



Senegal Quality and Equity of Basic Education (P133333)

AFRICA | Senegal | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2013 | Seq No: 12 | ARCHIVED on 30-Jun-2020 | ISR42130 |

Implementing Agencies: Ministry of Education, Ministry of Finance, MINISTRY OF EDUCATION, MINISTRY OF EDUCATION, Government of Senegal, Ministry of Economy and Finance

Key Dates**Key Project Dates**

Bank Approval Date: 13-Jun-2013

Effectiveness Date: 10-Feb-2014

Planned Mid Term Review Date: 15-Aug-2016

Actual Mid-Term Review Date: 09-May-2016

Original Closing Date: 31-Jan-2018

Revised Closing Date: 31-Dec-2021

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective is to improve learning outcomes for early grades, increase access to the science and mathematics tracks of secondary schools, and to improve equity in access to basic education.

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

No

Components Table

Name
Component 1 : Quality improvement of basic education:(Cost \$107.76 M)
Component 2: Equity in access and retention:(Cost \$155.74 M)
Component 3: Project management and capacity building:(Cost \$14.20 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

Overview. The Additional Financing (AF) of the Quality and Equity of Basic Education Project, was approved on May 18, 2018, in response to the Government of Senegal's request to scale up activities under the original project and to pilot new ways to implement some existing activities to maximize results and sustainability. The AF became effective on October 23, 2018 and it is expected to close on December 31, 2021. The AF's Project Development Objectives (PDO) remains the same as the original project, namely: (i) *improve learning outcomes for early grades*; (ii) *increase access to science and mathematics tracks for secondary schools*; and (iii) *improve equity in access to basic education*. Three components underpin the project objectives: (i) Improving the Quality of Basic Education; (ii) Strengthening Equity in Access to Education; and (iii) Supporting Project Management and Capacity Building.



Progress by Component. Based on the key findings of the recent World Bank Supervision Mission held from April 6-10, 2020, the progress by component is summarized below:

Component 1: Improving the quality of basic education

The review of this component focused on the status of the Performance-Based Contracts (PBCs); the work of the National Institute of Action & Study for Education Development (*Institut National d'Etude et d'Action pour le Développement de l'Éducation--INEAD*); ways to optimize the Regional Centers for the Training of Education Personnel (*Centre Régional de Formation des Personnels de l'Éducation--CRFPEs*); and the promotion of Science, Technical and Mathematics education, respectively.

Performance-Based Contracts (PBCs) - Signed PBCs are being implemented in accordance with the current fiscal year's Annual Budgeted Work Program (ABWP). The mission provided an update on the preparation of the initial (*unique*) PBC, which would provide a good visibility of the action of the structures concerned and the various resources allocated. However, there are still delays in this work. It is recommended that these PBCs be finalized before classes are scheduled to open, in order to align them with the activities of the school year and to provide more relevance to this framework for coordinating and monitoring the performance of contracting actors. The mission reiterated its recommendation for the finalization of a unique PBC that should include and reflect all the resources transferred or mobilized for schools.

Science. A commitment has been made to finalize the science improvement strategy by March 2020 in order to ensure this document is used to guide the implementation of activities envisaged for the fall of 2020/2021. An international workshop to review and validate this strategy was being planned prior to the outbreak of the COVID-19 pandemic. However, a preparatory workshop took place in February 2020 for this initiative and design of the strategy deployment plan. The various themes of this strategy were discussed with key stakeholders. A document is available, but has not yet been received by the World Bank for evaluation. While waiting to receive the report, the mission reiterated the need to broaden the spectrum of the problem of science education, which takes into account all levels of education, even if the focal point/entity for this activity remains the Directorate of General Secondary and Middle School (*Direction de l'Enseignement Moyen Secondaire Général--DEMSG*)

