



Equity with Quality and Learning at Secondary (EQUALS) (P164223)

Eastern and Southern Africa | Malawi | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2019 | Seq No: 7 | ARCHIVED on 16-Jun-2022 | ISR51816 |

Implementing Agencies: Ministry of Education, Science and Technology, Ministry of Finance, Economic Planning and Development

Key Dates

Key Project Dates

Bank Approval Date: 13-Mar-2019

Effectiveness Date: 24-Oct-2019

Planned Mid Term Review Date: 15-Dec-2022

Actual Mid-Term Review Date:

Original Closing Date: 31-Dec-2025

Revised Closing Date: 31-Dec-2025

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective (PDO) is to improve quality of science and mathematics instruction in Community Day Secondary Schools (CDSSs) and increase access to secondary education in selected remote areas.

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

No

Components Table

Name

Component 1. Improving the quality of science and mathematics instruction:(Cost \$30.14 M)

Component 2.Enhancing equitable access to secondary education:(Cost \$53.88 M)

Component 3.Project Coordination, Learning, Monitoring & Evaluation:(Cost \$10.98 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

Implementation Status and Key Decisions (Public Disclosure)

EQUALS was approved on March 14, 2019 and signed on July 25, 2019. It is in the third year of implementation.

Substantial achievements have been accomplished including: (i) the delivery of about 1.2 million textbooks and teacher guides to schools; (ii) in-service orientation of teachers on the revised sciences and mathematics curriculum, which has been concluded for more than 4,500 teachers; (iii) enrollment of more than 1,400 secondary school heads teachers and their deputies in the leadership and instructional management training; (iv) finalization and management approval of guidelines for the continuous assessment (CA); (v) successful identification of students who dropped out of school due to COVID-19 and award of bursaries towards their schooling and upkeep, with disbursement of their bursaries accomplished by end May 2022; and (vi) advanced bidding process for the construction in 80 CDSSs and 20 district day schools; (vii) launch of development of 10 management information systems or ICT related systems, of which three have been completed i.e. (a) on-line inspection tool, (b) civil works monitoring system, and (c) e-registration and e-payment.



Issues and challenges affecting the project implementation: COVID-19 after-shocks, Cyclones Ana and Gombe, and increase in consumer prices. The mission observed that COVID-19 after-shocks, effects of the recent cyclones, and impacts of increased consumer prices will continue to manifest in sector and affect implementation of key project activities. The Malawi Longitudinal School Survey (MLSS) results show that students have not only lost learning from school closures at the onset of the first wave of COVID-19, but also suffered loss in foundational knowledge. In part, this justifies the project's remedial activities in selected secondary schools. Apart from the learning losses, the arrival of two Cyclones Ana and Gombe have affected learning in more than 100 schools in Southern Malawi, damaging infrastructure and pedagogical equipment, and straining teaching and learning conditions in a context that was already reeling from infrastructure deficit. Moreover, the increase in fuel price and the devaluation of the Kwacha by 25% in May 2022 have raised prices of commodities, a situation which is likely to affect the targets of the project.

Risks

Systematic Operations Risk-rating Tool

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

Results

PDO Indicators by Objectives / Outcomes

Improve the quality of mathematics and science instruction.				
▶ Percent of CDSS meeting selected minimum standards for quality science and mathematics instruction (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	5.50	40 percent increase from baseline
Date	29-Nov-2019	25-Nov-2020	20-May-2022	31-Dec-2025
Comments:	Proportion of CDSSs meeting the minimum standards in selected four national education standards - 10, 11, 12 and 18. The selected standards have 3, 5, 4 and 5 observable criteria respectively. For the purpose of the project 5 criteria (10.10, 11.12, 12.11, 18.9 and 18.12) have been selected for measurement. The			



criteria are aligned to good classroom practices and instructional coaching by school head or a senior teacher in the school. A CDSS where the selected criteria are observed to be taking place will be considered to have met the minimum standards for science and math instruction. The third year target is not Achieved. The MoE has sounded a challenge in schools conforming to the definition of this indicator. Could be reviewed at Mid-Term Review to align with reality in schools.

