



## Pakistan: Third Punjab Education Sector Project (P154524)

SOUTH ASIA | Pakistan | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2016 | Seq No: 8 | ARCHIVED on 25-Jun-2020 | ISR42495 |

Implementing Agencies: Islamic Republic of Pakistan, PESRP, School Education Department, Government of Punjab

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

Bank Approval Date: 03-Jun-2016

Effectiveness Date: 05-Oct-2016

Planned Mid Term Review Date: 03-Jun-2019

Actual Mid-Term Review Date: 23-Apr-2019

Original Closing Date: 31-Dec-2021

Revised Closing Date: 31-Dec-2021

**Project Development Objectives**

Project Development Objective (from Project Appraisal Document)

The project development objective is to support Punjab province to improve school participation, completion, and teaching-learning practices with a particular focus on low-performing districts.

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

No

**Components** Table

Name

Component 1: Improved access, quality and education system management:(Cost \$290.00 M)

Component 2: Capacity Building, Project Management, Monitoring, and Evaluation:(Cost \$10.00 M)

**Overall Ratings**

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

**Implementation Status and Key Decisions**

The Third Punjab Education Sector Project supports the implementation of the Government of Punjab's larger education program as part of the New Deal. The project has already witnessed an increase in primary school participation and completion rates beyond the envisaged targets. With extended closure of schools due to the COVID-19 situation, some project indicators have been adjusted to take into account reduced new enrollment during this period through a restructuring of the project.

Restructuring of the project for Performance Based Condition 7 (formerly called Disbursement Linked Indicator) on student assessment is almost complete following the adoption of a new Assessment Policy Framework for the province. Quaid-e- Azam Academy for Education Development (QAED) has continued teacher training and ECE teacher and caregiver training through distance learning modalities during the lockdown.



## 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"/> 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"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> Moderate	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate
Fiduciary	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Environment and Social	<input type="checkbox"/> Low	<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"/> Substantial	<input type="checkbox"/> Substantial
Overall	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

## Results

### PDO Indicators by Objectives / Outcomes

To improve school participation				
▶ Participation Rate (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	75.80	80.81	80.81	79.00
Date	30-Jun-2014	15-Nov-2019	15-Nov-2019	30-Jun-2021
Comments:	Measures the number of children in the relevant age group who are enrolled in school (regardless of grade), expressed as a percentage of the number of children in the relevant age group. General participation rate refers to the age group 6-15. These figures are calculated using the latest household data available (MICS 2017/18 microdata).			
□ Participation rate, boys (6-10 years) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	85.40	89.03	89.03	87.00
Date	30-Jun-2014	15-Nov-2019	15-Nov-2019	30-Jun-2021



☐ Participation rate, girls (6-10 years) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	77.80	85.29	85.29	80.00
Date	30-Jun-2014	15-Nov-2019	15-Nov-2019	30-Jun-2021
☐ Participation rate, boys (11-15 years) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	75.40	76.07	76.07	79.00
Date	30-Jun-2014	15-Nov-2019	15-Nov-2019	30-Jun-2021
☐ Participation rate, girls (11-15 years) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	64.60	70.45	70.45	68.00
Date	30-Jun-2014	15-Nov-2019	15-Nov-2019	30-Jun-2021
☐ Participation rate, poor-performing districts (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	68.50	73.92	73.92	73.00
Date	30-Jun-2013	15-Nov-2019	15-Nov-2019	30-Jun-2021

To improve school completion				
▶ Completion rate, grade 5 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	67.00	77.58	77.58	70.00
Date	30-Jun-2014	30-Jun-2019	30-Jun-2019	30-Jun-2021
☐ Completion rate, grade 5, girls (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	66.00	79.32	79.32	69.00
Date	30-Jun-2014	30-Jun-2019	30-Jun-2019	30-Jun-2021
☐ Completion rate, Grade 5, boys (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	69.00	75.96	75.96	71.00
Date	30-Jun-2014	30-Jun-2019	30-Jun-2019	30-Jun-2021

To improve teaching-learning practices

► Quality score of primary teaching-learning practices (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2.53	2.53	2.53	2.65
Date	05-Mar-2018	03-Jun-2019	03-Jun-2019	30-Jun-2021

Comments: A score constructed from the teaching-learning practices performance of primary-grade teachers. The performance is scored using an observation format that covers different dimensions of the teaching-learning process, e.g. the use of and adherence to a lesson plan, interaction with students, classroom management, assigning and checking written work.

