



## 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: 3 | ARCHIVED on 06-Jul-2022 | ISR52047 |

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"/> Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> 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 allocation of US\$80 million and a US\$60.70 million Grant from the Global Partnership for Education (GPE) (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's expected closing date is June 30, 2027. 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.*



The Project consists of five components. The first component 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 aims to address the critical challenges of the low enrollment, transition, and retention of girls in lower and upper secondary. The third component strives to strengthen the governance and resilience of the education system in Mali. The fourth component 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, aims to support project management and strengthen the monitoring and evaluation framework established under the operation.

**Project Effectiveness.** The Government of Mali duly complied with all of the Project's effectiveness conditions and the Project was declared effective on October 25, 2021.

#### Overview of Project Components.

**Component 1: Accelerating Learning through Improved Quality.** Component 1 aims to improve the quality of primary, lower secondary and upper secondary schools by directly supporting a package of activities to enhance the inadequate teaching and learning conditions. The component focuses on specific quality issues including: (a) curriculum reform; (b) provision of adequate pre- and in-service teacher training; (c) improvement in the availability of instructional materials and laboratories; (d) school-level quality improvement initiatives; and (e) establishment of quality standards governing secondary schools. Component partly employs a performance-based condition (PBC) approach to implementation. The *Directorate National of Pedagogie* (DNP) has completed the identification of current needs of textbooks as well as elaborated terms of reference which have been shared with DFM and will be transmitted to the WB once the internal review is completed.

**Component 2: Building Stronger Pathways for Girls Education Success.** Component 2 aims to directly respond to the unfinished access agenda in primary and lower secondary education and address the critical challenges of the low enrollment, transition, and retention of girls in lower and upper secondary (*Second cycle du Fondamental et Lycée*) and the increase of the number of out-of-school youth. Component 2 also seeks to address both supply- and demand-side factors, including school feeding programs in line with the education sector's post-crisis recovery efforts. The recent recruitment of an environmental safeguard and a social safeguard are critical steps recently achieved by the Project. With these specialists in place, the launch of several renovation and construction activities financed under the Project will now commence. The two specialist will develop an action plan, as well as adapt screening tools within the safeguard document, in order to facilitate the selection of potential construction sites.

**Component 3: Strengthening the Governance and Resilience of the Education System.** Component 3 seeks to further improve management and supervision of education services at the grassroots level by, *inter alia*: (a) promoting better school-based management, including: (1) effective implementation of School Improvement Plans (SIPs); and (2) (i) monitoring of school activity in conflict-affected areas; (ii) training of school-based management members and school principals; and (iii) payment of contractual teachers' salaries; and (b) smart solutions to address school closures in conflict-affected areas. The GPE accelerated funding will solely support the expansion of the planned innovative solutions to address school closure in areas affected by conflict and fragility. Component 3 will be partly PBC-based. The task team has discussed options for execution of the activities under sub-components "3.1 Resilience of the education system and improvement of the delivery of education services" and "3.2 Support for the COVID 19 response plan in the education sector" depending on the evolution of the Government of Mali's arrears vis-à-vis the Bank. The task team will closely work with the Government to devise proactive and creative strategies to ensure the pace of implementation is further strengthened over the coming weeks and months.

**Component 4. Contingent Emergency Response.** This contingent emergency response component should be able to provide an immediate response to any eligible crisis or emergency, as needed. The fund will enable the effective implementation of flexible and adaptable measures in a situation of crisis in line with the needs of displaced populations. The Project should submit an emergency operation manual for the WB's no-objection as the first step to ensure the proper implementation of Part 4 of the Project ("CERC Part"). This manual is expected to be completed in the coming months.

**Component 5. Strengthening Monitoring and Evaluation (M&E) and Supporting Project Management.** Component 5 aims to strengthen institutional capacity and M&E systems, including compliance with agreed PBCs. It will support the necessary Technical assistance (TA) and capacity-building activities, carefully selected and designed to effectively address project implementation and capacity constraints. Component 5 will also finance the following project management-related activities: (a) the provision of goods and services, including auditing and training, and operating costs associated with project management and implementation including M&E; (b) TA for specific activities, such as data collection, school construction, school feeding management; and (c) specific analytical studies to generate more evidence and knowledge for the education system.

The Project has developed the TORs for the recruitment of the agency in charge of independent verification of PBC. The recruitment process is now underway.



