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INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

RESTRUCTURING PAPER

ON A

PROPOSED PROGRAM RESTRUCTURING
OF
STRENGTHENING TEACHING-LEARNING AND RESULTS FOR STATES
APPROVED ON JUNE 24, 2020

TO THE

REPUBLIC OF INDIA

Education Global Practice
South Asia Region

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ABBREVIATIONS AND ACRONYMS

DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
GoI	Government of India
INR	Indian Rupee
IPF	Investment Project Financing
IVA	Independent Verification Agency
MDTF	Multi-Donor Trust Fund
MHRD	Ministry of Human Resource Development
MoE	Ministry of Education
NAS	National Achievement Survey
NCERT	National Council for Educational Research and Training
NEP	National Education Policy
PforR	Program for Results
PISA	Program for International Student Assessment
SIG	State Incentive Grants
SSD	Strengthening Service Delivery
STARS	Strengthening Teaching-Learning and Results for States
UDISE	Unified District Information System for Education
US\$	United States Dollar



DATA SHEET (Strengthening Teaching-Learning And Results for States - P166868)

Project ID P166868	Financing Instrument Program-for-Results Financing	IPF Component Yes
Original Environmental Assessment Category (IPF Component) Not Required (C)	Current Environmental Assessment Category (IPF Component) Not Required (C)	
Approval Date 24-Jun-2020	Current Closing Date 31-Dec-2025	

Organizations

Borrower India	Responsible Agency Ministry of Education
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Program Development Objective(s)

The Project Development Objective (PDO) of the Operation is to improve the quality and governance of school education in selected states.

Summary Status of Financing (US\$, Millions)

Ln/Cr/TF	Approval Date	Signing Date	Effectiveness Date	Closing Date	Net Commitment	Disbursed	Undisbursed
IBRD-91010	24-Jun-2020	28-Jan-2021	23-Feb-2021	31-Dec-2025	500.00	1.25	498.75

Policy Waiver(s)

Does the Program require any waivers of Bank policies applicable to Program-for-Results operations?

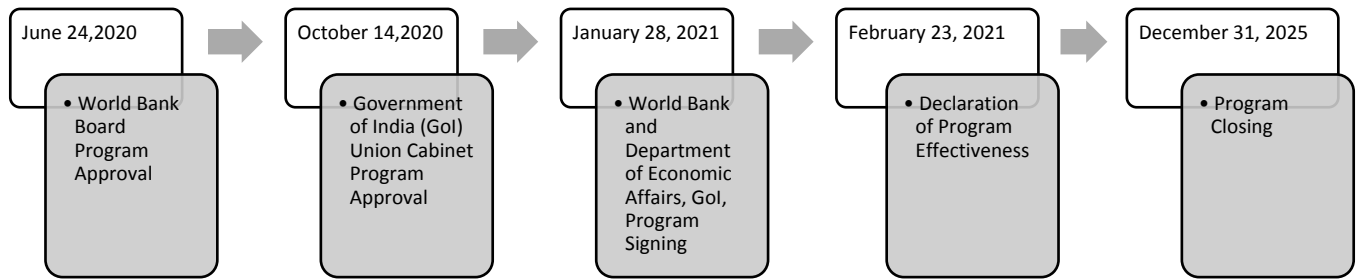
No



I. PROGRAM STATUS AND RATIONALE FOR RESTRUCTURING

1. The Strengthening Teaching-Learning and Results for States (STARS) Program supports reforms to improve the quality and governance of education in the states of Himachal Pradesh, Kerala, Madhya Pradesh, Maharashtra, Odisha and Rajasthan. Comprising of both national and state components, STARS focuses on strengthening early years education, learning assessment systems, teacher performance and classroom practice, school to work transition, and governance and decentralized management for improved service delivery. Further, the Program will support the operationalization of key tenets of India’s new National Education Policy (NEP) 2020.
2. The Program is a hybrid operation with (a) Program-for-results (PforR) financing of US\$ 475 million, augmenting the focus on outcomes through a set of Disbursement-Linked Results (DLRs) and (b) Investment Project Financing (IPF) of US\$ 25 million towards capacity building, technical assistance and contingency emergency response.¹ The World Bank’s Board approved the Program on June 24, 2020. The STARS Program was declared effective on February 23, 2021.
3. Critical Program milestones are:

Figure 1: STARS Program Milestones



4. The First Implementation Status and Results Report², October 2020, rated progress towards achieving the Program Development Objective (PDO) and overall implementation progress as “Satisfactory”, pending declaration of Program effectiveness.
5. A minor Level 2 Program restructuring is being undertaken to reflect:
 - a. Change in the Legal Covenants: The Withdrawal Conditions of the Program (Schedule II, Section IV, B. of the Loan Agreement) state that withdrawals shall not be made against DLRs achieved prior to the Signature Date. However, consequent to the lag between the approval and declaration of effectiveness of the Program, being notified on February 23, 2021, targets for some DLRs for Year 1 (April 2020 to March 2021) have been achieved prior to the Signature Date, as noted by the Ministry of Education (erstwhile Ministry of Human Resource Development). In order to enable withdrawal against these results, modifications would be needed to the legal covenants.

¹ Further Details in the Program Appraisal Document at <http://documents1.worldbank.org/curated/en/789561593309621894/pdf/India-Strengthening-Teaching-Learning-and-Results-for-States-Operation.pdf>

² Detailed information at <http://documents1.worldbank.org/curated/en/307521601933329420/pdf/Disclosable-Version-of-the-ISR-Strengthening-Teaching-Learning-And-Results-for-States-P166868-Sequence-No-01.pdf>



- b. Change in the name of the Implementing Agency: from the Ministry of Human Resource Development (MHRD) to the Ministry of Education (MoE), as approved by the Union Cabinet, Government of India (GoI) in July 2020 (which has been recorded in the Financial Agreement during negotiations)
- c. The Multi Donor Trust Fund, the grant support of the Bank to be transferred to the STARS states through the MOE and thereon to the State Implementation Societies of *Samagra Shiksha* in the STARS states for them to use the funds in pre-determined expenditure items in agreement with the World Bank.

