



Mali Improving Education Quality and Results for All Project (MIQRA) (P164032)

WESTERN AND CENTRAL AFRICA | Mali | IBRD/IDA | Investment Project Financing (IPF) | FY 2021 | Seq No: 8 | Archived on 14-Dec-2024 | ISR02234

Implementing Agencies: Ministry of Education

1. OBJECTIVE**1.1 Development Objective**

Original Development Objective (Approved as part of Approval package on 23-Feb-2021)

The Project Development Objective is to increase learning outcomes in early primary education in targeted areas, to promote girls' access to lower and upper secondary education in underserved areas, and to enhance the governance of the education system.

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

No

2. COMPONENTS

Name

Accelerating Learning through Improved Quality:(Cost 56,500,000.00)

Building Stronger Pathways for Girls Education Success:(Cost 38,890,000.00)

Strengthening the Governance and Resilience of the Education System:(Cost 39,390,000.00)

Contingent Emergency Response:(Cost 0.00)

Strengthening Monitoring and Evaluation and Supporting Project Management:(Cost 5,910,000.00)

3. OVERALL RATINGS

Name	Previous	Current
Progress towards achievement of PDO	● Moderately Satisfactory	● Moderately Unsatisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Unsatisfactory
Overall Risk Rating	● Substantial	● Substantial



4. KEY ISSUES & STATUS

4.1 Implementation Status and Key Decisions

Summary of Implementation progress: Progress towards meeting the project development objectives (PDO) is delayed, although three of the five PDO indicators have seen some progress: (a) pilot evaluations for early grade reading and mathematics are scheduled for December 2024 in Ségou and San; and (b) the draft norms and standards for secondary education institutions have been developed, including the relevant tools to carry out secondary school assessments. The required “arrêté” to render these norms and standards official is currently at the minister’s level for signature.

Component 1. Accelerate learning through improved quality: Progress has been made as follows: (a) curriculum assessment of existing levels 1 and 2 has been completed and action plan to revise them developed; it was also decided that the project would not focus on new programs as initially planned while existing levels are not adjusted; (b) a pilot learning assessment will be carried out in San and Ségou in late November 2024; (c) 1,688 early childhood educators (mères éducatrices) have been trained; (d) norms and standards to evaluate public and private secondary schools have been developed, including evaluation tools to be used to certify schools. The associated “arrêté” to allow application of these norms/standards is in the process of being signed; and (e) 79 secondary school management committees (comités de gestion scolaire – CGS) have been established and its members trained.

Component 2. Building Stronger Pathways for Girls Education Success. This component continues to see slower than expected progress: (a) 60 classrooms (“fondamental 2”) out of 501 are expected to be handed over (réception technique) by end of October 2024; (b) 12 lycée classrooms are also expected to be handed over by end of October 2024, compared to the 30 planned; (c) preliminary studies related to construction of 11 new lycées and the two lycées d’excellence have been carried out but no works to date; and (d) 70 new school canteens established and providing meals to about 50,400 students (of which 43 percent girls).

Component 3: Strengthening the Governance and Resilience of the Education System. School-based management has not progressed much and at limited scale due to budget constraints: currently, only 200 schools can be supported (compared to the planned 400) in the establishment and implementation of their respective “projet d’école”. In terms of contractual teacher salary payments, 611 contractual teachers were paid, and 463 mères éducatrices received a small stipend. In addition, 433,865 (out of 68,300) school kits were distributed in non-conflict affected primary schools and 24,113 primary school kits in conflict-affected areas. However, no progress has been made in terms of temporary “pop-up” schools as the initial cost estimates were too low so that only 169 out of the planned 240 could be built, prompting the government to re-evaluate the viability of using pop-up schools instead of regular schools. Finally, an action plan to harmonize and establish an integrated Education Management and Information System (EMIS) has been developed and is being implemented.

Component 4. Contingent Emergency Response. The project has drafted the terms of reference of consultant and the inclusion in the procurement plan. However, the operation manual is not yet developed.

Component 5. Strengthening M&E and Supporting Project Management. Activities under this component also had a mixed performance. While progress has been made in terms of monitoring and evaluation, especially the establishment of the geo-enabling initiative for monitoring and supervision (GEMS), overall contract management and supervision have not improved. As a result, many of the key activities such as construction of secondary schools and lycées are delayed, undermining the support for girls’ secondary education. On the other hand, the project



facilitation unit is well staffed and provides continued support and follow up, acting effectively as the facilitator between the different governmental implementing units, fiduciary departments and the Bank.