► Level of School Readiness (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2.00	2.00	6.00
Date	01-Jul-2016	28-Jun-2019	28-Jun-2019	30-Jun-2021

Intermediate Results Indicators by Components

Component 1: Improved access, quality and education system management

► Number of additional children aged 6-16 years to whom a voucher is provided to pay low-cost private school tuition fees (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	106,400.00	106,400.00	420,000.00
Date	05-Jan-2015	11-Oct-2019	11-Oct-2019	30-Jun-2021

Comments: Measures the number of children to whom a voucher is provided to pay for low-cost private school tuition and who maintain an attendance rate at that school of at least 85%. At least half of the students enrolled at partner schools must achieve 40% on the annually administered Quality Assurance Test (QAT). This indicator will include only those children that participate in the EVS that uses a strengthened quality assurance system designed under the project (covering targeting and validation, and strengthened monitoring of partner schools); and that are supplemental to PEF's current coverage and existing future expansion plans.  
This number is relatively low since EVS enrolments happen in March and April. The number will pick up during this time in 2020 and should show improvement during the next ISR.

□ Number of additional boys aged 6-16 years to whom a voucher is provided to pay low-cost private school tuition fees (Number, Custom Breakdown)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	57,613.00	57,613.00	210,000.00
Date	05-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
<input type="checkbox"/> Number of additional girls aged 6-16 years to whom a voucher is provided to pay low-cost private school tuition fees (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	48,787.00	48,787.00	210,000.00
Date	05-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
<b>►</b> Number of additional schools covered by PPP initiatives supported by PEF under a quality assurance system (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	288.00	288.00	1,125.00
Date	05-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
Comments:	<p>The number of schools under the PEF model has gone down since the previous ISR. Measures the number of additional schools covered by a PPP initiative and for which there is a quality assurance system strengthened by the Project. 'Additional' means schools that are not currently covered by PEF nor are they included in existing expansion plans. The quality assurance system will include the following:</p> <ul style="list-style-type: none"> <li>• The school enrolling the additional students has met targets associated with key performance indicators (KPIs) elaborated in the contract signed between PEF and the management contractor.</li> <li>• There will be the following minimum set of KPIs: <ul style="list-style-type: none"> <li>o Enrolment</li> <li>o Teacher attendance</li> <li>o Results of standardized testing. The tests to be used will be stipulated in the contract, and are likely to include PEC instruments and PEF Quality Assurance Tests.</li> <li>o Quality of infrastructure. The definition of quality will be stipulated in the contract.</li> </ul> </li> </ul>			
<b>►</b> Number of additional children enrolled in PPP initiatives supported by PEF under a quality assurance system (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	895,882.00	895,882.00	900,000.00
Date	05-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
Comments:	<p>Measures the number of children enrolled in additional schools covered by a PPP initiative and for which there is a quality assurance system strengthened by the Project. See also previous indicator. Note that the number has gone down slightly since the previous ISR, although it is already close to the end target.</p>			
<input type="checkbox"/> Number of additional boys enrolled in PPP initiatives supported by PEF under a quality assurance system (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	478,036.00	478,036.00	450,000.00
Date	05-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
<input type="checkbox"/> Number of additional girls enrolled in PPP initiatives supported by PEF under a quality assurance system (Number, Custom Breakdown)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	478,036.00	478,036.00	450,000.00
Date	05-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
<b>► Number of children aged 3-5 years enrolled in an ECE classroom that meets quality standards (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	30,683.00	30,683.00	210,000.00
Date	01-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
Comments:	Measures the number of children enrolled in the classrooms that meet the quality standards (as described in previous indicator). Note that enrollment in ECE classrooms has been somewhat slower than planned, hence the government is considering a campaign to increase these numbers in the near future.			
<input type="checkbox"/> Number of boys aged 3-5 years enrolled in an ECE classroom that meets quality standards (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	15,930.00	15,930.00	105,000.00
Date	01-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
<input type="checkbox"/> Number of girls aged 3-5 years enrolled in an ECE classroom that meets quality standards (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	14,753.00	14,753.00	105,000.00
Date	01-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
<b>► Percentage of new teachers recruited based on merit, for all vacant posts reallocated to schools as per recruitment policy (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	100.00	100.00	100.00	100.00
Date	05-Jan-2016	03-Jun-2019	03-Jun-2019	30-Jun-2021
Comments:	Measures the number of new teachers recruited based on merit for all vacant posts reallocated to schools as per recruitment policy, as a percentage of all new teachers recruited.			
<b>► Number of districts implementing the strengthened field-based CPD (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	6.00	6.00	12.00
Date	01-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
Comments:	Measures the number of districts in which at least 85% of primary public schools receive all elements of the strengthened package as outlined in DLI 6.			