II. DESCRIPTION OF PROPOSED CHANGES

A. Change in Legal Covenants: Loan Withdrawal

- 6. The World Bank Board approved the STARS Program on June 24, 2020. However, pending unforeseen formalities, Program effectiveness was not notified until February 23, 2021.
- 7. Legal Covenants relating to Withdrawal of Loan Proceeds (Withdrawal Conditions of the Program at Schedule 2, Section IV B. 1 of the Loan Agreement³) state as below:

*“1. Notwithstanding the provisions of Part A of this Section, no withdrawal shall be made under Category (1):
 (a) On the basis of DLRs achieved prior to the Signature Date; or
 (b) For any DLR until and unless the Borrower has furnished evidence satisfactory to the Bank that said DLR has been achieved”*

- 8. Due to the eight-month gap between World Bank Board approval of the Program and the Program Signature Date, the MoE (previously known as the MHRD) has noted that targets for some DLRs for Year 1 (April 2020 to March 2021) have been achieved prior to the Signature Date. The status of achievement of Year 1 DLRs⁴ is summarized in the table below.

Table 1: Disbursement Linked Results for Year 1 of the STARS Program

Disbursement Linked Results	Disbursement Linked Indicators Targets for Year 1 (April 2020-2021)	Amount of Loan Allocated (in US\$)	Status of Achievement (As of March 2021)
1. Increase in students achieving minimum proficiency in grade 3 language in selected states	National Report for NAS 2017 with state and subject wise scaled scores for Grade 3 published by NCERT.	7,000,000	Achieved prior to Signature Date; pending IVA verification
2. Improvement in secondary school	(i) UDISE Flash Statistics for 2017-18 with latest data on secondary school	10,800,000	Yet to be achieved

³ Loan Agreement at <http://documents1.worldbank.org/curated/en/336411611865387243/pdf/Official-Documents-Loan-Agreement-for-Loan-9101-IN.pdf>

⁴ Refer to Annex 2 of the Program Appraisal Document at <http://documents1.worldbank.org/curated/en/789561593309621894/pdf/India-Strengthening-Teaching-Learning-and-Results-for-States-Operation.pdf>



Disbursement Linked Results	Disbursement Linked Indicators Targets for Year 1 (April 2020-2021)	Amount of Loan Allocated (in US\$)	Status of Achievement (As of March 2021)
completion rate in selected states	completion rate published and made available for public access; and (ii) 0.4 percentage points improvement over baseline in each selected state	<i>(US\$ 6 million for (i); and US\$ 0.2 million per 0.1 percentage point increase per state for (ii))</i>	
3. Improvement in governance index scores in selected states	State performance measurement index developed, state performance assessed, and report released by MHRD for academic year 2018-19	2,000,000	Achieved prior to Signature Date; pending IVA verification
4. Strengthened learning assessment systems	(i) Completion of PISA 2021 field trial and finalization of India’s field trial report for PISA 2021; and (ii) Independent National Assessment Centre notified by MHRD.	8,000,000 <i>(US\$ 4 million on achievement of each sub-target)</i>	Partially (sub-target ii) achieved prior to Signature Date; pending IVA verification
5. Partnerships developed to facilitate cross-learning between states	MHRD identifies and establishes interstate learning partnerships by connecting each selected state with at least two non-selected states.	2,000,000	Yet to be achieved
6. State level improved service delivery	(i) SIG Manual prepared, approved and adopted by MHRD; and (ii) Selected State scores 20 percent on at least the ‘strengthened service delivery’ SIG component in accordance with the terms of the SIG Manual	US\$ 76,000,000 <i>(US\$ 10 million for (i); and US\$ 5 million for SSD & US\$ 3 million each for other component)</i>	Yet to be achieved

9. Subject to verification by the Independent Verification Agency (IVA) as per the Disbursement Verification Protocols⁵, the MoE has achieved DLRs estimated at US\$ 13 million out of a total allocation of US\$ 105.8 million for Year 1, prior to the Program Signature Date.

10. To enable disbursements against these DLRs, the Legal Covenants (Withdrawal Conditions of the Program at Section IV.B.1 of Schedule 2 of the Loan Agreement), would need to be revised to:

“1. Notwithstanding the provisions of Part A of this Section, no withdrawal shall be made under Category (1):

⁵ Refer to Annex 2 of the Program Appraisal Document at <http://documents1.worldbank.org/curated/en/789561593309621894/pdf/India-Strengthening-Teaching-Learning-and-Results-for-States-Operation.pdf>



- (a) *on the basis of DLRs achieved prior to the Signature Date, except that withdrawals up to an aggregate amount not to exceed US\$13,000,000 or upto 25% of the Program for Results financing may be made on the basis of DLRs DLRs achieved prior to this date but on or after September 24, 2018;*or
- (b) for any DLR until and unless the Borrower has furnished evidence satisfactory to the Bank that said DLR has been achieved.”

11. Further, to enable that the grant funds made available by the World Bank through its Multi Donor Trust Fund be made available to the STARS states, it would be transferred by the MOE to the State Implementation Societies of *Samagra Shiksha* in the STARS states for them to use the funds in pre-determined expenditure items in agreement with the World Bank.

Except as specifically amended by this Amendment Letter, all other provisions of the Loan Agreement shall remain unchanged and in full force and effect.

B. Change in the Name of the Implementing Agency

The Government of India (GoI) renamed the Program Implementing Agency from the Ministry of Human Resource Development (MHRD) to the Ministry of Education (MoE), as recommended by the NEP 2020 and approved by the Union Cabinet in July 2020. Presidential Assent to the name change was published through a Gazette Notification of the GoI in August 2020.

- 12. The name of the Implementation Agency was modified subsequent to the World Bank Board Approval of the STARS Program. Restructuring is required to approve and record this change in nomenclature.
- 13. Legal Agreements of the Program were revised and updated, at the request of the GoI, to reflect this change prior to the Signature Date. Hence, no further amendments are needed, in this regard, to the legal documents.
- 14. Program restructuring, in alignment, with the nomenclature change of the GoI, will have no implications on the Program objective, scope, results areas and institutional arrangements.