High School for Integration, Quality and Equity (*Lycée pour l'Intégration, l'Équité et la Qualité (LINEQ)*). Discussions among the Ministry of National Education team, the architectural firm and the World Bank Mission, resulted in the delivery of a draft summary report for the construction of the two LINEQs (*Sedhiou and Kaffrine*), while the architectural studies are ongoing. The PAQEEB's Steering Committee recommended that the LINEQ construction contracts be awarded by the end of July 2020 in order to remain within the project's implementation deadlines and given the urgent need to deliver these two pilot facilities to the beneficiaries. At the same time, a Commission was asked to work on the list and characteristics of educational equipment and prepare the tender files accordingly in order to synchronize their availability with the delivery of infrastructure. For this work, the World Bank Mission encouraged the Commission to show a lot of innovation, to equip the LINEQ with the best equipment, in line with the ambition placed in these institutions to offer quality education. The Mission recommended that the work on the organizational model of these high schools be finalized in a timely manner. The environmental and social review was carried out for two LINEQs (*Sedhiou and Kaffrine*) and the reports are expected by the World Bank team by end of June 2020. The Kaffrine site has fewer environmental constraints than the Sedhiou site where the mission strongly recommended the acquisition of the tree-cutting authorization prior to the start of field activities.

Teacher training. The project has sought to ensure that the Regional Centers for the Training of Education Personnel (*Centres régionaux de formation des personnels de l'éducation--CRFPEs*) remains responsible for the initial teacher training and continuing education. The aim of the project is to ensure that the CRFPEs remain responsible for the initial and ongoing training of teachers and school administration staff. In addition, the Directorate of Training and Communication (*la direction de la formation et de la communication--DFC*) is committed to ensuring the CRFPE fully optimizes their use through: (i) the improvement of operation; quality of training provided; and (iii) its adaptation to the needs of the sector. An expert will be mobilized to analyze the training, and develop an optimization plan for CRFPEs. The DFC mission and the World Bank team agreed on the relevance of the work to be done. The DFC will provide the World Bank with feedback on the draft terms of reference prepared for this purpose. A timetable for the completion of this consultation mission will be prepared. The focal point and a dedicated team will be responsible for monitoring the work of the selected expert. Finally, the results of this work could strengthen the legal framework of the CRFPEs when the implementation decree for organizing them are finalized.

Evaluation of Apprenticeships. It was agreed with the National Institute of Action & Study for Education Development (*Institut National d'Etude et d'Action pour le Développement de l'Éducation--INEADE*) that they send an action plan to the Bank, highlighting the place of the evaluation associated with the Additional Financing of the Quality and Equity of Basic Education Improvement Project (*Projet d'Amélioration de la Qualité et de l'Équité dans l'Éducation de Base--PAQEEB*) with a precise timetable to carry out activities.

Component 2: Strengthening Equity in Access to Education

This component aims to create, for all children, the conditions for access to educational structures of elementary, *Daara* (Koranic School), and literacy of school management committee members. There is also a strong emphasis on the care for children, especially those pupils which have been excluded from the system.

Constitution of the list of eligible Daaras (Koranic Schools). The *Daaras* inspection presented the activities already carried out under this sub-component. In light of the COVID-19 pandemic, Ministry officials provided an update on the needs and the framework for managing the acquisition and distribution of food and related products. The World Bank Mission specified the steps to be taken for good conduct of this initiative to support vulnerable learners, which must be carried out under conditions to safeguard the potential governance risks to be faced in the prevailing context. The Mission and the Government delegation decided on the number of *Daaras* to be supported and the involvement of the Malnutrition Control Unit (*la Cellule de Lutte contre la Malnutrition--CLM*) in the distribution of food and related products. Both parties agreed to establish an



agreement between the Ministry of National Education and the Malnutrition Control Unit; and this has been done. At the end of these discussions, the Project Coordination Unit developed a note on the mapping of Daaras, on governance and types of food and hygiene products. This describes the *Daaras* support framework including the sites, staff and respective role of stakeholders that the agreement with CLM would take into account. With regard to the activities of this sub-component, in total, the Additional Financing will allow the signing, with 531 *Daaras* (Koranic Schools), of an Equity Improvement Contract (EIC). Selected *Daaras* will be subject to compliance checks to ensure that they meet the conditions, and are ready to implement the PAQEEB-*Daara* program. However, a report on the status of the monitoring has been produced and is being validated. The recommended options will serve as the basis for finalizing the EIC signing process with the *Daaras*.