5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 23 Feb 2021	Last Approved Rating ISR Seq. 07 - 27 Jun 2024	Proposed Rating
Political and Governance	● Substantial	● High	● High
Macroeconomic	● Moderate	● Substantial	● Substantial
Sector Strategies and Policies	● Moderate	● Substantial	● Substantial
Technical Design of Project or Program	● Moderate	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Substantial	● Substantial	● Substantial
Fiduciary	● Substantial	● Substantial	● Substantial
Environment and Social	● Moderate	● Substantial	● Substantial
Stakeholders	● Moderate	● Moderate	● Moderate
Overall	● Moderate	● Substantial	● Substantial



6. RESULTS

6.1 PDO Indicators by PDO Outcomes

Increase learning outcomes in early primary education								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Proportion of second grade students who have at least the minimum required literacy skills in targeted areas (Percentage)	22.00	Jul/2019	22.00	20-Jun-2024	22.00	24-Oct-2024	27.40	Jun/2027
	Comments on achieving targets		Preparatory steps have now been taken. The evaluation unit has been created at the national and local levels. A technical assistance is being recruited to support the implementation of a pilot in San and Segou. This indicator is expected to be updated by December 2024.					
(of which % girls) (Percentage)	0.00		0.00		0.00		25.00	
	Comments on achieving targets		Baseline does not exist at this stage.					
Proportion of second grade students who have at least the minimum required numeracy skills in targeted areas (Percentage)	21.70	Jul/2019	21.70	14-Jun-2024	21.70	24-Oct-2024	34.20	Jun/2027
	Comments on achieving targets		Preparatory steps have now been taken. The evaluation unit has been created at the national and local levels. A technical assistance is being recruited to support the implementation of a pilot in San and Segou. This indicator is expected to be updated by December 2024.					
(of which % girls) (Percentage)	0.00		0.00		0.00		32.00	
	Comments on achieving targets		Baseline does not exist at this stage.					
Promote girls' access to lower and upper secondary education in underserved areas								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year



Transition rate from primary to lower secondary for girls (Percentage)	71.50	Jul/2019	65.20	14-Jun-2024	65.20	24-Oct-2024	80.00	Jun/2027
	Comments on achieving targets		<p>Number of new female entrants to the first grade of lower secondary (College) expressed as a percentage of the students enrolled in the last grade of primary (Fondamental 1) in the previous year.</p> <p>This indicator will be updated when the statistical yearbook 2023/2024 is produced</p>					
Transition rate from lower to upper secondary for girls (Percentage)	45.80	Jul/2019	36.10	14-Jun-2024	36.10	24-Oct-2024	52.00	Jun/2027
	Comments on achieving targets		<p>Number of new female entrants to the first grade of upper secondary (Lycee) expressed as a percentage of the students enrolled in the last grade of lower secondary (College) in the previous year.</p> <p>This decrease may be attributed to the more stringent monitoring of the high school qualifying exam by the Malian government, which saw the success rate for girls decrease from 68.06 percent in the 2020/2021 school year to 44.82 percent in 2021/2022. This indicator will be updated when the statistical yearbook 2023/2024 is produced.</p>					
Enhance the governance of the education system								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Improved governance framework for the delivery of quality private general secondary education (Text) PBC	TBD in year 2 upon completion of certification of private general upper secondary	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	80.00	Jun/2027



	schools							
	Comments on achieving targets		The Ministry of National Education (MEN) has developed quality standards governing the secondary education. However, it has yet to finalize and implement the necessary decree which is expected to be sign by November 30 2024.					
Unlinked indicator								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Direct project beneficiaries (Number)	0.00	Jul/2019	953,774	14-Jun-2024	1,528,564	24-Oct-2024	4,100,000.00	Jun/2027
	Comments on achieving targets		The progress is maily due to the acquisition and distribution of 433,000 scholar kits for students					
(of which % of female direct beneficiaries) (Percentage)	0.00		36.50		36.60		40.00	