C. Other Changes

- 15. The World Bank managed iSTAR Multi-Donor Trust Fund (MDTF) has been made operational as a resource for additional financing to support innovative models in skills development and school-to-work transition that have the potential for replication and scale, aligned to the STARS Program. The restructuring will include supporting pilots for school to work transition under the STARS Multi Donor Trust Fund (MDTF) in convergence with the NEP and programs of the Government of India.
- 16. The proposed Program restructuring will not result in changes to the Implementing Agency, Program Development Objective, Scope, Results Framework and Closing Date. Further, no Cancellations, Reallocations and/or changes in Disbursement Linked Indicators as well as changes in the IPF Component, Disbursement Arrangements, Disbursement Estimates, Systematic Operations Risk-Rating (SORT) tool, Safeguards Policies, EA Category, Implementation Arrangements, Technical Method, Fiduciary, Environmental and Social Aspects, Implementation Changes are proposed. A Summary of Changes is provided in the next Section (III).



III. SUMMARY OF CHANGES

	Changed	Not Changed
Change in Legal Covenants	✓	
Other Change(s)	✓	
Change in Implementing Agency		✓
Change in Program's Development Objectives		✓
Change in Program Scope		✓
Change in Results Framework		✓
Change in Loan Closing Date(s)		✓
Change in Cancellations Proposed		✓
Reallocation between and/or Change in DLI		✓
Change in IPF Component		✓
Change in Disbursements Arrangements		✓
Change in Disbursement Estimates		✓
Change in Systematic Operations Risk-Rating Tool (SORT)		✓
Change in Safeguard Policies Triggered		✓
Change in EA category (IPF Component)		✓
Change in Institutional Arrangements		✓
Change in Technical Method		✓
Change in Fiduciary		✓
Change in Environmental and Social Aspects		✓
Change in Implementation Schedule		✓

IV. DETAILED CHANGE(S)



LEGAL COVENANTS

Loan/Credit/TF	Description	Status	Action
IBRD-91010	<p>A. Institutional Arrangements</p> <p>The Borrower shall:</p> <p>(a) vest the overall responsibility for the implementation of the Operation’s activities in the MHRD;</p> <p>(b) maintain, through the period of implementation of the Operation, the institutional governance mechanism for the Program at the national level including the Governing Council (chaired by the Minister of MHRD), the Project Approval Board (chaired by the Secretary of MHRD), and the Bureau of School Education (chaired by the Additional/Joint Secretary of MHRD);</p> <p>(c) cause the Selected States to maintain, throughout the period of implementation of the Operation, the institutional governance mechanism for the Program at the state level including the State Governing Council (chaired by the Chief Minister or State Education Minister), the Executive Committee (chaired by the Chief Secretary/Commissioner/Education Secretary of the state), and the State Implementation Society (headed by the State Project Director);</p> <p>(d) cause the Selected States to maintain, throughout the period of implementation of the Operation, the institutional governance mechanism for the Program at the district level including the District Project Office (headed by the District Education Officer); and</p> <p>(e) by no later than nine (9) months after the Effective Date, establish and maintain, throughout the period of implementation of the Operation, a national Program Management Unit (“PMU”) within the MHRD, which unit shall be provided with</p>	Not yet due	Revised



	<p>competent, experienced and qualified staff, in sufficient numbers and under terms of reference acceptable to the Bank, and vested with powers, financial resources, functions and competences, acceptable to the Bank, to serve as the focal unit in the carrying out of the day-to-day implementation of the Operation.</p>		
Proposed	<p>“1. Notwithstanding the provisions of Part A of this Section, no withdrawal shall be made under Category (1):(a) on the basis of DLRs achieved prior to the Signature Date, except that withdrawals up to an aggregate amount not to exceed \$ 13,000,000 may be made on the basis of DLRs achieved prior to this date but on or after but September 25, 2018 (b) evidence to Bank these DLRs have been achieved</p>	NYD	
IBRD-91010	<p>B. Independent Verification Agent</p> <p>The Borrower shall: (a) appoint and thereafter maintain, at all times during the implementation of the Program, independent verification agent under terms of reference acceptable to the Bank (“Independent Verification Agent”), to verify the data and other evidence supporting the achievement of one or more DLRs as set forth in the table in Schedule 3 to this Agreement and recommend corresponding payments to be made, as applicable; (b) (i) ensure that the Independent Verification Agent carries out verification and process(es) in accordance with the Verification Protocol; and (ii) submits to the Bank the corresponding verification reports in a timely manner and in form and substance satisfactory to the Bank; and (c) in the event there is a need for verification services prior to the appointment of the Independent Verification Agent in accordance with sub-paragraph (a) above, put in place adequate interim</p>	Not yet due	No Change



	<p>arrangement satisfactory to the Bank and approved in writing by the Bank for verification of the DLRs.</p> <p>(d) in the event of an Eligible Crisis or Emergency which adversely affects the ability of the Independent Verification Agent to verify data and evidence in accordance with paragraphs (a) and (b) above, put in place adequate interim arrangement satisfactory to the Bank and approved in writing by the Bank for verification of the DLRs.</p>		
	<p>C. Program Action Plan</p> <p>1. The Borrower shall:</p> <p>(a) implement the Program Action Plan agreed with the Bank, in a manner and substance satisfactory to the Bank; and</p> <p>(b) refrain from amending, revising, waiving, voiding, suspending or abrogating, any provision of the Program Action Plan, whether in whole or in part, without the prior written concurrence of the Bank.</p> <p>2. In the event of any inconsistency between the provision of the Program Action Plan and those of this Agreement, the provision of this Agreement shall govern.</p>		
IBRD-91010		Not yet due	No Change
IBRD-91010	<p>D. State Incentive Grants (SIG)</p> <p>1. The Borrower shall produce, approve and adopt the State Incentive Grant Manual (“SIG Manual”) in form and substance acceptable to the Bank. The Borrower shall thereafter implement and cause each Selected State to implement the Program in accordance with the SIG Manual.</p> <p>2. The Borrower, acting through MHRD, shall enter into a written agreement (“Letter of Undertaking/Consent”) with each Selected</p>	Not yet due	Revised