► Grades 5 and 8 PEC (revised) results are analyzed and widely disseminated in actionable form (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	PEC instruments do not use equated items and measure higher-order cognitive skills, and results are not disseminated in actionable form	The APF is approved and as per the APF this year 5th Grade school based exam will be conducted by PEC. The 8th Grade exam will continue.	The APF is approved and as per the APF this year 5th Grade school based exam will be conducted by PEC. The 8th Grade exam will continue.	PEC results from previous year are analyzed and disseminated in actionable form
Date	05-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
Comments:	This DLI will be restructured in line with the new APF.			
► Number of School Council members reached through citizen engagement initiative(s) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	80,000.00	0.00	0.00	212,000.00
Date	04-Feb-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
Comments:	The launch of the school council mobilization campaign is planned for November 2019, and will lead to a large increase in this number by the next Implementation Status & Results Report. Progressively all school council members will be targeted with an App, animated videos and poster campaign on various issues related to school management.			
► Non-salary budget execution rate (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	64.00	36.00	36.00	69.00
Date	30-Jun-2016	03-Jun-2019	03-Jun-2019	30-Jun-2021
Comments:	Equivalent to the funds expended by schools against the NSB funds received by schools, as a percentage of the NSB funds received by schools. Note that utilization is typically low at the start of the new fiscal year, and expected to pick up throughout the year.			

Component 2: Capacity Building, Project Management, Monitoring, and Evaluation				
► Number of EDOs-Education that analyze and act on revised district education report card generated from integrated database (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	36.00	36.00	36.00
Date	05-Jan-2016	11-Oct-2019	11-Oct-2019	30-Jun-2021
Comments:	District education report cards as well as district data packs are sent regularly to district officials for their action. The integrated dashboard has been established and training of EDOs on the use of dashboard and its generated district report cards has already taken place.			



Performance-Based Conditions

►PBC 1 DLI 1: Private school vouchers Strengthening program design to expand coverage of tuition-replacement vouchers to children from disadvantaged households (Text, Outcome, 32,210,000.00, 80.01%)				
	Baseline	Actual (Previous)	Actual (Current)	2020-21
Value	<ul style="list-style-type: none"> <li>Vouchers to attend private schools provided to 322,679 children from disadvantaged households</li> <li>The program has undergone rapid expansion, and present design features need to be revisited to ensure more effective beneficiary selection and monitoring</li> </ul>	At present, 429,079 Eligible Children receive vouchers to attend private schools (163,600 students under the target for this year). These children are enrolled in the revised EVS system.	At present, 429,079 Eligible Children receive vouchers to attend private schools (163,600 students under the target for this year). These children are enrolled in the revised EVS system.	420,000 Eligible Children received vouchers to attend private schools.
Date	--	11-Oct-2019	11-Oct-2019	--

►PBC 2 DLI 2. Public-private partnerships in education Leveraging the private sector to support schools to increase enrollment (Text, Output, 32,210,000.00, 80.01%)				
	Baseline	Actual (Previous)	Actual (Current)	2020-21
Value	Currently 1.3 million children are studying in PEF partner schools through the NSP and FAS. Capacity to enroll additional children through PPPs remains	At present, 895,882 additional children are enrolled through Public-Private Partnerships under PEF approved programs that have a Strengthened Quality Assurance System. This is 175,882 over target for this year. Total current enrollment in PEF programs currently stands at 2.2 million students.	At present, 895,882 additional children are enrolled through Public-Private Partnerships under PEF approved programs that have a Strengthened Quality Assurance System. This is 175,882 over target for this year. Total current enrollment in PEF programs currently stands at 2.2 million students.	900,000 children are enrolled through Public Private Partnerships under PEF approved programs that have a Strengthened Quality Assurance System.
Date	--	11-Oct-2019	11-Oct-2019	--