► Average MSCE pass rate in Sciences and Mathematics (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	52.30	54.00	64.00	60.00
Date	31-Oct-2019	30-Jul-2020	20-Dec-2021	31-Dec-2025

Comments: Average student scores in Math and a selected science subject in Form 2. Malawi National Examinations Board (MANEB) will subscribe to any available international assessments (preferably PISA). Due to the challenges related to the PISA timelines, the team adopted an alternative indicator during the processing of the Additional Financing. Alternative indicator tracked: Average Malawi School Certificate of Education (MSCE) pass rate in Sciences and Mathematics provided by the MANEB. The previous figure with 56% is wrong, it was 54% for 2020/21 achievement. Based on the 2020/2021 result, which was not captured in the previous ISR owing to the examination calendar, the indicator was achieved and even surpassed by reaching 64% against a target of 56% (Year 2 target and achievement). The 2021/22 achievement will be computed after results of the current MSCE examination results are released.

Increase access to secondary education in selected remote districts

► Primary to secondary transition rate in remote schools from 13 selected districts (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	32.00	30.04	30.04	48.00
Date	30-Nov-2018	01-Nov-2021	01-Nov-2021	31-Dec-2025

Comments: The number of new students enrolled in Form 1 expressed as a percentage of the number of pupils enrolled in the Standard 8 in the previous year in the 13 remotest districts. This represents a proxy indicator as students may be selected into national secondary schools. School year 2021-22 data are not yet available. The indicator will be informed once the 2021-22 Primary School Leaving Certificate Examination (PSLCE) results are out. The previous years (2020/21) show a downward trend, which may be reversed once the students placement system is functional along with the completion of reforms aiming to expand secondary education. The slight decline in the transition rate of previous years could be partially explained by the delay in classroom construction, but also by the dramatic drop in the overall 2020 examinations pass rate, where only 40 percent of the candidates passed the examination, nine points lower than the 2019 results; and the results also showing marked gender differentials. The results show that while nearly half of the boys passed the examinations, only one in three girls was successful. The Ministry of Education attributes the drop in performance to COVID-19 disruptions, where some schools are suspected of not completing their syllabus. The 60,000 of baseline figure for girls transitioning from primary to secondary school is wrongly the number of girls for all districts. The right number for the 13 considered districts in 2020 is : 19,033. The end target will also be revised accordingly.

□ Female Students (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	19,033.00	18,176.00	18,176.00	90,000.00
Date	30-Apr-2019	01-Nov-2021	01-Nov-2021	31-Dec-2025

Overall Comments

Out of the three PDO indicators, one has not been achieved while two are yet to be computed using annual school census (ASC) data which is currently being cleaned and the results of the Malawi school Certificate of education for school year 2021-22. The indicator related to the Community Day Secondary Schools (CDSS) meeting minimum standards for quality science and mathematics instruction, did not achieved the year 3 target with only 5.5% of CDSSs meeting the minimum standards for quality science and mathematics instruction against a year 3 target of 20%. This underperformance is mainly related to the definition of the indicator which makes the qualification of CDSS practically challenging and may compromises achievement of the agreed end target. The MoE has sounded a challenge in schools conforming to the definition of this indicator that could be reviewed at Mid-Term Review to align with reality in schools. For the indicator related to the pass rate in Sciences and Mathematics, the 2021/22 achievement will be computed after results of the current MSCE examination results are released. Based on the 2020/2021 result, which was not captured in the previous ISR owing to the examination calendar, the indicator was achieved and even surpassed by reaching 64% against a target of 56% (Year 2 target and achievement). Regarding the primary to secondary transition rate, the annual schools census data are not yet available, they are expected to be issued by mid-June 2022. The remaining indicator, notably the Primary to secondary transition rate, the school year 2021-22 data are not yet available. The indicator will be informed once the 2021-22 Primary School Leaving Certificate Examination (PSLCE) results are out. Previous years show a downward trend, which may be reversed once the students' placement system is functional along with the completion of reforms aiming to expand secondary education.