Reintegration of children into the school . This activity has not progressed. The Ministry of National Education presented a note on the strategy and reintegration program for out-of-school children ages 8 to 14. The World Bank Mission reiterated the importance of this program, particularly in the current context. The Mission and the Ministry agreed to hold a meeting in the coming weeks with all key stakeholders to further discuss this important manner.

Component 3: Supporting Project Management and Capacity Building

This Component supports capacity building, project management, and improved sector management, especially through data management and utilization.

The Mission provided an update on the coordination of the project's activities and underscored the fundamentals of complying with the procedures manual as with the Project's (PAQEEB) financing credit agreement. The DPRE is responsible for technical coordination, supported by the Compliance and Facilitation Audit Coordinator; and the DAGE is responsible for financial management. Unfortunately, the Mission noted that procedures often used, delayed the due diligence of the activities selected in the Annual Budgeted Work Program (*Plan de Travail Budgétisé annuel*—PTBA). In light of this challenge, the Mission reiterated the importance of ensuring the timely approval of the PTAB in order for key project-supported activities to be implemented at a faster pace.

Risks

Systematic Operations Risk-rating Tool

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

Results

PDO Indicators by Objectives / Outcomes



Improve learning outcomes for early grades				
► Increase in the % of students who, by the end of Grades 2 and 4 of primary schooling, demonstrate their ability to read and comprehend grade level texts (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	CP: 34.5 CE2: 51.7	CP: 59.73 CE2: 60.27	CP: 59.73 CE2: 60.27	CP: 63 CE2: 65
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	The National Institute for Study and Action for Development (Institut National d'Etude et d'Action pour le Développement de l'Education - INEADE) was in charge of conducting the evaluation for this indicator but this has been delayed and on the site evaluations were not conducted due to the situation generated by covid-19.			
► Number of non-repeater enrolled students in grade 1 to 4 in 5 regions:Kafrine, Tambacounda, Matam, Louga, Diourbel (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	35365 65398 51496 66834 69324	48273; 83579; 69463; 89992; 106706	42862; 87387; 63421; 85529; 112174	49721; 86086; 71547; 92692; 109907
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	Indicators for three (Kafrine, Matam and Louga) out the 5 regions have gone down. The team is following up closely and, for these regions, has asked the Ministry to work on an awareness plan and to ensure that the shortage in teachers is overcome, as this has a great impact on access and retention of students. This will aim to increase access and reduce drop out.			
► Increase in the % of students who, by the end of grade 2 and 4 of primary schooling, demonstrate their ability to compute and solve grade level math problems (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	CP: 51.09 CE2: 46 CE2 :46.2	CP : 59.21 ; CE2 : 54.20 ESVS:73.2	CP : 59.21 ; CE2 : 54.20 ESVS:73.2	CP: 65 CE2:65 ESVS:80
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	The National Institute for Study and Action for Development (Institut National d'Etude et d'Action pour le Développement de l'Education - INEADE) was in charge of conducting the evaluation for this indicator but this has been delayed and on the site evaluations were not conducted due to the situation generated by covid-19.			