**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"/> Substantial	<input type="checkbox"/> Substantial
Macroeconomic	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<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"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
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"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Substantial
Overall	<input type="checkbox"/> Moderate	<input type="checkbox"/> Substantial	<input type="checkbox"/> 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	22-Dec-2021	29-Jun-2022	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.			
◻ (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	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	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.			
□(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	71.50	69.20	80.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	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.			

##### ► Transition rate from lower to upper secondary for girls (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.80	45.80	49.20	52.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	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.			

#### 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	22-Dec-2021	29-Jun-2022	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.			



Unlinked indicator				
▶ Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	4,188.00	4,100,000.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027
□ (of which % of female direct beneficiaries) (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	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	0.00	0.00	2,500.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	The number of early childhood educators ('meres educatrices') trained as a result of project intervention.			
▶ 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	22-Dec-2021	29-Jun-2022	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.			
▶ 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	22-Dec-2021	29-Jun-2022	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.			
<b>► Textbook to pupil ratio of core textbooks in grades 1-2 in public primary schools (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.80	0.80	0.80	2.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	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.			
<b>► Students benefiting from direct interventions to enhance learning (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,500,000.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027
<b>□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	600,000.00
<b>► Large-scale primary/secondary learning assessments completed (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027

<b>Building Stronger Pathways for Girls Education Success</b>				
<b>► Number of additional classrooms built at lower secondary level resulting from project interventions (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	500.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	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.			



► 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	22-Dec-2021	29-Jun-2022	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.			
► 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	0.00	40,000.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	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	22-Dec-2021	29-Jun-2022	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	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	The number of schools supported by the Project that ensured continuity of learning.			
► Number of children who benefitted from distance/homebased learning (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,300,000.00
Date	08-May-2020	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	The number of children who benefitted from distance/homebased learning established by the project.			



☐ Of which female (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	40.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027
▶ 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	0.00	2,500.00
Date	08-May-2020	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	The number of schools supported by the Project that have established minimum hygiene standards for COVID-19 prevention.			
▶ 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	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	A binary (yes/no) indicator indicating whether or not an integrated and functional Education Management Information System has been established.			
▶ 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	22-Dec-2021	29-Jun-2022	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.			
▶ 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	0.00	27.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	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.				
<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	0.00	9.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	15-Jul-2026
<b>►</b> 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	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	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.			
<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	22-Dec-2021	29-Jun-2022	15-Jul-2026
<b>►</b> 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	0.00	500,000.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	30-Jun-2027
Comments:	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.			
<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
<b>►</b> 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	22-Dec-2021	29-Jun-2022	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
<b>► Number of teachers trained to provide accelerated programs to mitigate loss of learning during school closure (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,400.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	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
<b>► Number of primary school children whose learning was assessed to evaluate loss of learning during school closure (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,000.00
Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	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

<b>Strengthening Monitoring and Evaluation and Supporting Project Management</b>				
<b>► Establishment of M&amp;E tools for distant project monitoring (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes



Date	15-Jul-2019	22-Dec-2021	29-Jun-2022	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	22-Dec-2021	29-Jun-2022	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, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2025/2026
Value	0.00	0.00	0.00	--
Date	--	22-Dec-2021	29-Jun-2022	--

► PBC 2 Improved governance framework for the delivery of quality private general secondary education (Text, Intermediate Outcome, 7,900,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2025/2026
Value	TBD in year 2 upon completion of certification of private general upper secondary schools	0.00	0.00	--
Date	--	22-Dec-2021	29-Jun-2022	--

► PBC 3 Upper secondary school in-service teacher training upgraded (Percentage, Intermediate Outcome, 8,900,000.00, 2.80%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2025/2026
Value	0.00	0.00	0.00	--



Date	--	22-Dec-2021	29-Jun-2022	--
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► PBC 4 Secondary School Management Committee Established and Functional (Text, Output, 9,800,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2025/2026
Value	No baseline	0.00	0.00	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	--	22-Dec-2021	29-Jun-2022	--

► PBC 5 Improved participation of girls in lower secondary (Fondamental II) (Text, Output, 5,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2025/2026
Value	47.1 percent (2018-2019)	47.10	47.10	--
Date	--	22-Dec-2021	29-Jun-2022	--

► PBC 6 Improved transfer of education financial resources to decentralized and local entities (Text, Process, 5,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2025/2026
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 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 84 percent (2019) and the average credit notification rate over the past three years (2017, 2018, and 2019) is 98 percent.	--
Date	--	22-Dec-2021	29-Jun-2022	--