State for the provision of State Incentive Grants (SIGs), under terms and conditions acceptable to the Bank and in accordance with the SIG Manual, which may include, inter alia, that:

- (a) the Selected State commits to the objective of the Program; and undertakes to carry out any activities under the Program in accordance with sound technical, financial, procurement, managerial, social and environmental and labor standards, consistent with the minimum requirements set forth in the SIG Manual and the ESSA, and acceptable to the Bank;
- (b) the SIGs shall: (i) be used to undertake activities and finance eligible expenditures as set forth in the SIG Manual; (ii) not be used to finance any ineligible expenditures (including the exclusions set forth in Section II of this Schedule) as may be laid down in the SIG Manual; (iii) be disbursed upon the Selected State's achievement against the SIG Scorecard as set forth in the SIG Manual; and (iv) have a closing date (end of disbursement period) not to exceed the date set forth in Section IV.D of this Schedule 2;
- (c) the Selected State shall implement its respective activities under the Program, in compliance with the Anti-Corruption Guidelines for the Program;
- (d) the Selected State shall: (i) establish and/or maintain policies and procedures that would allow the Borrower and/or the Bank to carry out supervision and monitoring the implementation of the Selected State's activities under the Program; (ii) prepare and furnish to the Borrower and/or the Bank, all such information that the Borrower, and/or the Bank shall reasonably request in relation to the Program; and (iii) accept the carrying out of inspections by the Borrower and/or the Bank for the monitoring of, and in relation to, the carrying out of the activities under the Program;



(e) the Selected State shall prepare progress reports based on standard reporting templates prepared by the MHRD on Program activities and submit said reports to the Borrower for consolidation and further submission to the Bank;

(f) the Selected State shall: (i) maintain records and accounts adequate to reflect, in accordance with sound accounting practices, the operations, resources and expenditures incurred in the implementation of its respective activities under the Program; and (ii) have such records and accounts audited in accordance with appropriate auditing principles consistently applied by an independent auditor;

(g) the Borrower shall have the right to suspend or terminate the right of the Selected State to withdraw and use the proceeds of the SIG upon any failure of the Selected State to perform its obligations under the Letter of Undertaking/Consent; and

(h) the Selected State acknowledges and consents to the Borrower’s right of restitution of any amounts disbursed under the SIG with respect to which fraud and corruption has occurred, or with which an ineligible expenditure, as may be laid down in the SIG Manual, has been paid.

Proposed	'MHRD' to be replaced to 'MoE' in the legal covenant, where applicable	Complied with
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IBRD-91010	<p>E. Contingent Emergency Response Mechanism</p> <p>1. In order to ensure proper implementation of Component 2 of the Project (“CER Component”), the Borrower shall:</p> <p>(a) prepare and furnish to the Bank for its review and approval, a Contingent Emergency Response Component Manual (“CERCM”) which shall set forth detailed implementation arrangements for the CER</p>	Not yet due	No Change
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Component, including: (i) designation of, terms of reference for and resources to be allocated to, the entity to be responsible for the coordination and implementation of the CER Component (“Coordinating Authority”); (ii) specific activities which may be included in the CER Component, Eligible Expenditures required therefor (“Emergency Expenditures”), and any procedures for such inclusion; (iii) financial management arrangements for the CER Component; (iv) procurement methods and procedures for Emergency Expenditures to be financed under the CER Component; (v) documentation required for withdrawals of Emergency Expenditures; (vi) environmental and social safeguard instruments, including management frameworks, assessments and/or plans for the CER Component consistent with the Bank’s policies on the matter; and (vii) any other arrangements necessary to ensure proper coordination and implementation of the CER Component;

(b) afford the Bank a reasonable opportunity to review said proposed CERCM;

(c) promptly adopt the CERCM for the CER Component as shall have been approved by the Bank;

(d) ensure that the CER Component is carried out in accordance with the CERCM, provided however that in the event of any inconsistency between any of the provisions of the CERCM and those of this Agreement, the provisions of this Agreement shall prevail; and

(e) not amend, suspend, abrogate, repeal or waive, whether in whole or in part, any provision of the CERCM without the prior approval by the Bank.

2. After the Borrower has determined that an Eligible Crisis or Emergency has occurred, it shall prepare and furnish to the Bank for its review and approval, in accordance with the provisions set forth in the CERCM, a Contingent Emergency



Response Implementation Plan (“CERIP”) which shall set forth detailed arrangements for the activation of CERCM, including: (i) specific activities to be financed out of the Emergency Expenditures; (ii) itemized costs for each expenditure item; (iii) implementation arrangements for the CER Component, as defined in the CERCM or with proposed amendments; (iv) procurement plan for the CER Component; (v) details regarding compliance with environmental and social safeguard instruments; and (vi) any other arrangements necessary to ensure proper implementation of the CER Component.

3. The Borrower shall, throughout the period of implementation of the CER Component, maintain the Coordinating Authority, with adequate staff and resources satisfactory to the Association.

4. The Borrower shall undertake no activities under the CER Component (and no activities shall be included in the CER Component) unless and until the following conditions have been met in respect of said activities:

(a) (i) the Borrower has determined that an Eligible Crisis or Emergency has occurred; (ii) the Borrower has furnished to the Bank a request to include said activities in the CER Component in order to respond to said Eligible Crisis or Emergency; and (iii) the Bank has agreed with such determination, accepted said request and notified the Borrower thereof; and

(b) (i) the Borrower has prepared and disclosed all safeguard instruments required for said activities, in accordance with the CERCM; (ii) the Bank has approved all such instruments; and (iii) the Borrower has implemented all actions which are required to be taken under said instruments prior to the commencement of such activities.



