality standards.

Expanding access to and improving retention in primary and lower secondary education				
► Percentage of rural primary and lower secondary schools that have adequate facilities (water point, latrines, electrical or solar power source) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.00	47.00	52.00	90.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	MENFOP will rehabilitate public primary and lower secondary rural schools so that by project end, 90 percent of rural schools have water points, sanitation, solar or electric power sources. 30 latrines have been built and 60 latrines have been rehabilitated as of Year 2 of project implementation.			
► Number of school canteens operationalized (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	17.00	18.00	43 canteens in primary and 20 canteens in lower secondary
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	As of Year 2 of project implementation, MENFOP has built 13 and rehabilitated 5 canteens that respect the approved standards in public primary and lower secondary schools. These canteens are operational.			
► Sub-regional plans to promote enrollment and reduce dropout are approved (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No strategy	No strategy	No strategy	Adapted interventions in all five regions are implemented
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	MENFOP will develop a set of plans for each one of the 12 sub-regions to promote enrollment and reduce dropouts, especially for vulnerable populations including girls, refugees, rural students and special needs students, in consultation with local communities. MENFOP will pilot 5 interventions in 5 regions. After evaluating the results of the pilot, MENFOP will scale up the interventions in all five regions. The recruitment of the consultancy firm to build capacity in regional plan development has slipped and been relaunched due to weak initial response. Sub-regional plans are now under development and expected to be finalized in the coming months.			
► Decrease in grade 5 repetition rate (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.40	24.40	24.40	14.40



Date	15-May-2019	03-Feb-2021	03-Feb-2021	15-Dec-2024
Comments:	The repetition rates reported by MENFOP in its statistical report, disaggregated by gender and region, are being verified by the IVA and will be updated in the next ISR.			

Building capacity to support teaching and learning

► Assessment levels in math and at least one language are officially approved in primary and lower secondary education (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Primary and lower secondary assessment levels in math and at least one language are officially approved.

Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	MENFOP has approved assessment levels for the first cycle of primary school and revision of assessment levels for the second cycle is underway.			

► Administration of a digital evaluation of digital literacy skills (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Development of an action plan based on the results of the evaluation.

Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	MENFOP will develop a digital literacy evaluation framework and will administer a digital evaluation for digital literacy skills. Based on the results of the evaluation, MENFOP will develop an action plan to reinforce primary students' digital literacy skills. This activity will get underway in year 2 with a technical assistance consultancy under recruitment.			

► Administration of a revised Brevet (9th year national assessment) (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes; administration of a revised Brevet

Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	The Brevet exam will be revised and administered in Year 5.			

► Percentage of primary schools that receive detailed reports on results of learning assessments and guidelines for their use to improve teaching and learning (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024



Comments:	The percentage of primary schools that receive detailed reports on results of learning assessments in math and languages, and guidelines for their use to improve teaching and learning. This indicator is expected to be reported on in Year 3.			
► Improved learning outcomes for year 2 students (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline figure not yet established	Baseline figure not yet established	Baseline figure not yet established	To be determined when baseline is calculated, once assessment is carried out
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	The revised year 2 OTI examinations administered will provide students with information on the learning level met. The baseline percentage of year 2 students reaching the minimum acceptable threshold learning level will be established in the third or fourth year of the project. The project will measure whether an increase in the percentage of year 2 students reaching this minimum acceptable threshold learning level has been met in the last year of the project. This indicator is expected to be reported on in Year 4.			
► Percentage of primary and lower secondary school management committees that use participatory processes to assess and improve school performance. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	School management committees (SMC), at the primary and lower secondary school level, meet and develop action plans based on learning assessments. The percentage includes the committees who assess the action plan of the previous year and update it based on the most recent assessments. This indicator is expected to be reported on in Year 3.			
► Competency frameworks officially approved (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	At least 3 competency frameworks for teachers, school leaders, pedagogical advisors officially approved by MENFOP.
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	With support from an international consultancy firm, MENFOP has developed competency frameworks outlining the expected competencies from teachers, school leaders, and pedagogical advisors. These framework are under review and are expected to be officially adopted by MENFOP in the coming months.			
► Teachers Trained (CRI) (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	0.00	2,000.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	This initiative has slipped due to COVID. An international consultancy firm is on board to support MENFOP in the development of a new CPD framework and teacher training materials. This indicator is expected to be reported on in Year 3.			
► Reinforcing the use of ICT for learning (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Percentage of year 4 students who used an ICT tool for learning
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	On the basis of a diagnostic conducted in the first year on the use of ICT for learning, training of trainers on ICT for learning as well as training for the developers of software and pedagogical resources will be conducted. In Year 3, the number of trained trainers and developers will be measured. At the end of the project, the percentage of Year 4 students who have used an ICT tool for learning will be measured. This activity has slipped due to COVID-19 and is on track to start in year 2.			
► Percentage of PAs and inspectors conducting classroom observations using an updated tool (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	Percentage of PAs and inspectors who use an updated observation tool (COT) when conducting their classroom observation. The updated COT will incorporate the revised professional development programs and the use of ICT for learning. This activity has slipped due to COVID-19. This indicator is expected to be reported on in Year 3.			
► Percentage of school directors who participate in professional community of practice (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	School directors will create professional communities of practice to exchange good practice, observe, and give feedback to improve school quality. The different observation tools are still under development and it is too early to report against this indicators. The indicator is expected to be reported on in Year 4.			
► Competency Framework for Inspectors approved (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes



Date	15-Feb-2021	15-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway this year.			
► Percentage of inspectors and Pedagogical Advisors evaluated (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-Feb-2021	15-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway this year.			
► The grade level of classes in primary and lower secondary education with a revised curriculum (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Grade 2	Grade 2	Grade 2	Revised curriculum rolled out to Grades 1-9
Date	15-Feb-2021	15-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	The revision of the curriculum is advancing incrementally with 2 additional grades per year.			
► Number of exam copies produced by the Department of Exams (DEC) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	400.00
Date	15-Feb-2021	15-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway this year.			
► Percentage of trainers trained in the analysis of practical teaching methods (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	15-Feb-2021	15-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway this year.			
► Number of teachers trained in the use of distance learning methods (disaggregated by sex, level of education, geographic zone) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,000.00



Date	15-Feb-2021	15-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway this year.			
▶ Percentage of school management committees trained and capable of supporting parents to support their children's learning by remote methods (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	15-Feb-2021	15-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	This is a new activity under the Additional Financing and will get underway this year.			

Strengthening MENFOP's management capacity and data systems				
▶ Improved methods for data collection (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	70% of public and 50% of private primary schools transmit their data via the application on time.
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	MENFOP will develop a digital application to improve data quality for private and public primary schools and ensure the timely publication of the statistical yearbook. This indicator is expected to change in Year 3.			
▶ Modernization of the EMIS (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Student information system is developed
Date	15-May-2019	03-Feb-2021	03-Feb-2022	15-Dec-2024
Comments:	MENFOP has performed a diagnosis on the existing data platforms (EMIS, Human Resource Management) and is now working on recommendations for the setup of a student's information systems and an electronic procurement system.			

Performance-Based Conditions

▶ PBC 1 Preschool quality standards approved (Text, Intermediate Outcome, 1,000,000.00, 0.00%)
--



	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	No	None	No	--
Date	--	10-May-2021	03-Feb-2022	--

►PBC 2 Number of preschool teachers trained on the new curriculum (CRI) (Text, Outcome, 500,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	No	None	No	--
Date	--	10-May-2021	03-Feb-2022	--

►PBC 3 PDO #1: Additional primary school-level OOSC enrolled, disaggregated by gender and vulnerable populations (girls, refugees, rural students, and special needs students) (Number, Output, 9,950,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.00	0.00	3,284.00	--
Date	--	10-May-2021	03-Feb-2022	--

►PBC 4 Strengthen demand and improve retention of students in primary and lower secondary schools (Text, Outcome, 2,300,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	None	None	None	PBR#4.2; PBR#4.3
Date	--	10-May-2021	10-May-2021	--

►PBC 5 PDO #4: Learning assessments are revised and administered (Text, Outcome, 2,750,000.00, 5.45%)

	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	No	None	No	--
Date	--	10-May-2021	03-Feb-2022	--



► PBC 6 Teachers Trained (CRI) (Number, Output, 1,500,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5: 23/24
Value	0.00	0.00	0.00	--
Date	--	10-May-2021	03-Feb-2022	--