Increase access to science and mathematics tracks for secondary schools				
► % of middle school students enrolled in math and science tracks (S1, S2) in secondary level (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	32.00	34.91	33.78	45.00



Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	This indicator has slightly gone down but the government is working on a strategy to accelerate teaching of sciences. Awareness campaigns have allowed to significantly increase the participation of girls.			
<input type="checkbox"/> Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.30	24.30	51.74	30.00
► Increase in the % of students who, by the end of Grades 1 of primary schooling, demonstrate their ability to read and comprehend grade level texts (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	53.90	53.90	53.90	60.00
Date	30-Nov-2017	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	The National Institute for Study and Action for Development (Institut National d'Etude et d'Action pour le Développement de l'Education - INEADE) was in charge of conducting the evaluation for this indicator but this has been delayed and on the site evaluations were not conducted due to the situation generated by COVID-19.			

Improve equity in access to basic education				
► Number of kids enrolled in the two new Lycees pour l'Integration, l'Equite et la Qualite (INEQ) (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	600.00
Date	03-May-2018	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	The new Lycées are not yet built and therefore there are no kids enrolled yet. The bidding document for the construction is expected to be launched by mid-July.			
<input type="checkbox"/> % of Female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00
► Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,073,450.00	1,913,975.00	1,974,117.00	2,500,000.00
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
<input type="checkbox"/> Female beneficiaries (Percentage, Custom Supplement)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	504.00	504.00	504.00	525.00

Supporting Project Management and Capacity Building

► System for learning assessment at the primary level (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes	Yes	No	Yes
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021

Comments: The National Institute for Study and Action for Development (Institut National d'Etude et d'Action pour le Développement de l'Education - INEADE) was in charge of conducting the evaluation for this indicator but this has been delayed and on the site evaluations were not conducted due to the situation generated by covid-19.

Utility of the learning assessment system (Number, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.00	4.00	4.00	4.00

Intermediate Results Indicators by Components

Component 1 : Quality improvement of basic education

► % of newly recruited teachers trained and certified in CRFPE using the new training program (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021

Comments: Every year, the Ministry is recruiting new teachers. These teachers are certified by the Ministry.

► % of IEF that achieved all least 95% of targets (Percentage, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	88.13	88.13	100.00
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021

Comments: 100 % of IEF and IAs have signed their performance Based contract. 16 IA and 59 IEF has signed performances-based contract and received funds allocated since le July 9, 2019. A total of 59 IEFs benefited respectively from 147,500,000 FCFA from the IDA resources and 1,570,000,000 CFA from the State budget (1,717,500,000 F CFA in total). To generalize the performance-based contract at all education management level, the AF included the Regional education authorities. Thus, 16 IAs benefited



from grants of CFAF 48,000,000 from the project and CFAF 320,000,000 by the State budget. In addition, 8473 public elementary schools received an allocation of 852110864 F CFA granted by the project and 13000000 CFA coming from the State (i.e. 2152110864 CFA in total). The implementation of these PBCs has delayed for one year because of the changes in the management of the ministry. The IEFs has received recently the funds to implement the PBCs. Mid term Results will be measured by April 2020.

► % of Daaras that achieved the 75% of the agreed targets (Percentage, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	78.87	78.87	85.00
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	The selection of the daaras has taken place and the new performance-based contracts (PBCs) will start with the next academic year.			

► % of middle schools teachers trained in the utilization of the new teaching guides (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021

Component 2: Equity in access and retention

► Number of out of school children back into the system (Number, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	42,550.00	15,000.00
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	The Ministry has initiated back to school campaigns.			

□ % of Female (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	20.00	30.00

► Cumulative number of schools built by the project to extend the primary education network (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	190.00	190.00	200.00
Date	02-Jan-2012	02-Jan-2020	02-Jan-2020	30-Dec-2021



Comments: This indicator is no longer relevant to the project as there is no more civil work.