IBRD-91010

F. Withdrawal Conditions for the Project

Not yet due

No Change

Notwithstanding the provisions of Section IV.A of this Schedule, no withdrawal shall be made:

(a) under Categories (2) and (3), for payments made in respect of the Project prior to the Signature Date, except that withdrawals up to an aggregate amount not to exceed US\$ 4,750,000 may be made for payments made prior to this date but on or after July 31, 2019;

(b) under Category (3), unless and until the Bank is satisfied, and has notified the Borrower of its satisfaction, that all of the following conditions have been met:

(i) the Borrower has determined that an Eligible Crisis or Emergency has occurred, has furnished to the Bank a request to include certain activities in the CER Component in order to respond to said Eligible Crisis or Emergency, and the Bank has agreed with such determination, accepted said request, and notified the Borrower thereof;

(ii) the Borrower has prepared and disclosed all safeguard instruments, acceptable to the Bank, required for said activities, and has implemented any actions which are required to be taken under said instruments, all in accordance with the provisions of Section I.F.1(a)(vi) of this Schedule 2 to this Agreement;

(iii) the Borrower has provided sufficient evidence satisfactory to the Bank that the Coordinating Authority has adequate staff and resources, in accordance with the provision of Section I.F.3 of this Schedule 2 to this Agreement, for the purposes of said activities;

(iv) the Borrower has adopted a CERCM, in form, substance and manner acceptable to the Bank and the provisions of said CERCM remain, or have been updated in accordance with the provisions of Section



I.F.1(a) of this Schedule 2 to this Agreement, so as to be appropriate for the inclusion and implementation of said activities under the respective CER Component; and

(iv) the Borrower has prepared and submitted to the Bank a CERIP, in form, substance and manner acceptable to the Association, in accordance with the provisions of Section I.F.2 of this Schedule 2 to this Agreement, and the Bank has reviewed and approved the CERIP.



ANNEX 1: RESULTS FRAMEWORK

Results framework

Program Development Objectives(s)

The Project Development Objective (PDO) of the Operation is to improve the quality and governance of school education in selected states.

Program Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Percentage of students achieving minimum proficiency in grade 3 language in selected states							
Percentage of students achieving minimum proficiency in grade 3 language in selected states (Text)		No standardized national assessment providing comparable results over time; and no data on student proficiency levels; baseline to be established in Year 2	National Report for NAS 2017 with state and subject wise scaled scores for Grade 3 published by NCERT.	First administration of national standardized assessment for grade 3 in language and baseline established for percentage of students achieving minimum proficiency in language in each selected state.	Assessment results analyzed, published, and findings used to prepare a timebound action plan for each selected state.	No Target.	Second administration of national standardized assessment for grade 3 and at least 2 percentage points increase in students achieving minimum proficiency in language over baseline in each selected state.
Secondary school completion rate in selected states (weighted average based on grade 9 enrolment)							
Secondary school completion rate in selected states		Overall: 75.6%; Female: 76.7%; and Male: 74.7%	(i) UDISE Flash Statistics for 2017-18 with latest data on secondary	No Target.	(ii) Secondary school completion rate improved to 76.7%	No Target.	(ii) Secondary school completion rate improved to 77.6% (overall); 78.1%



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
(weighted average based on grade 9 enrolment) (Text)			school completion rate published and made available for public access; and (ii) Secondary school completion rate improved to 76.0% (overall); 77.0% (female); and 75.0% (male)		(overall); 77.5% (female); and 75.8% (male).		(female); and 77.1% (male).

Improved governance in selected states (measured by select indicators from MHRD's Perf. Grd. Index)

Improved governance in selected states (as measured by select indicators from MHRD's Performance Grading Index) (Text)		Himachal Pradesh: 55/123; Kerala: 76/123; Madhya Pradesh: 51/123; Maharashtra: 8/123; Odisha: 42/123; and Rajasthan: 55/123	State performance measurement index developed, state performance assessed, and report released by MHRD for academic year 2018-19.	Governance index score improved by at least 4 points over baseline in each selected state.	No Target.	Governance index score improved by at least 8 points over baseline in each selected state.	Governance index score improved by at least 10 points over baseline in each selected state.
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Intermediate Results Indicators by Result Areas

Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Strengthening Early Years Education							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Percentage of teachers trained in ECE, and early reading and numeracy (Text)		Limited or no (i) ECE, and (ii) early reading and numeracy in-service training opportunities available to teachers.	(i) 20% ECE teachers/facilitators trained per state on ECE training modules in at least 3 selected states.	(i) 40% ECE teachers/facilitators trained per state on ECE training modules in at least 3 selected states.(ii) Early reading and numeracy training provided to 20% of teachers of grades 1-2 per state in at least 3 selected states.	(i) 60% ECE teachers/facilitators trained per state on ECE training modules in at least 3 selected states.(ii) Early reading and numeracy training provided to 40% of teachers of grades 1-2 per state in at least 3 selected states.	(i) 75% ECE teachers/facilitators trained per state on ECE training modules in at least 3 selected states.(ii) Early reading and numeracy training provided to 60% of teachers of grades 1-2 per state in at least 3 selected states.	(ii) Early reading and numeracy training provided to 75% teachers of grades 1-2 per state in at least 3 selected states.
Percentage of preschool classes/ECE centers and early grades (grade 1-2) with relevant TLM (Text)		States are yet to develop and notify a standardized package of TLM for preschool classes/ECE centers, and early grades (grade 1-2).	(i) Standardized ECE TLM package available in at least 30% of preschool classes/ECE centers per state in at least 3 selected states	(i) Standardized ECE TLM state in at least 3 selected states. (ii) Standardized TLM package for supporting early reading and numeracy available in at least 30% of schools with grades 1-2 per state in at least 3 selected states.	(i) Standardized ECE TLM package available in at least 80% of preschool classes/ECE centers per state in at least 3 selected states. (ii) Standardized TLM package for supporting early reading and numeracy available in at least 60% of schools with grades 1-2 per state in at least 3 selected states.	(ii) Standardized TLM package for supporting early reading and numeracy available in at least 80% of schools with grades 1-2 per state in at least 3 selected states.	No Target.
Improving Learning Assessment Systems							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Participation in international standardized learning assessment (PISA) (Text)		No recent internationally comparable data on student learning levels in India	Completion of PISA 2021 Field Trial; and submission of India's field trial report for PISA 2021.	Completion of PISA 2021 Main Survey.	Public release of National Report for India for PISA 2021.	Detailed analysis of national results for PISA 2021 completed, and report published highlighting proposed policy actions for India.	No Target.
Strengthened learning assessment systems and capabilities at national and state levels (Text)		No independent National Assessment Center and/or official assessment cell; and inadequate assessment capabilities in selected states.	(i) Independent National Assessment Center notified (ii) State assessment cell notified, and budget approved in at least 3 selected states.	(i) Review of national examinations with time bound reform action plan completed and report published highlighting proposed reform agenda (ii) Teacher training modules on CCE and classroom-based assessment developed by state assessment cell in at least 3 selected states.	(i) Completed set up of National Assessment Center (ii) At least 20 percent teachers trained per state on CCE and classroom assessment in at least 3 selected states.	(i) Standardized assessment tools aligned with competency-based learning standards developed to measure national levels of student achievement in language and math in grades 3, 5 and 8 (ii) Learning outcomes based online item banks developed for use by teachers in at least 3 selected states.	(ii) At least 50 percent teachers trained per state on CCE and classroom assessment in at least 3 selected states.
Improving Teacher Performance and Classroom Practice							
Strengthened in-service teacher training (cumulative) and teacher knowledge in selected states (Text)		Teachers have limited or no access to need based in-service training	Self-assessment/ evaluation of teacher subject knowledge to identify teachers' training needs in at least 3 selected states	Online portal developed to share menu of training modules for teachers by grade and subject/topic with complementary materials for teachers in	Percentage of teachers completing needs-based training per state in at least 3 selected states, Primary: 20%; Upper Primary: 20%; and Secondary: 20%.	Self-assessment/ evaluation of teacher subject knowledge and findings used to revise in-service training modules in at least 3 selected states.	Percentage of teachers completing needs-based training per state in at least 3 selected states, Primary: 40%; Upper Primary: 40%; and Secondary: 40%