6.2 Intermediate Results Indicators by Components

Accelerating Learning through Improved Quality								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of early childhood educators trained as a result of project intervention (Number)	0.00	Jul/2019	1,461	14-Jun-2024	1,688	24-Oct-2024	2,500.00	Jun/2027
	Comments on achieving targets		A new cohort is trained each year. next round of training is scheduled in 2024 2025 and will target 625 additionnal ECD Educators					
Improved governance framework for the delivery of	0.00	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	90.00	Jun/2027
	Comments on		The Bid for hiring a Technical Assistance to support the MEN to develop quality standards for					



quality public general secondary education (Percentage) PBC	achieving targets		upper secondary schools has been declared unsuccessful due to lack of candidate. As a result the MEN has developed quality standards for secondary schools with its own resources and has drafted a decree so that to fulfill the condition of this PBC. This indicator will be update by mid september 2024.					
Upper secondary school in-service teacher training upgraded (Percentage) PBC	0.00	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	80.00	Jun/2027
	Comments on achieving targets		The Bid for hiring a TA to support the MEN to develop in service training strategy focused on Maths and science in secondary education has been declared unsuccessful due to lack of candidate. As a result, the MEN has developed with its own resources in service training strategy focused on Maths and science in secondary education. According to this strategy, four individual consultant will be recruited to support training design in different topics.					
Textbook to pupil ratio of core textbooks in grades 1-2 in public primary schools (Number)	0.80	Jul/2019	0.52	14-Jun-2024	0.80	24-Oct-2024	2.00	Jun/2027
	Comments on achieving targets		The Ministry of Education is considering developing new textbooks free of copyrights. In the meantime, there is a tentative agreement to adapt first-grade reading textbooks originally produced by USAID, for which the ministry holds the copyrightthis indicators is expected to be updated by december 2024.					
Students benefiting from direct interventions to enhance learning (Number)	0.00	Jul/2019	71,500.00	14-Jun-2024	806,078	24-Oct-2024	1,500,000.00	Jun/2027
Students benefiting from direct interventions to enhance learning - Female (Number)	0.00		31,912.00		322,431		600,000.00	
Large-scale primary/secondary learning assessments completed (Number)	0.00	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	2.00	Jun/2027
	Comments on achieving targets		Technical assistance recruitment was expected to be completed by June 30, 2024. However the activity has been delayed. This indicator will be updated in by december 30 2024.					
The national student	No	Oct/2023	No	14-Jun-2024	No	24-Oct-2024	Yes	Jun/2027



assessment unit has conducted a learning assessment in a specific region of Mali (local representative sample) (Yes/No)	Comments on achieving targets		The learning assessment in San and Ségou is expected in December 2024					
A learning assessment is conducted on a national representative sample (Yes/No)	No	Oct/2023	No	14-Jun-2024	No	24-Oct-2024	Yes	Jun/2027
Building Stronger Pathways for Girls Education Success								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of additional classrooms built at lower secondary level resulting from project interventions (Number)	0.00	Jul/2019	0.00	14-Jun-2024	60.00	24-Oct-2024	500.00	Jun/2027
Number of additional classrooms built at upper secondary level resulting from project interventions (Number)	0.00	Jul/2019	0.00	14-Jun-2024	12	24-Oct-2024	186.00	Jun/2027
	Comments on achieving targets		<p>The number of upper secondary classrooms constructed and fully equipped – as defined by existing school construction policy – and officially handed over to Government.</p> <p>First Classroom construction at upper secondary are expected to be completed in September 2024 (13 new high schools= 12 classroom per school and 30 classroom in 10 existing high school).</p>					
Number of children benefiting	0.00	Jul/2019	74,865.00	14-Jun-2024	138,285	24-Oct-2024	40,000.00	Jun/2027



from school canteens as a result of project (Number)	Comments on achieving targets		The number of children who benefit from school canteens.					
Gender Parity for upper secondary level (Number)	0.87	Jul/2019	0.92	14-Jun-2024	0.89	24-Oct-2024	0.92	Jun/2027
percentage of girls in lower secondary (fundamental II) (Percentage)	47.10	Jul/2019	48.20	14-Jun-2024	48.20	24-Oct-2024	48.10	Jun/2027
Strengthening the Governance and Resilience of the Education System								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of grant-supported schools that ensured continuity of learning (Number)	0.00	Jul/2019	0.00	14-Jun-2024	92.00	24-Oct-2024	800.00	Jun/2027
	Comments on achieving targets		An action plan has been approved on November 10, 2023 by the committee in charge of distance learning and is being implemented. The radio program has started and reached 92 schools.					
Number of children who benefitted from distance/homebased learning (Number)	0.00	May/2020	27,600.00	14-Jun-2024	27,600	24-Oct-2024	2,300,000.00	Jun/2027
	Comments on achieving targets		The number of children who benefitted from distance/homebased learning established by the project. An action plan has been approved on November 10, 2023 by the committee in charge of distance learning and is being implemented. The radio program has started and reached 92 schools.					
Of which female (Number)	0.00	May/2020	14,352.00	14-Jun-2024	11,700	24-Oct-2024	40.00	Jun/2027
	Comments on achieving targets		This sub-indicator will track the proportion of female school children who benefitted from distance/homebased learning established by the project..					
Number of schools supported by the Project with established minimum hygiene standards for COVID-19	0.00	May/2020	2,300.00	14-Jun-2024	2,300.00	24-Oct-2024	2,500.00	Jun/2027
	Comments on achieving targets		The number of schools supported by the Project that have established minimum hygiene standards for COVID-19 prevention.					