Component 3: Project management and capacity building

► % of schools with a QIA based on Quality Improvement Plan (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	98.00	100.00
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Nov-2021

► number of school community members trained using the revised materials in local languages (Number, Custom, PBC)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	2,615.00	14,000.00
Date	03-May-2018	02-Jan-2020	19-Jun-2020	30-Dec-2021

► % of school heads trained (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	1,680.00	60.00
Date	03-May-2018	02-Jan-2020	19-Jun-2020	30-Dec-2021

► Number of In-Services Teachers Trained (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	5,324.00	25,000.00
Date	03-May-2018	02-Jan-2020	19-Jun-2020	30-Dec-2021

► % of schools with a functional school-based management committee (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	10.00	96.00	97.56	100.00
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021

► % of Academic Inspectorates and Inspectorates of Training and Education have at least two officials in HR, statistics, and budget management trained to handle the transferred roles and responsibilities (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	91.00	100.00



Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
Comments:	The percentage has dropped because the number of inspectorates has gone up but they were not able to undertake a training as of now due to the covid-19 situation.			
► System of learning assessment (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes	Yes	Yes	Yes
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
► A human resources (HR), statistics and budget management system including software and equipment is established in all Academic Inspectorates and in all Training and Education Inspectorates (Yes/No, C (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Dec-2021
► A regional education report is produced yearly (Yes/No, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	02-Jan-2012	02-Jan-2020	19-Jun-2020	30-Nov-2021

Performance-Based Conditions

► PBC 1 % of IEF that achieved all least 95% of targets (Percentage, Intermediate Outcome, 8.14, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	School year 4
Value	0.00	88.13	88.13	--
Date	--	02-Jan-2020	19-Jun-2020	--

► PBC 2 number of school community members trained using the revised materials in local languages (Number, Intermediate Outcome, 1.14, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	School year 4



Value	0.00	0.00	2,615.00	--
Date	--	02-Jan-2020	19-Jun-2020	--

►PBC 3 % of middle school students enrolled in math and science tracks (S1, S2) in secondary level (Percentage, Intermediate Outcome, 2.05, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	School year 4
Value	32.00	34.91	33.78	--
Date	--	02-Jan-2020	19-Jun-2020	--

►PBC 4 Number of kids enrolled in the two new Lycees pour l'Integration, l'Equite et la Qualite (INEQ) (Number, Intermediate Outcome, 9.54, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	School year 4
Value	0.00	0.00	0.00	--
Date	--	02-Jan-2020	19-Jun-2020	--

►PBC 5 % of Daaras that achieved the 75% of the agreed targets (Percentage, Intermediate Outcome, 5.92, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	School year 4
Value	0.00	78.87	78.87	--
Date	--	02-Jan-2020	19-Jun-2020	--

►PBC 6 Number of out of school children back into the system (Number, Intermediate Outcome, 1.88, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	School year 4
Value	0.00	0.00	42,550.00	--
Date	--	02-Jan-2020	19-Jun-2020	--



► PBC 7 A regional education report is produced yearly (Yes/No, Intermediate Outcome, 3.13, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	School year 4
Value	No	Yes	Yes	--
Date	--	02-Jan-2020	19-Jun-2020	--