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
				at least 3 selected states.			
Percentage of schools implementing learning enhancement program for upper primary and secondary grades in selected states (Text)		States lack large scale learning enhancement programs.	Existing learning enhancement programs/pilots reviewed in at least 3 selected states and revised program prepared for roll out.	Learning enhancement program covers at least 20% of upper primary and secondary schools per state in at least 3 selected states.	Learning enhancement program covers at least 40% of upper primary and secondary schools per state in at least 3 selected states.	Learning enhancement program covers at least 60% of upper primary and secondary schools per state in at least 3 selected states.	Learning enhancement program covers at least 75% of upper primary and secondary schools per state in at least 3 selected states.
Governance and Decentralized Management for Improved Service Delivery							
Improved teacher management in selected states (Text)		Weak or no teacher management systems and performance evaluation standards.	Online database of teachers with required information developed in at least 3 selected states; and IT architecture developed for electronic teacher attendance system in at least 3 selected states.	Teacher performance standards developed and published in at least 2 selected states.	ACR format for teacher evaluation revised to include objective teacher performance standards in at least 2 selected states.	Transparent online system used for teacher recruitment and transfer decisions in at least 3 selected states.	Teacher performance evaluated based on performance on standards developed in at least 2 selected states
Strengthened school management in selected states (Text)		Limited or no structured in-service professional development opportunities for BRCs, CRCs and School Leaders.	(i) BRC and CRC organizational role and leadership development plan prepared by each selected state (ii) Leadership training plan for Head Teachers and Principals prepared and	(i) At least 20% of BRCCs and CRCCs trained as per plan in each selected state (ii) At least 20% of Head Teachers /Principals trained as per plan in each selected state.	(i) At least 40% of BRCCs and CRCCs trained as per plan in each selected state (ii) At least 40% of Head Teachers /Principals trained as per plan in each selected state.	(i) At least 60% of BRCCs and CRCCs trained as per plan in each selected state (ii) At least 60% of Head Teachers /Principals trained as per plan in each selected state.	(i) At least 75% of BRCCs and CRCCs trained as per plan in each selected state. (ii) At least 80% of Head Teachers /Principals trained as per plan in each selected state.



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
			finalized by each selected state.				
Improved education service delivery in selected states through partnerships and school monitoring (Text)		Minimal role of non-government agencies and private service providers in education service delivery in selected states.	Draft regulatory framework for involvement of non-government agencies and private service providers in education service delivery developed in each selected state.	At least 2 partnerships established and implementation initiated to pilot non-government agency and/or private service provider supported innovations.	At least 4 partnerships established and implementation initiated to pilot non-government agency and/or private service provider supported innovations.	No Target.	Non-government agencies and private service providers supported pilot interventions evaluated in each selected state.
Strengthening School-to-Work Transition							
Career guidance program for improved transition from school to further education and careers; positively targeting adolescent girls (Text)		Poor or undefined career guidance program in existence.	A well-defined career guidance program with trade specific and educational level specific information created in at least 2 selected states.	At least 20% percent of secondary school students (of which 10 percentage points are adolescent girls) provided with career guidance per state in at least 2 selected states.	At least 40% percent of secondary school students (of which 20 percentage points are adolescent girls) provided with career guidance per state in at least 2 selected states.	At least 60% percent of secondary school students (of which 30 percentage points are adolescent girls) provided with career guidance per state in at least 2 selected states.	At least 75% percent of secondary school students (of which 40 percentage points are adolescent girls) provided with career guidance per state in at least 2 selected states.
Labor-market relevant courses offered at the secondary and higher secondary stages. (Text)		Lack of clarity on statutory regulatory structure for vocational education.	Baseline established for number of 14 to 18-year-old out of school children and identification of schools suitable for school campus-based	School campus-based vocational education pilot initiated in at least 50 schools (with 30% participants being adolescent girls) per state in at least 3 states.	School campus-based vocational education pilot initiated in at least 100 schools (with 30% participants being adolescent girls) per state in at least 3 states.	School campus-based vocational education pilot initiated in at least 200 schools (with 30% participants being adolescent girls) per state in at least 3 states.	School campus-based vocational education pilot assessed, and strategy developed for upscaling in at least 3 selected states.