Intermediate Results Indicators by Components

C1. Improving quality of science and mathematics instruction				
▶ Percent of CDSSs with student textbook ratio of 1:1 for maths and science (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	22.50	22.50	90.60	90.00
Date	27-Sep-2019	27-Sep-2019	20-May-2022	31-Dec-2025
Comments:	Proportion of CDSSs with student textbook ratio of 1:1 Mathematics, Biology, Chemistry and Physics. The ratio is measured on the total enrolment per subject divided by total number of student textbooks available for the revised curriculum. More than 1. 2 million textbooks and teacher guides have been distributed to schools. The indicator target has been achieved. The Project end target has been surpassed.			
▶ Number of interactive Science and Mathematics modules available for use by students (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Process launched	Process launched	100% of modules in the selected science subject for Form 4 developed and or adopted
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	Animated materials that support learning. For example, in math interactive materials would show stepwise solutions of mathematical problems. In sciences, the materials are expected to animate experiments. These increase the chances of learning. MIE will establish the scope of development of modules. The			



<p>project will track the incremental development of the modules in mathematics and a selected science subject for the entire secondary school cycle (F1-F4). 188 modules identified in biology, chemistry, Mathematics and Physics to be developed and digitalized. The Indicator target is not achieved. Interactive Chemistry and Physics workbooks for junior secondary developed, tested and refined. Development of junior Biology and mathematics interactive workbooks is underway. The Government is fast tracking the procurement of Technical Assistance to support digitization of selected modules.</p>				
<p>► % of CDSSs with students using interactive workbooks in math and science (Percentage, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75.00
Date	31-Dec-2018	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	<p>Percentage of schools with students (of at least 1 stream) of a specific grade for which material has been developed and or adopted; found using the developed interactive materials during the DIAS school monitoring exercise in the 43 school clusters. The target of the indicator is not achieved. The target is conditional to the availability of interactive workbooks.</p>			
<p>► Percent of CDSS meeting prioritized leadership and management standards (Text, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	28.90	28.90	52.50	78.90
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	<p>Proportion of CDSSs meeting all the 5 minimum criteria set out in National Education Standard (NES) 18. The baseline will be established in the first project year. The development of planned modules is completed. The two cohorts of school heads were enrolled in the leadership training in mid-November 2021. The target is not achieved. Training of Head Teachers and their Deputies has taken longer than expected. Currently 2 cohorts involving 1,450 Head Teachers and their Deputies are being trained and expected completion date is November 2022.</p>			
<p>► Percent of CDSS teachers in 43 targeted clusters with good professional, subject and curriculum knowledge in science and math (Text, Custom, PBC)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	26.20	26.20	56.90	46.20
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	<p>Proportion of mathematics and sciences teachers in CDSSs meeting the three criteria of the minimum NES 9 as well as criterion 9.7. The planned framework mapping TTIs to the 43 cluster lead schools has been developed. The target is achieved. The project life target has been surpassed owing to the intensification of teacher orientation and training activities.</p>			
<p>► Foundational system for continuous assessment established for maths and biology (Text, Custom)</p>				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	CA foundations established for maths and biology in Forms 3 and 4 integrating 2nd round data. Report and action plan prepared on roll out to other subjects.
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	Guidelines/procedures, tools and data management system including capacity readiness for conducting continuous assessment in mathematics and biology subjects. Guidelines for Continuous Assessment have been approved by the MoE. The target is not Achieved. The teacher training is yet to be conducted and is planned to be held during the upcoming school holidays.			
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	333,000.00	338,000.00	566,930.00	416,000.00
Date	30-Sep-2019	30-Jun-2021	20-May-2022	31-Dec-2025
Comments:	<p>The target is achieved.</p> <ul style="list-style-type: none"> • Students that benefitted from textbooks are estimated at 203,318. • Students that benefitted from remediation activities are estimated at 62,000. • Students that have benefitted from bursaries so far are 221. • Students that benefitted from PPEs are 301,391. 			
◻ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	162,000.00	164,000.00	260,788.00	204,000.00

C2. Increasing access to secondary education

► Complementary streams for delivery of secondary education established (Text, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	7,500 additional students admitted to complementary stream of secondary education in the 13 remote districts
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	This indicator refers to the development and endorsement of policies and strategies supporting lower cost options of secondary education expansion. These include OSS, ODL, and Public-Private Partnerships (PPPs) including regulation and revised financing formula; and credible secondary expansion plan. As from the third year, the indicator will track the number of students enrolled in the complementary streams.			