►PBC 3 DLI 3. Stipends for secondary school girls Stipends for secondary school girls to increase secondary school participation/retention (Text, Output, 32,210,000.00, 53.34%)				
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	Baseline	Actual (Previous)	Actual (Current)	2020-21
Value	Stipends are offered to girls enrolled in secondary grades in 16 districts under the original program. The stipend amount and conditions have remained unchanged since program inception.	SED has continued to implement the strengthened program in 16 Districts. Nevertheless, the strengthened system has had some implementation challenges this year, leading to slower disbursements for the stipend program. These are being addressed by the government, and disbursements are expected to pick up over the next few months.	SED has continued to implement the strengthened program in 16 Districts. Nevertheless, the strengthened system has had some implementation challenges this year, leading to slower disbursements for the stipend program. These are being addressed by the government, and disbursements are expected to pick up over the next few months.	SED continues to implement the strengthened program in 16 Districts
Date	--	03-Jun-2019	03-Jun-2019	--

►PBC 4 DLI 4: Early childhood education Improving quality and expanding access to early childhood education (Text, Outcome, 32,210,000.00, 80.01%)

	Baseline	Actual (Previous)	Actual (Current)	2020-21
Value	ECE is currently being implemented at a small scale	2,784 schools have classrooms that meet the Quality Standards prescribed by the ECE Policy Framework.	2,784 schools have classrooms that meet the Quality Standards prescribed by the ECE Policy Framework.	SED continues to implement its recruitment policy for Merit-Based Recruitment of new teachers and reallocation of posts
Date	--	11-Oct-2019	11-Oct-2019	--

►PBC 5 DLI 5: Human Resources Management Strengthening HR processes through continuous merit-based recruitment and rationalization of teaching posts (Text, Process, 32,210,000.00, 80.01%)

	Baseline	Actual (Previous)	Actual (Current)	2020-21
Value	Merit-based recruitment of new teachers for all vacant posts reallocated to schools based on existing recruitment policy	SED continues to implement its recruitment policy for Merit-Based Recruitment of new teachers and reallocation of posts. Teacher hiring is currently being planned only in 2 districts of the province, since the ban on teacher recruitment remains in effect. Nevertheless, the government is planning	SED continues to implement its recruitment policy for Merit-Based Recruitment of new teachers and reallocation of posts. Teacher hiring is currently being planned only in 2 districts of the province, since the ban on teacher recruitment remains in effect. Nevertheless, the government is planning to	SED continues to implement its recruitment policy for Merit-Based Recruitment of new teachers and reallocation of posts.



		to launch a rationalization exercise this year. Moreover, the teacher transfer system has been reformed and all transfers are not happening through a digitized system, which reduces the risks of malpractice.	launch a rationalization exercise this year. Moreover, the teacher transfer system has been reformed and all transfers are not happening through a digitized system, which reduces the risks of malpractice.	
Date	--	11-Oct-2019	11-Oct-2019	--

►PBC 6 DLI 6. Quality in the primary classroom Strengthening field- based CPD for improved teacher performance (Text, Outcome, 32,210,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	2020-21
Value	Field-based system of CPD has mixed operational capacity and performance, and poor design match with multigrade and large class teaching.	The AEOs task description has been notified, with the new job description exclusively focused on mentoring. AEOs are being trained on a new classroom observation tool using an app, using a cascade (master trainers to trainers to AEOs) led by QAED with new quality assurance model. The new CPD program of QAED is running in six districts, and will support the roll-out of the classroom observation tool. The innovative support package is being further developed following technical discussions, and will be rolled out later this year in six pilot districts.	The AEOs task description has been notified, with the new job description exclusively focused on mentoring. AEOs are being trained on a new classroom observation tool using an app, using a cascade (master trainers to trainers to AEOs) led by QAED with new quality assurance model. The new CPD program of QAED is running in six districts, and will support the roll-out of the classroom observation tool. The innovative support package is being further developed following technical discussions, and will be rolled out later this year in six pilot districts.	Training of Primary School Teachers (as per revamped CPD design) conducted in 12 Districts.  QAED has incorporated successful elements of innovative support package into the regular CPD program;
Date	--	11-Oct-2019	11-Oct-2019	--
Comments:	This DLI has not been achieved due to the change in organizational structure of the DSD, now called QAED. This is being restructured.			