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
			vocational education pilot in at least 3 states.				
Cross-learning Between States							
Partnerships developed to facilitate cross-learning between states. (Text)		Platforms/ channels yet to be initiated to facilitate inter-states learning.	MHRD identifies and establishes at least 12 interstate learning partnerships by connecting each selected state with at least two non-selected states.	At least one knowledge sharing workshop held under each inter-state learning partnership.	At least one knowledge sharing workshop held under each inter-state learning partnership.	At least one knowledge sharing workshop held under each inter-state learning partnership.	At least one knowledge sharing workshop held under each inter-state learning partnership.

Disbursement Linked Indicators Matrix

DLI 1	Increase in students achieving minimum proficiency in grade 3 language in selected states			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	50,000,000.00	0.00
Period	Value	Allocated Amount (USD)	Formula	
Baseline	Baseline not available, to be computed in Year 2			
April 2020 to March 2021 (Year 1)	National Report for NAS 2017 with state and subject wise scaled scores for Grade 3 published by NCERT.	7,000,000.00	On target achievement	



April 2021 to March 2022 (Year 2)	First administration of national standardized assessment for grade 3 in language and baseline established for percentage of students achieving minimum proficiency in language in each selected state.		7,000,000.00	On target achievement
April 2022 to March 2023 (Year 3)	Assessment results analyzed, published, and findings used to prepare a timebound action plan for each selected state		6,000,000.00	On target achievement
April 2023 to March 2024 (Year 4)	No result		0.00	No result
April 2024 to March 2025 (Year 5)	Second administration of national standardized assessment for grade 3 and at least 2 percentage points increase in students achieving minimum proficiency in language over baseline in each selected state.		30,000,000.00	\$2.5 M per state per %age point
DLI 2	Improvement in secondary school completion rate in selected states			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	30,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Himachal Pradesh 81.1%, Kerala 87.3%, Madhya Pradesh 61.9%, Maharashtra 81.7%, Odisha 74.2% and Rajasthan 77.5%			
April 2020 to March 2021 (Year 1)	(i) UDISE Flash Statistics for 2017-18 with latest data on secondary school completion rate published and made available for public access; and (ii) 0.4 percentage points improvement over baseline in each selected state		10,800,000.00	\$6 M for (i) & \$0.2 M per 0.1 %age point inc per state



April 2021 to March 2022 (Year 2)	No Result		0.00	No Result
April 2022 to March 2023 (Year 3)	1.1 percentage point improvement over baseline in each selected state		8,400,000.00	\$0.2 M per 0.1 %age point increase per state
April 2023 to March 2024 (Year 4)	No Result		0.00	No Result
April 2024 to March 2025 (Year 5)	2.0 percentage points improvement over baseline in each selected state		10,800,000.00	\$0.2 M per 0.1 %age point increase per state
DLI 3	Improvement in governance index scores in selected states			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	20,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Himachal Pradesh: 55/123; Kerala: 76/123; Madhya Pradesh: 51/123; Maharashtra: 8/123; Odisha: 42/123; and Rajasthan: 55/123			
April 2020 to March 2021 (Year 1)	State performance measurement index developed, state performance assessed, and report released by MHRD for academic year 2018-19.		2,000,000.00	On target achievement
April 2021 to March 2022 (Year 2)	Governance index score improved by at least 4 points over baseline in each selected state.		7,200,000.00	\$0.3 M per one-point increase per state
April 2022 to March 2023 (Year 3)	No Result		0.00	No Result
April 2023 to March 2024 (Year 4)	Governance index score improved by at least 8 points over baseline in each selected state.		7,200,000.00	\$0.3 M per one-point increase per state
April 2024 to March 2025 (Year 5)	Governance index score improved by at least 10 points over baseline in each selected state.		3,600,000.00	\$0.3 M per one-point increase per state



DLI 4	Strengthened learning assessment systems			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	25,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No recent internationally comparable data on student learning levels in India; and no independent National Assessment Centre conducting a standardized national level assessment.			
April 2020 to March 2021 (Year 1)	Completion of PISA 2021 field trial and finalization of India's field trial report for PISA 2021; and Independent National Assessment Centre notified by MHRD.		8,000,000.00	\$4 M on achievement of each sub-target
April 2021 to March 2022 (Year 2)	Completion of PISA 2021 Main Survey		4,500,000.00	On target achievement
April 2022 to March 2023 (Year 3)	Public release of National Report for India for PISA 2021		4,500,000.00	On target achievement
April 2023 to March 2024 (Year 4)	Detailed analysis of national results for PISA 2021 completed and report published highlighting proposed policy actions for India; and Set up of national assessment center completed by MHRD.		8,000,000.00	\$4 M on achievement of each sub-target
April 2024 to March 2025 (Year 5)	No Result		0.00	No Result



DLI 5				
Partnerships developed to facilitate cross-learning between states				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	10,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Channels yet to be initiated to facilitate inter-states learning.			
April 2020 to March 2021 (Year 1)	MHRD identifies and establishes interstate learning partnerships by connecting each selected state with at least two non-selected states.		2,000,000.00	On target achievement
April 2021 to March 2022 (Year 2)	At least one knowledge sharing workshops held under each inter-state learning partnership.		2,000,000.00	On target achievement
April 2022 to March 2023 (Year 3)	At least one knowledge sharing workshops held under each inter-state learning partnership.		2,000,000.00	On target achievement
April 2023 to March 2024 (Year 4)	At least one knowledge sharing workshops held under each inter-state learning partnership.		2,000,000.00	On target achievement
April 2024 to March 2025 (Year 5)	At least one knowledge sharing workshops held under each inter-state learning partnership.		2,000,000.00	On target achievement
DLI 6				
State level improved service delivery				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	340,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Selected state score on every SIG component is zero percent.			