Data on Financial Performance

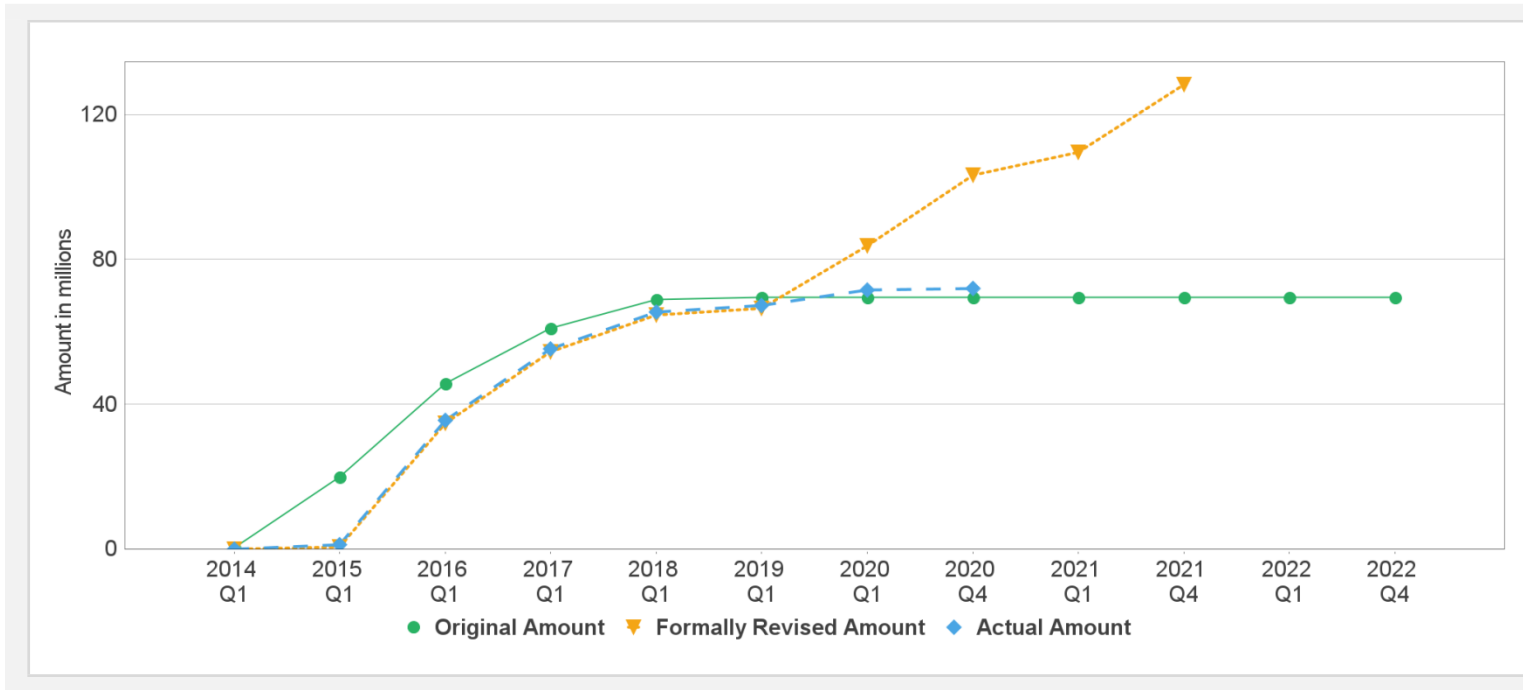
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P133333	IDA-52750	Closed	USD	20.00	19.20	0.80	18.38	0.00	100%
P133333	IDA-62520	Effective	USD	60.00	60.00	0.00	6.42	46.70	12%
P133333	TF-15232	Closed	USD	6.90	5.75	1.15	5.75	0.00	100%
P133333	TF-15285	Closed	USD	40.00	39.66	0.34	39.66	0.00	100%
P133333	TF-15311	Closed	USD	2.22	1.70	0.53	1.85	0.00	100%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P133333	IDA-52750	Closed	13-Jun-2013	22-Nov-2013	10-Feb-2014	31-Jan-2018	30-Sep-2018
P133333	IDA-62520	Effective	31-May-2018	30-Aug-2018	23-Oct-2018	31-Dec-2021	31-Dec-2021
P133333	TF-15232	Closed	22-Nov-2013	22-Nov-2013	10-Feb-2014	31-May-2017	31-May-2018
P133333	TF-15285	Closed	22-Nov-2013	22-Nov-2013	10-Feb-2014	30-Oct-2015	30-Sep-2017
P133333	TF-15311	Closed	22-Nov-2013	22-Nov-2013	10-Feb-2014	23-Aug-2017	23-Aug-2017

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 30-Oct-2015 ,Level 2 Approved on 01-Mar-2016 ,Level 2 Approved on 30-May-2017 ,Level 2 Approved on 23-Apr-2018

Related Project(s)

P163575-Senegal-Quality Improvement and Equity of Basic Education - AF ,P173350-SENEGAL - Empowerment of Girls and Young Women in Education