prevention (Number)								
Establishment of an integrated and functional Education Management Information System (Yes/No)	No	Jul/2019	No	14-Jun-2024	No	24-Oct-2024	Yes	Jun/2027
	Comments on achieving targets		A binary (yes/no) indicator indicating whether or not an integrated and functional Education Management Information System has been established.					
Proportion of textbooks purchased and distributed through GPE grants out of the total planned (Percentage)	0.00	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	23.00	Jun/2027
	Comments on achieving targets		The Ministry of Education is considering developing new textbooks free of copyrights. In the meantime, there is a tentative agreement to adapt first-grade reading textbooks originally produced by USAID, for which the ministry holds the copy rights. This indicators is expected to be updated by December 2024.					
Proportion of teachers trained through GPE grants out of the total planned (Percentage)	0.00	Mar/2023	43.50	14-Jun-2024	43.50	24-Oct-2024	27.00	Jun/2027
	Comments on achieving targets		The increase is due to inclusion of all teacher training including “Communaute d’apprentissage des maitres”, training of the “Mère Educatrice” and other teacher training completed.					
Proportion of teachers trained through regular accelerated funding from GPE (Percentage)	0.00	Jul/2019	1.00	14-Jun-2024	1.00	24-Oct-2024	9.00	Jul/2026
	Comments on achieving targets		The GPE regular accelerated funding closed on February 15, 2024. No further progress is expected under this indicator.					
Proportion of classrooms built or rehabilitated through GPE grants out of the total planned (Percentage)	0.00	Mar/2023	0.00	14-Jun-2024	0.00	24-Oct-2024	9.00	Jun/2027
	Comments on achieving targets		Due to construction delays, this indicator has not seen progress.					
Proportion of classrooms built or rehabilitated through regular accelerated funding from GPE (Percentage)	0.00	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	7.00	Jul/2026
	Comments on achieving targets		Due to construction delays, this indicator has not seen progress.					
Number of children provided	0.00	Jul/2019	22,380.00	14-Jun-2024	29,622	24-Oct-2024	500,000.00	Jun/2027



access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure (Number)	Comments on achieving targets		The COVID-19 grant is closed. No further progress is expected under this indicator.					
Of which female (Percentage)	0.00		0.00		14,357		40.00	
	Comments on achieving targets		This sub-indicator will track the proportion of female students provided access to programs and sensitization campaigns that aim at minimizing the negative impacts of school closure like psychological impacts, gender-based violence, and issues related to unequal social norms.					
Number of teachers trained in using distance learning methods and/or provided materials to support distance learning (Number)	0.00	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	15,000.00	Jun/2027
	Comments on achieving targets		Due to delays in distance learning plan and implementation, this indicator has not seen progress.					
Of which female (Percentage)	0.00		0.00		0.00		30.00	
	Comments on achieving targets		This indicator will track the proportion of female primary and lower secondary teachers who have been trained in using distance learning methods and/or provided materials to support distance learning					
Number of teachers trained to provide accelerated programs to mitigate loss of learning during school closure (Number)	0.00	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	5,400.00	Jun/2027
	Comments on achieving targets		The COVID-19 grant is closed. No further progress is expected under this indicator.					
Of which female (Number)	0.00		0.00		0.00		30.00	
	Comments on achieving targets		This sub-indicator will track the number of female teachers trained to provide accelerated programs to mitigate loss on learning during school closure.					
Number of primary school children whose learning was assessed to evaluate loss of	0.00	Jul/2019	0.00	14-Jun-2024	0.00	24-Oct-2024	5,000.00	Jun/2027
	Comments on achieving targets		The COVID-19 grant is closed. No further progress is expected under this indicator.					