<p>The target for this indicator is not achieved. The draft simulation model on secondary expansion has been approved by the MoE. However, prerequisite actions to facilitate attainment of this result are yet to be finalized. Substantial progress has been noted of the prerequisite actions.</p>				
<p>► % of CDSS in the 13 remote districts meeting teacher establishment in Science and Mathematics (Text, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Not yet due for measurement	Not due for measurement	In Progress	50% of CDSSs meet Science & Maths teacher establishment requirements defined in STDMS
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	<p>Proportion of CDSS that have been supplied with adequate science and mathematics teachers based on the staffing norms defined in the teacher development, recruitment, deployment and management strategy. The TORs for recruitment of a TA have been finalized. Recruitment of TA for development of the Secondary Teacher Management Information System is underway. The target is not achieved. However, some progress has been made toward achieving the target. The prerequisite conditions to achieve the target are : the development of required strategy, plans and systems to be developed by the Consultant.</p>			
<p>► % of public secondary schools conforming to class size range of 45-55 in Form 1 in the 13 selected districts (Text, Custom, PBC)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	22.1%	Data to be collected in Feb. 2022	2021-22 data to be computed using ASC	90% of public secondary schools conform to the average class size of 45-55 students in Form 1.
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	<p>Proportion of secondary schools filling up their form 1 capacity in the range of 45-55 students per stream as a result of the reformed and automated selection and placement system. Measured as (# Form 1 Students / # of Form 1 Streams) for each public school in the 13 selected districts, and the proportion of schools for which this ratio is greater than or equal to 50. The information is supposed to be computed using 2021-22 Annual School Census (ASC) data which is awaited by end of June 2022. The E-registration and E-payment system have been trial-tested. The rollout is expected countrywide in a phased manner. The Software Developer for E-selection and placement system has signed the contract. The Inception report has been submitted</p>			
<p>► % of CDSSs in 13 remote districts with functional GBV redressal and adolescent hygiene support systems (Text, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	7.6 percent	7.6 percent	13.5 percent	90% of CDSSs in 43 selected clusters have functional GBV redressal and adolescent hygiene support system
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025



Comments:	<p>Proportion of CDSSs that have operational GBV redressal and adolescent hygiene support system based on NES 6 and provisions of the School Health Hygiene and Nutrition. The system will include but not limited to annual student sensitization, annual MG sensitization, sensitization of the teacher code of conduct, presence of male and female councilors in schools, gender clubs meeting at least once a quarter, existence of anonymous complaints reporting, demonstrable evidence of accepting, investigating, and addressing complaints; demonstrable evidence of provision of nutrition supplements to adolescents. The MOE will develop the compounded mechanism in the first year of the project. Guidelines on GBV prevention and adolescent health and hygiene developed by UNICEF endorsed by DSDE for use in secondary schools. Target not achieved. January /February 2022 inspection shows an underachievement against the 2nd and 3rd year targets.</p>			
► Progression rate for disadvantaged students benefiting from scholarships (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	471 scholarship beneficiaries registered in 2019/20 academic year.	95.00	85% of supported students progress to the next grade/form
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	<p>Proportion of students benefiting from the reformed bursary program through EQUALS who are promoted to successive grades in secondary education. Measured as number of bursary recipients who are promoted / number of bursary recipients. K67.1 million paid for 221 beneficiaries. The Target has been achieved. Out of 221 students that benefitted from the first tranche of bursaries, 211 have progressed to the next form. Out of 102 female student, 95 have progressed to the next grade.</p>			
□ % Female (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	93.00	80.00
Date	27-Sep-2019	25-Nov-2020	20-May-2022	31-Dec-2025
► Number of schools expanded or upgraded based on agreed minimum infrastructure package (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75% of target schools are adequately maintained
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	<p>CDSS where additional academic facilities have been provided by the project. The envisaged facilities include: classrooms, libraries, laboratories, electricity, water/sanitation etc. The ESMPs are cleared; the procurement process is almost completed awaiting approval from Public Procurement and Declaration of Assets (PPDA). Contracts award is expected by end of June 2022. The target is not achieved. The indicator will be informed once works commence on the ground. Works are expected to commence by July 2022.</p>			
► Stakeholder satisfaction in delivery of secondary education in the 13 remote districts (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	Baseline established by September 2020	Baseline to be furnished by September 2020	Not due for Measurement	20 percent increase from baseline
Date	27-Sep-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	Feedback from parents and students in the delivery of education in the project resourced areas Survey tools have been developed. Survey instruments approved by the WB. The Survey was conducted in December 2021. 90 schools were visited. 20 students and 5 parents per school were interviewed. 26.4% of students and 32.9% parents are satisfied. Overall is 29.7%.			
► Number of low-cost classrooms constructed to allow social distancing (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	240.00
Date	15-Sep-2021	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	The target is not achieved. Site identified and ESMPs prepared and approved for disclosure. Procurement of contractors has just commenced.			
► Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,507.00	8,254.00	13,300.00
Date	31-Jul-2019	01-Nov-2021	20-May-2022	31-Dec-2025
Comments:	4,507 teachers have been oriented to the new curriculum 1,291 teachers trained to remedial activities 1401 teachers trained to handling COVID-19 activities 1055 auxiliary teachers were recruited The number of teachers will be updated to consider the ongoing trainings and planned training activities still to take off.			
□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	550.00	1,981.00	2,010.00
□ Number of teachers recruited (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	1,055.00	1,500.00
Date	30-Jun-2021	01-Nov-2021	20-May-2022	31-Dec-2025
□ Number of female teachers recruited (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	433.00	500.00



□ Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,507.00	7,199.00	11,800.00
Date	31-Jul-2019	01-Nov-2021	20-May-2022	31-Dec-2025
▶ Female drop out rate in public secondary schools in 13 remote districts (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	14.00	14.00	14.00	10.00
Date	30-Jun-2021	30-Jun-2021	30-Jun-2021	31-Dec-2025
Comments:	This indicator will be supplied by the ASC. The drop-out rate will be computed using ASC data in once cleaning is complete by end of June 2022..			

Overall Comments

For the intermediate results indicators:

Third year targets for two out of the five PBCs have been achieved. The achievement has surpassed the project life targets for the two PBCs. The three others are on track.

The project has not achieved year 3 targets for 7 of the 8 non-PBC intermediate result indicators, but the other indicators are moving to target.

Year 3 targets for the 6 indicators that came following additional finance have not been achieved but progress has been noted to agreed target.

Performance-Based Conditions

▶ PBC 1 Percent of CDSSs with student textbook ratio of 1:1 for maths and science (Percentage, Intermediate Outcome, 15,500,000.00, 9.99%)				
	Baseline	Actual (Previous)	Actual (Current)	FY25
Value	22.50	22.50	90.60	--
Date	--	17-Nov-2021	20-May-2022	--
Comments:	The project life target has actually been surpassed. The disbursement of the claimed amount of US\$ 12,500,000 attached to the scalable PBCTs 1.2, 1.3, 1.4, 1.5 and 1.6.			

▶ PBC 2 Percent of CDSS teachers in 43 targeted clusters with good professional, subject and curriculum knowledge in science and math (Text, Intermediate Outcome, 12,510,000.00, 23.98%)				
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	Baseline	Actual (Previous)	Actual (Current)	FY25
Value	26.20	26.20	56.90	--
Date	--	01-Nov-2021	20-May-2022	--
Comments:	The agreed targets for scalable PBCTs 2.2-2. have been fully achieved at 64.5% of observed teachers with good professional, subject and curriculum knowledge in science and mathematics from a baseline of 26.2%.			

►PBC 3 Complementary streams for delivery of secondary education established (Text, Intermediate Outcome, 11,050,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	FY25
Value	No	No	No	--
Date	--	01-Nov-2021	20-May-2022	--

►PBC 4 % of public secondary schools conforming to class size range of 45-55 in Form 1 in the 13 selected districts (Text, Intermediate Outcome, 10,900,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	FY25
Value	22.1%	Pending update from MANEB	2021-22 data to be computed using ASC	--
Date	--	01-Nov-2021	20-May-2022	--

►PBC 5 Number of schools expanded or upgraded based on agreed minimum infrastructure package (Text, Intermediate Outcome, 29,496,000.00, 9.49%)

	Baseline	Actual (Previous)	Actual (Current)	FY25
Value	0.00	Contract signing and Safeguards target achieved	0.00	--
Date	--	01-Nov-2021	20-May-2022	--