►PBC 7 DLI 7. Student Assessment PEC and its instruments strengthened within a revised policy framework (Text, Intermediate Outcome, 32,210,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	2020-21
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Value	No assessment policy framework; outdated PEC ISP that has been partially implemented and is in need of revision.	A new Assessment Policy Framework has been adopted. It is anticipated that this DLI will be restructured, and first technical discussions have been held.	A new Assessment Policy Framework has been adopted. It is anticipated that this DLI will be restructured, and first technical discussions have been held.	PEC has analyzed and reported Grade 5 + 8 PEC results for the previous year of Project implementation in Actionable Form.
Date	--	11-Oct-2019	11-Oct-2019	--

►PBC 8 DLI 8. School specific NSB Setting and executing school budgets in line with school resource needs (Text, Output, 32,210,000.00, 80.01%)

	Baseline	Actual (Previous)	Actual (Current)	2020-21
Value	School-specific NSBs for FY2015/16 prepared in accordance with agreed funding formula, and submitted for inclusion in FY2016/17 district budgets in 36 districts for all schools, including high/high secondary.	SED continues to implement School-Specific Non-Salary Budgets for FY2019/20 in accordance with agreed funding formula, and submitted for inclusion in FY2018/19 District budgets in 36 Districts for all schools, including high/high secondary. This year the overall budget for NSB has been reduced somewhat to PKR 12.9b (from PKR 14b in previous years). The PMIU is also launching an ambitious school council mobilization campaign starting in November 2019.	SED continues to implement School-Specific Non-Salary Budgets for FY2019/20 in accordance with agreed funding formula, and submitted for inclusion in FY2018/19 District budgets in 36 Districts for all schools, including high/high secondary. This year the overall budget for NSB has been reduced somewhat to PKR 12.9b (from PKR 14b in previous years). The PMIU is also launching an ambitious school council mobilization campaign starting in November 2019.	SED has prepared School-Specific Non-Salary Budgets for FY2020/21 in accordance with agreed funding formula, and submitted for inclusion in FY2020/21 District budgets in 36 Districts for all schools, including high/high secondary; and Punjab's Finance Department has dispersed School-Specific Non-Salary Budgets bi-annually to schools with establishment of Necessary Support Structure for execution.
Date	--	11-Oct-2019	11-Oct-2019	--

►PBC 9 DLI 9. Data strengthening and performance management Strengthening management capacity and evidence-based decision-making (Text, Intermediate Outcome, 32,212,000.00, 80.00%)

	Baseline	Actual (Previous)	Actual (Current)	2020-21
Value	Last private school census was in 2010-11. Various education sector data are not integrated, utilization of data remains low and	PMIU has integrated Education sector data (from PEC, PMIU, QAED and PEF); and PMIU provided access and	PMIU has integrated Education sector data (from PEC, PMIU, QAED and PEF); and PMIU provided access and	PMIU has integrated Education sector data (from PEC, PMIU, DSD, and PEF); and PMIU



	restricted to source departments.	orientation to the integrated database to education departments and District education officials in 36 Districts; Workshops are being held with government officials to further improve the utilization of the portal. The District Report Cards have been produced, but the format this year will be changed by creating digital dashboards in the district and department offices.	orientation to the integrated database to education departments and District education officials in 36 Districts; Workshops are being held with government officials to further improve the utilization of the portal. The District Report Cards have been produced, but the format this year will be changed by creating digital dashboards in the district and department offices.	has provided access and orientation to the integrated database to education departments and District education officials in 36 Districts; PMIU has prepared and delivered on a semiannual basis District performance report cards for Year 5 following agreed format and contents, to District Education Administrations
Date	--	11-Oct-2019	11-Oct-2019	--