Data on Financial Performance

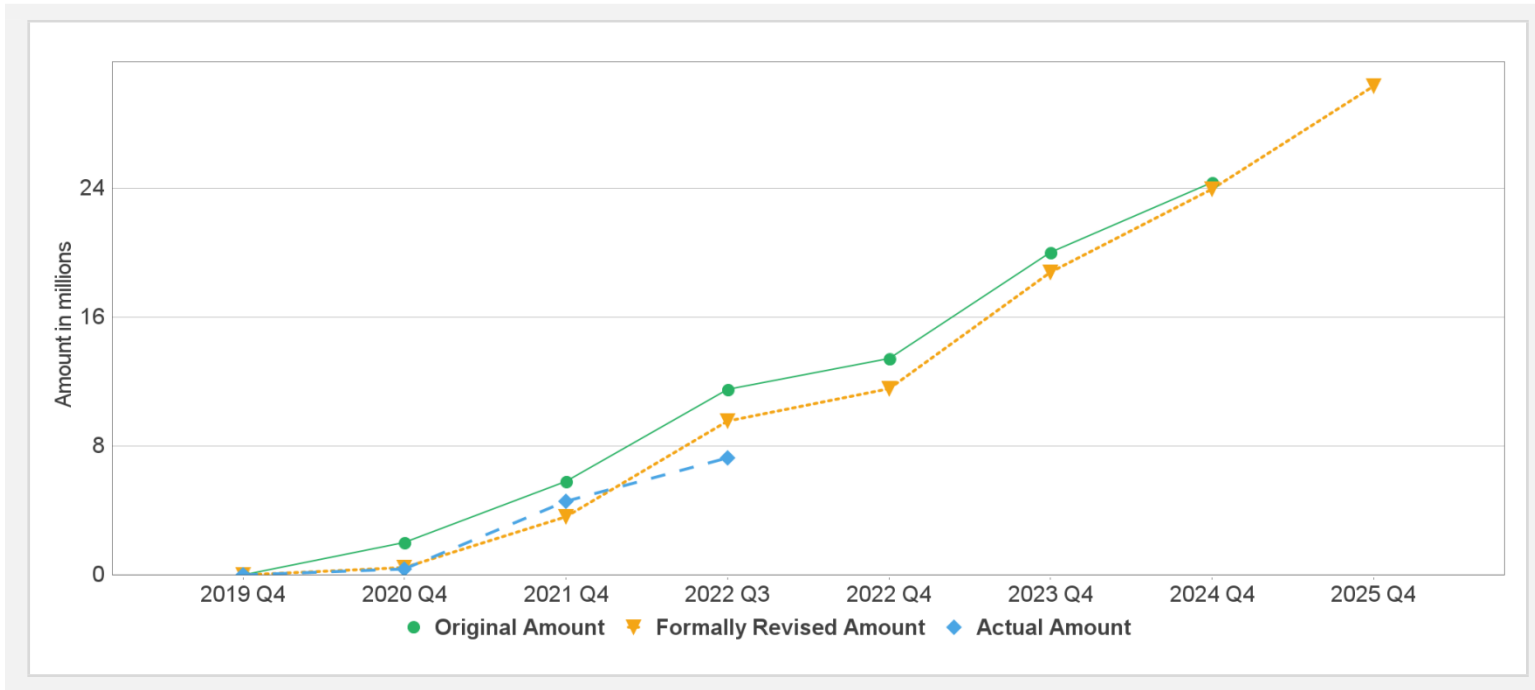
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P166059	IDA-64490	Effective	USD	10.00	10.00	0.00	0.61	9.59	6%
P166059	IDA-D4850	Effective	USD	5.00	5.00	0.00	4.06	1.21	77%
P166059	TF-B1108	Effective	USD	9.25	9.25	0.00	1.98	7.27	21%
P166059	TF-B6054	Effective	USD	2.30	2.30	0.00	0.35	1.95	15%
P166059	TF-B6756	Effective	USD	1.18	1.18	0.00	0.24	0.94	20%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P166059	IDA-64490	Effective	30-Sep-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	15-Dec-2024
P166059	IDA-D4850	Effective	30-Sep-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	15-Dec-2024
P166059	TF-B1108	Effective	18-Oct-2019	18-Oct-2019	14-Feb-2020	15-Dec-2024	15-Dec-2024
P166059	TF-B6054	Effective	12-Aug-2021	18-Sep-2021	21-Oct-2021	15-Dec-2024	15-Dec-2024
P166059	TF-B6756	Effective	12-Aug-2021	18-Sep-2021	21-Oct-2021	30-Jun-2024	30-Jun-2024

Cumulative Disbursements



PBC Disbursement

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC

Restructuring History

There has been no restructuring to date.

Related Project(s)

P175464-Expanding Opportunities for Learning Additional Financing (GPE)