learning during school closure (Number)								
Of which female (Percentage)	0.00		0.00		0.00		40.00	
	Comments on achieving targets		This sub-indicator will track the number of female primary school children whose learning was assessed to evaluate loss of learning during school closure					
Strengthening Monitoring and Evaluation and Supporting Project Management								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Establishment of M&E tools for distant project monitoring (Yes/No)	No	Jul/2019	No	14-Jun-2024	Yes	24-Oct-2024	Yes	Jun/2027
	Comments on achieving targets		A GEMS pilot has been tested in the area where construction started. In the meantime the project is following the formal way to set GEMs					
Results of beneficiary engagement surveys and plans for course-corrections formulated based on beneficiary inputs and shared publicly (Yes/No)	No	Jul/2019	No	14-Jun-2024	No	24-Oct-2024	Yes	Jun/2027
	Comments on achieving targets		Survey has been delayed.					

6.3 Performance Based Conditions (PBC)

PBC Name	Baseline	Actual (Previous)		Actual (Current)		Closing Period
		Value	Date	Value	Date	
1:Improved governance framework for the	Value	0.00	14-Jun-2024	0.00	24-Oct-2024	
	Allocated			0.00		



delivery of quality public general secondary education (Percentage)	Amount						
PBC allocation			0.00				
2:Improved governance framework for the delivery of quality private general secondary education (Text)	Value	TBD in year 2 upon completion of certification of private general upper secondary schools	0.00	14-Jun-2024	0.00	24-Oct-2024	
	Allocated Amount	0.00			0.00		1,000,000.00
PBC allocation			7,900,000.00				
3:Upper secondary school in-service teacher training upgraded (Percentage)	Value	0.00	0.00	14-Jun-2024	0.00	24-Oct-2024	
	Allocated Amount	0.00			0.00		4,000,000.00
PBC allocation			8,900,000.00				
4:Secondary School Management Committee Established and Functional (Text) Achieved	Value	No baseline	79 Secondary School Management Committee have been Established and are Functional	14-Jun-2024	79 Secondary School Management Committee have been Established and are Functional	24-Oct-2024	PBCT 4.3: Between 50 and 90 percent of general upper secondary schools have a functional school management