► PBC 7 Enhanced learning assessment system (Text, Process, 3,710,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 6: 2025/2026
Value	No baseline	A national student assessment unit not yet operational within MEN.	A national student assessment unit not yet operational within MEN.	--
Date	--	22-Dec-2021	29-Jun-2022	--

**Data on Financial Performance**

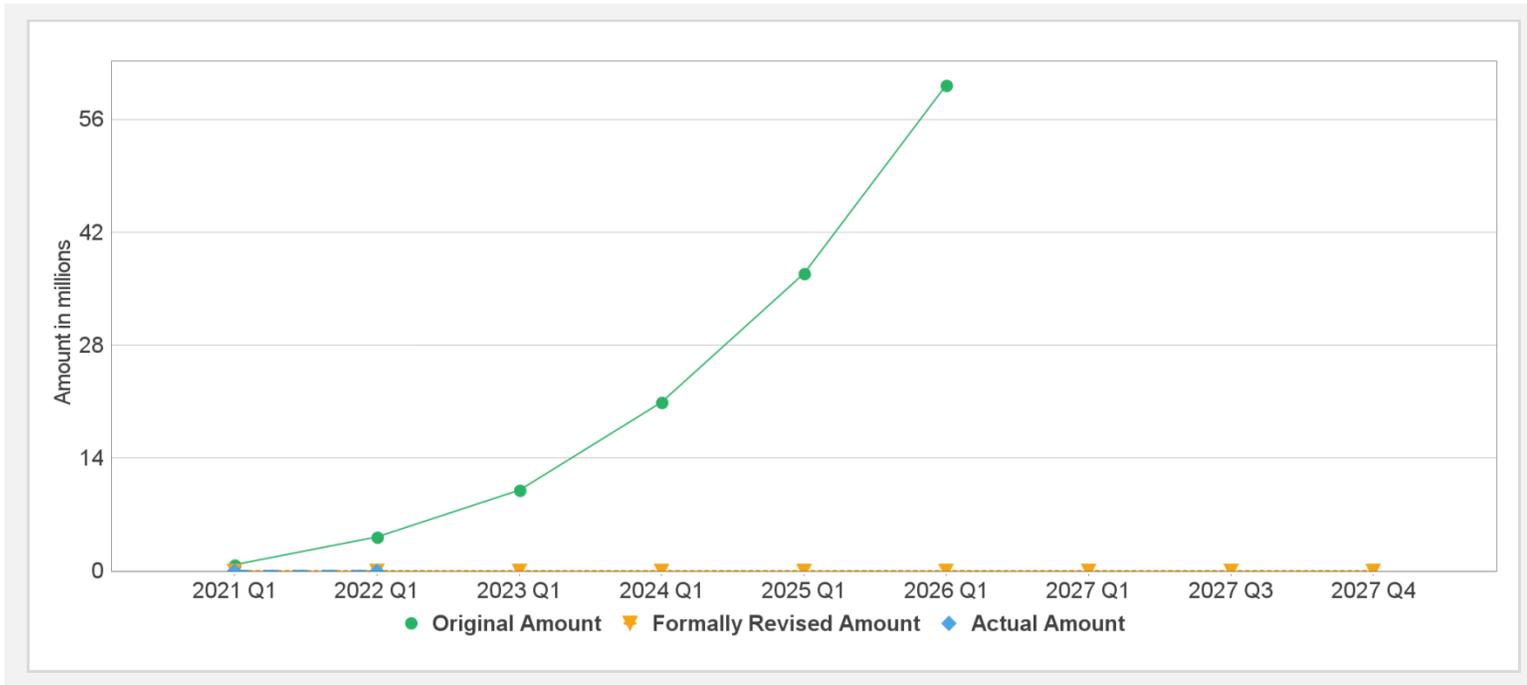
**Disbursements (by loan)**

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	7.01	31.90	18%
P164032	TF-B3129	Effective	USD	44.78	44.78	0.00	6.29	38.49	14%
P164032	TF-B4948	--	USD	6.78	6.78	0.00	0.70	6.08	10%
P164032	TF-B4949	Effective	USD	9.14	9.14	0.00	0.00	9.14	0%

**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	--	23-Feb-2021	23-Mar-2021	25-Oct-2021	30-Jun-2022	30-Jun-2022
P164032	TF-B4949	Effective	23-Feb-2021	23-Mar-2021	25-Oct-2021	28-Feb-2022	25-Oct-2022

**Cumulative Disbursements**



### Restructuring History

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

### Related Project(s)

There are no related projects.