April 2020 to March 2021 (Year 1)	SIG Manual prepared, approved and adopted by MHRD; and Selected State scores 20 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	76,000,000.00	US\$ 10 M for manual, \$5 M for SSD & \$3 M each for other comp
April 2021 to March 2022 (Year 2)	Selected State scores 40 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	66,000,000.00	\$5 M for SSD target & \$3 M each for other component's target
April 2022 to March 2023 (Year 3)	Selected State scores 60 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	66,000,000.00	\$5 M for SSD target & \$3 M each for other component's target
April 2023 to March 2024 (Year 4)	Selected State scores 80 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	66,000,000.00	\$5 M for SSD target & \$3 M each for other component's target
April 2024 to March 2025 (Year 5)	Selected State scores 100 percent on at least the 'strengthened service delivery' SIG component in accordance with the terms of the SIG Manual	66,000,000.00	\$5 M for SSD target & \$3 M each for other component's target



ANNEX 2: PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement	Action
Develop and adopt awareness and communication strategy to: 1) Provide information about various E&S aspects integrated in the Samagra Shiksha Scheme. 2) Early Childhood Education. 3) Vocational courses and career counselling facilities.	Environmental and Social Systems		MHRD in consultation with states	Due Date	29-Dec-2023	MHRD to develop and disseminate at least 5 audio-visual clips.	Revised
Proposed Develop and adopt awareness and communication strategy to: 1) Provide information about various E&S aspects integrated in the Samagra Shiksha Scheme. 2) Early Childhood Education. 3) Vocational courses and career counselling facilities.	Environmental and Social Systems		MoE in consultation with states	Due Date	29-Dec-2023	MoE to develop and disseminate at least 5 audio-visual clips.	
Roadmap/plan for Aspirational Districts (ADs):	Environmental and Social Systems		States	Due Date	28-Jun-2024	Roadmap adopted by STARS states.	No Change



<p>a) Undertake a need assessment to map variations in digital resources & capacity of TEIs;</p> <p>b) Develop a plan/roadmap for digital resources specifically for EBBs, special focus districts & ADs</p>							
<p>Institutionalization of environment and social functions in the national and state education management in selected states through appointment of national level and state level nodal persons for E&S.</p>	<p>Environmental and Social Systems</p>		<p>MHRD and states</p>	<p>Due Date</p>	<p>31-May-2021</p>	<p>Staffing documentation.</p>	<p>Revised</p>
<p>Proposed</p> <p>Institutionalization of environment and social functions in the national and state education management in selected states through appointment of national level and state level nodal persons for E&S.</p>	<p>Environmental and Social Systems</p>		<p>MoE and states</p>	<p>Due Date</p>	<p>31-May-2021</p>	<p>Staffing documentation.</p>	
<p>Designate nodal officer and staff to carry out procurement and receipt of complaints for each implementing agency, allow for web base submission of complaints, share</p>	<p>Fiduciary Systems</p>		<p>MHRD with States</p>	<p>Due Date</p>	<p>31-Mar-2021</p>	<p>Staffing documents and annual Post Procurement Review Report (PPRR).</p>	<p>Revised</p>



with the Bank overall number and status of complaints annually as part of PPRR.							
Proposed Designate nodal officer and staff to carry out procurement and receipt of complaints for each implementing agency, allow for web base submission of complaints, share with the Bank overall number and status of complaints annually as part of PPRR.	Fiduciary Systems		MoE with States	Due Date	31-Mar-2021	Staffing documents and annual Post Procurement Review Report (PPRR).	
Carry out post procurement review annually starting in year 2 and share the report with the Bank.	Fiduciary Systems		MHRD with States	Due Date	31-Mar-2023	Timely submission of report to the Bank.	Revised
Proposed Carry out post procurement review annually starting in year 2 and share the report with the Bank.	Fiduciary Systems		MoE with States	Due Date	31-Mar-2023	Timely submission of report to the Bank.	
Exclude high value contracts, debarred firms and share with the Bank any allegations of fraud and corruption.	Fiduciary Systems		MHRD with States	Recurrent	Continuous	On going due diligence by MHRD with States.	Revised
Proposed							



Exclude high value contracts, debarred firms and share with the Bank any allegations of fraud and corruption.	Fiduciary Systems		MoE with States	Recurrent	Continuous	On going due diligence by MoE with States.	
Develop risk based, thematic area focused internal audit approach with well-developed road map for compliance.	Fiduciary Systems		MHRD with States	Due Date	31-May-2022	Receipt of evidence confirming compliance.	Revised
Proposed Develop risk based, thematic area focused internal audit approach with well-developed road map for compliance.	Fiduciary Systems		MoE with States	Due Date	31-May-2022	Receipt of evidence confirming compliance.	
States assess FM vacancies and prepare a time bound plan for addressing them.	Fiduciary Systems		MHRD with States	Due Date	31-May-2021	Receipt of the plan.	Revised
Proposed States assess FM vacancies and prepare a time bound plan for addressing them.	Fiduciary Systems		MoE with States	Due Date	31-May-2021	Receipt of the plan.	
Roll out Public Financial Management System (PFMS) for transfer of funds and generating utilization certificates at school level.	Fiduciary Systems		MHRD with States	Due Date	31-Mar-2023	Generation of utilization certificates at school level.	Revised
Proposed							



Roll out Public Financial Management System (PFMS) for transfer of funds and generating utilization certificates at school level.	Fiduciary Systems		MoE with States	Due Date	31-Mar-2023	Generation of utilization certificates at school level.	
MHRD to provide access to UDISE Plus for general viewing and use by education researchers, education professionals etc.	Technical		MHRD	Due Date	30-Sep-2020	Public access available for UDISE Plus	Revised
Proposed MoE to provide access to UDISE Plus for general viewing and use by education researchers, education professionals etc.	Technical		MoE	Due Date	30-Sep-2020	Public access available for UDISE Plus	
Provide access to the finalized version of the National Assessment Survey (NAS) data base for use by researchers, education professionals, policy makers etc.	Technical		MHRD	Due Date	30-Sep-2025	Public access to the finalized NAS data	Revised
Proposed Provide access to the finalized version of the National Assessment Survey (NAS) data base for use by researchers, education professionals,	Technical		MoE	Due Date	30-Sep-2025	Public access to the finalized NAS data	



policy makers etc.							
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