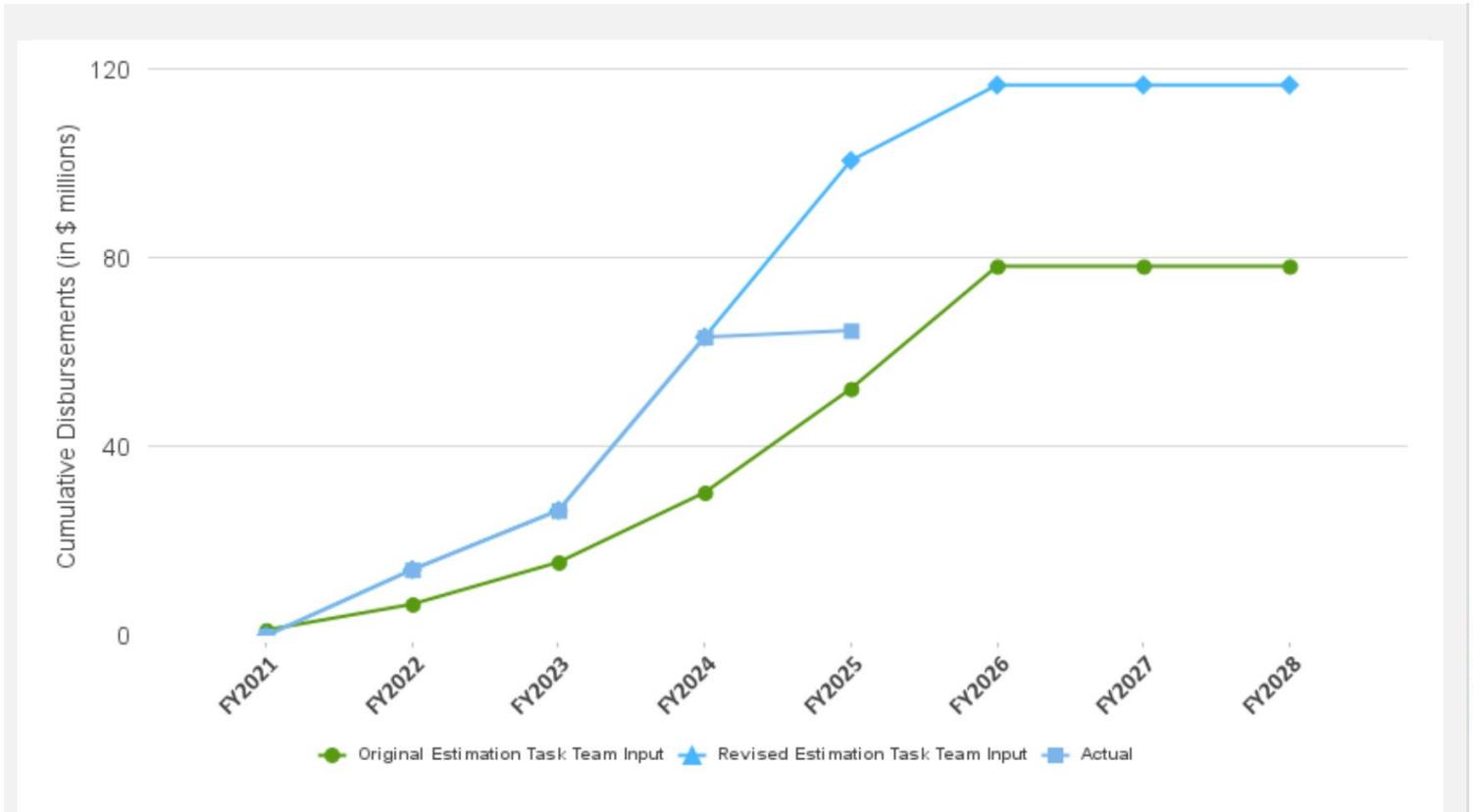


							committee and have elaborated a SIP.
	Allocated Amount	0.00			0.00		5,000,000.00
PBC allocation			9,800,000.00				
5:Improved transfer of education financial resources to decentralized and local entities (Text)	Value	The current share of education budget transferred to decentralized education entities (Services deconcentres) and to the communes (Collectivités Territoriales) is 84 percent (2019) and the average credit notification rate over the past three years (2017, 2018, and 2019) is 98 percent.	The current share of education budget transferred to decentralized education entities (Services deconcentres) and to the communes (Collectivités Territoriales) is 85.4 percent (2019) and the credit notification rate is 98.8 percent.	14-Jun-2024	The current share of education budget transferred to decentralized education entities (Services deconcentres) and to the communes (Collectivités Territoriales) is 85.4 percent (2019) and the credit notification rate is 98.8 percent.	24-Oct-2024	
	Allocated Amount	0.00			0.00		0.00
PBC allocation			1,666,667.00				



7. DATA ON FINANCIAL PERFORMANCE

7.1 Cumulative Disbursements



7.2 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed	Historical Disbursed
TF-B4949	Closed	9.14	9.14	0.00	8.60	0.54	94.09%	9.14
TF-B4948	Closed	6.78	2.04	4.73	2.04	0.00	100.00%	6.78
IDA-D7730	Effective	40.00	37.51	0.00	34.91	2.81	92.54%	40.00
IDA-68300	Effective	40.00	37.37	0.00	0.00	37.37	0%	40.00
TF-B3129	Effective	44.78	44.78	0.00	19.13	25.65	42.73%	44.78



7.3 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-68300	Effective	23-Feb-2021	23-Mar-2021	25-Oct-2021	30-Jun-2027	30-Jun-2027
IDA-D7730	Effective	23-Feb-2021	23-Mar-2021	25-Oct-2021	30-Jun-2027	30-Jun-2027
TF-B3129	Effective	23-Feb-2021	23-Mar-2021	25-Oct-2021	03-Dec-2026	03-Dec-2026
TF-B4948	Closed	23-Feb-2021	23-Mar-2021	25-Oct-2021	30-Jun-2022	31-Dec-2022
TF-B4949	Closed	23-Feb-2021	23-Mar-2021	25-Oct-2021	28-Feb-2022	15-Feb-2024

8. KEY DATES

Key Events	Planned	Actual
Approval	23-Feb-2021	23-Feb-2021
Effectiveness	25-Oct-2021	25-Oct-2021
Mid-Term Review No. 01	20-May-2024	14-Oct-2024
Operation Closing/Cancellation	30-Jun-2027	

9. RESTRUCTURING HISTORY

- Restructuring Level 2 Approved on 23-Feb-2022
- Restructuring Level 2 Approved on 14-Jul-2021
- Restructuring Level 2 Approved on 26-Oct-2023
- Restructuring Level 2 Approved on 25-Oct-2022

10. ASSOCIATED OPERATION(S)

There are no associated operations