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
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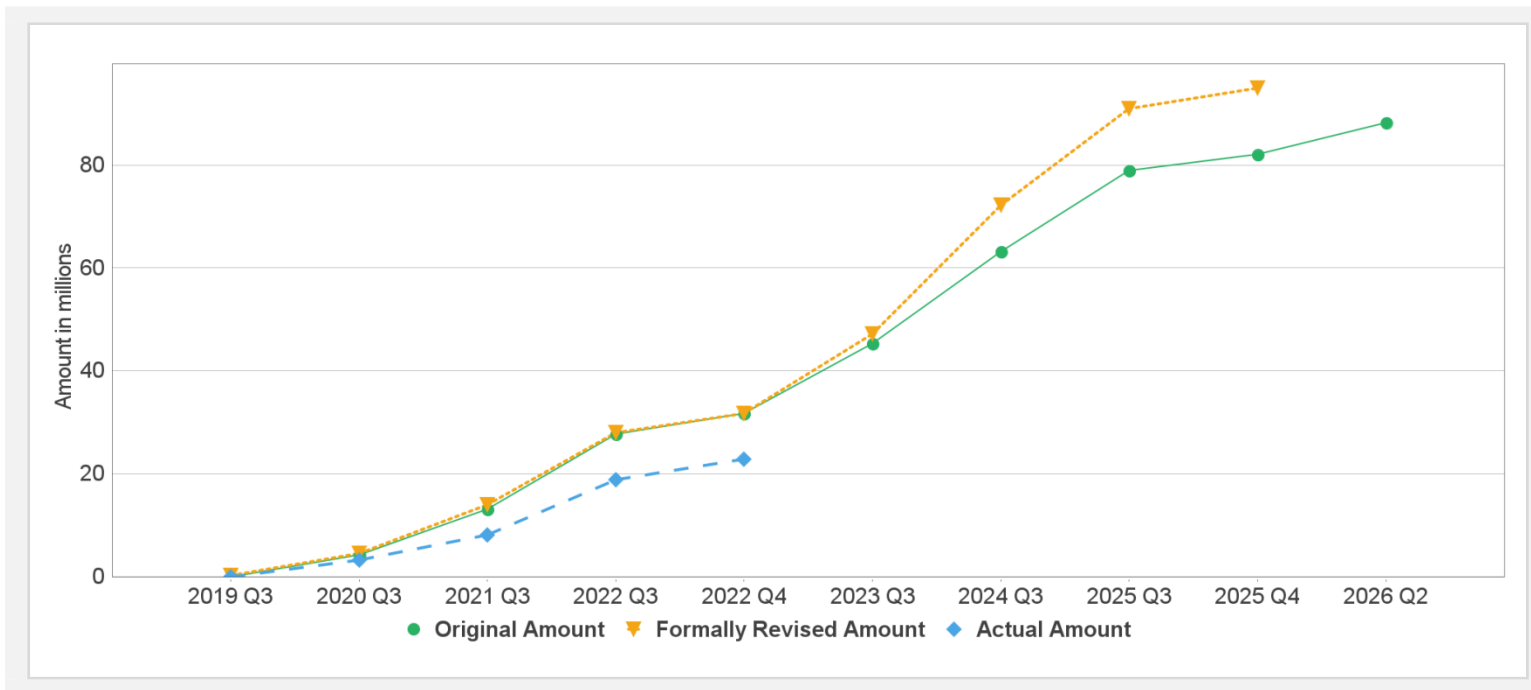


P164223	IDA-63790	Effective	USD	90.00	90.00	0.00	19.96	68.25	<div style="width: 23%; background-color: green;"></div>	23%
P164223	IDA-D8710	Effective	USD	5.00	5.00	0.00	2.84	1.97	<div style="width: 59%; background-color: green;"></div>	59%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P164223	IDA-63790	Effective	13-Mar-2019	25-Jul-2019	24-Oct-2019	31-Dec-2025	31-Dec-2025
P164223	IDA-D8710	Effective	29-Jun-2021	19-Jul-2021	14-Oct-2021	31-Dec-2025	31-Dec-2025

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

P176751-Additional Financing for the Equity with Quality and Learning at Secondary