#### Data on Financial Performance

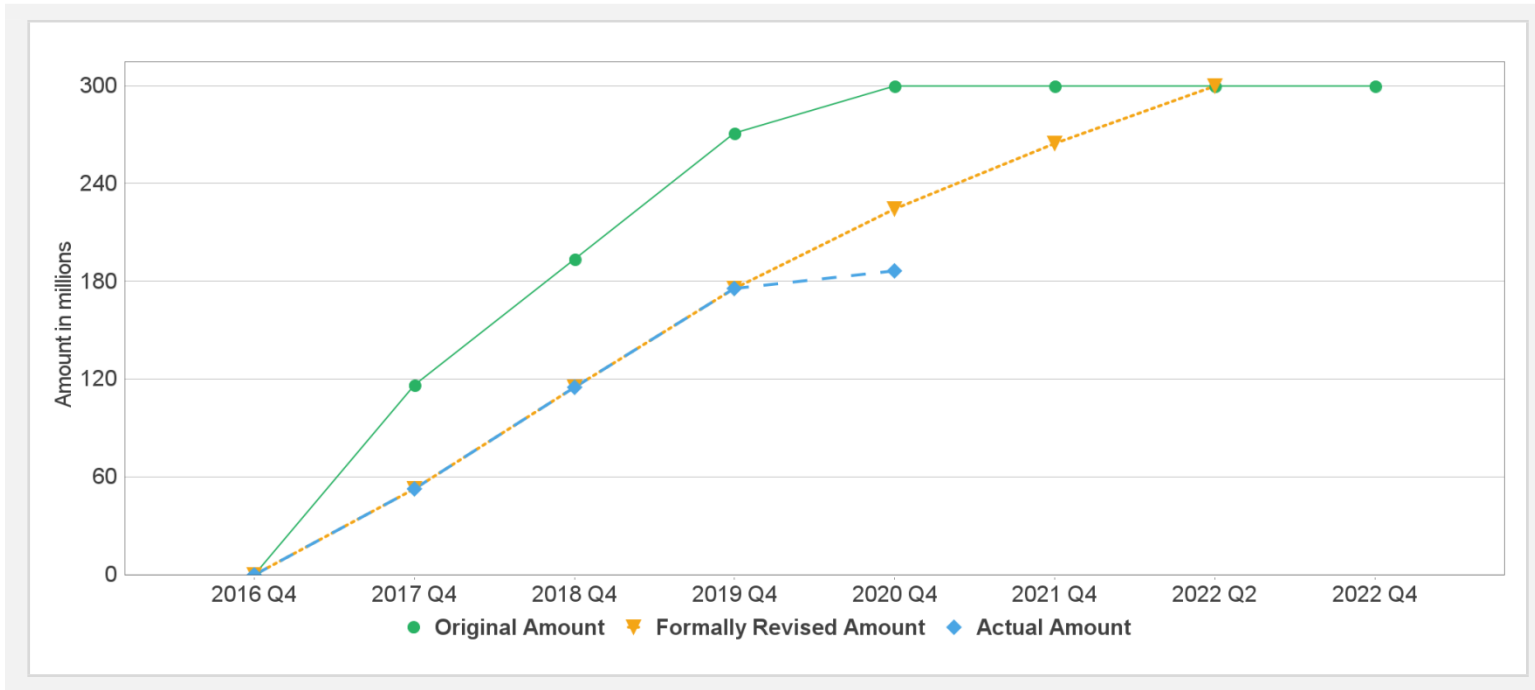
##### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P154524	IBRD-86200	Effective	USD	300.00	300.00	0.00	187.16	112.84	62%

##### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P154524	IBRD-86200	Effective	03-Jun-2016	31-Aug-2016	05-Oct-2016	31-Dec-2021	31-Dec-2021

##### Cumulative Disbursements



**PBC Disbursement**

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

**Restructuring History**

Level 2 Approved on 18-Jun-2019 ,Level Approved on 10-Jun-2020

**Related Project(s)**

There are no related projects.