



## Malawi Education Reform Program Project (P174329)

EASTERN AND SOUTHERN AFRICA | Malawi | IBRD/IDA | Investment Project Financing (IPF) | FY 2022 | Seq No: 7 | Archived on 02-Jan-2025 | ISR02909

Implementing Agencies: Ministry of Education

### 1. OBJECTIVE

#### 1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 27-Aug-2021)

The Project Development Objective is to improve learning environments for students in lower primary in Government schools.

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

No

### 2. COMPONENTS

Name

Component 1. Expanding and Reforming Primary School Improvement Grants:(Cost 46,500,000.00)

Component 2. Improved Learning Environments in Lower Primary to Support Learning Recovery After COVID-19:(Cost 128,950,000.00)

Component 3. Supporting Girls' Learning:(Cost 18,020,000.00)

Component 4. School Leadership Program:(Cost 11,000,000.00)

Component 5. Project Coordination and Capacity Building:(Cost 6,000,000.00)

Component 6. Contingent Emergency Response:(Cost 0.00)

### 3. OVERALL RATINGS

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



## 4. KEY ISSUES & STATUS

### 4.1 Implementation Status and Key Decisions

Overall progress is moderately satisfactory with most project activities remaining on track, except for the classroom construction component and the rollout of the Hardship Support Scheme. However, these have picked up implementation pace in recent months. All other project activities are on track, including the placement of auxiliary teachers, the learner mentors and the School Leadership Training. The Mid-Term Review (MTR) for the project was conducted in September 2024, and took stock of progress, assessed likelihood of achievement of the project development objective, and discussed a number of proposed amendments to the project design and results framework to ensure the project can fully achieve its development objectives.

## 5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 27 Aug 2021	Last Approved Rating ISR Seq. 06 - 21 Jun 2024	Proposed Rating
Political and Governance	● Moderate	● Moderate	● Moderate
Macroeconomic	● Substantial	● Substantial	● Substantial
Sector Strategies and Policies	● Moderate	● Moderate	● Moderate
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	● Moderate	● Moderate
Stakeholders	● Low	● Low	● Low
Overall	● Substantial	● Moderate	● Moderate



## 6. RESULTS

### 6.1 PDO Indicators by PDO Outcomes

to strengthen learning environments in lower primary in all Government schools								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
1. Pupil-classroom ratio in lower primary (average and interquartile range) (Text)	126 (average) 77 (interquartile range)	Nov/2019	112 (average) 71 (interquartile range)	30-May-2024	112 (average) 71 (interquartile range)	13-Dec-2024	78 (average) 23 (interquartile range)	Dec/2025
	Comments on achieving targets		<p>To be updated in next ISR following the cleaning of EMIS data currently being collected. Following MTR discussions, the end target will be updated through a restructuring, expected by end December 2024. Interquartile range is proposed to be dropped as it's complex and duplicative of an IRI.</p> <p>1. Calculation of PCR: Total number of permanent classrooms (including MESIP learning shelters and low-cost classrooms; not including structures with grass or tarpaulin roofs) available for use by Standards 1-4 / total enrollment in Standards 1-4. Calculated for each public primary school.</p> <p>2. Calculation of average: Sum of public primary school PCRs / total number of public primary schools.</p> <p>3. Calculation of interquartile range: 75th percentile minus 25th percentile.</p> <p>Note: indicator for support of project to COVID-19 response.</p>					
2. Share of schools with pupil-	30.12	Oct/2019	51.10	30-May-2024	51.10	13-Dec-2024	70.00	Dec/2025



<p>qualified teacher ratios in Standards 1-2 in the acceptable range [PBC 5] (Percentage) PBC</p>	<p>Comments on achieving targets</p>		<p>On track following extensive reallocation of new and existing teachers in 2023; further achievement expected to be supported by Hardship Support Scheme but may be challenged by lack of deployment of new teachers. To be updated in next ISR following the cleaning of EMIS data currently being collected. PBC; actual subject to verification.</p> <p>Calculation of PqTR in Standards 1-2: Total enrollment in Standards 1-2 in each public primary school / total number of qualified teachers (IPTE/ODL) primarily teaching Standards 1-2 in school (Schools with 0 qualified teachers in Standards 1-2 are counted as outside acceptable range) Calculation of indicator: total number of public primary schools for which PqTR in Standards 1-2 is in acceptable range / total number of public primary schools Acceptable range: 61-90 inclusive.</p>					
<p>3. Student dropout rate (total) (Percentage)</p>	<p>3.97</p>	<p>Oct/2019</p>	<p>4.43</p>	<p>30-May-2024</p>	<p>4.43</p>	<p>13-Dec-2024</p>	<p>3.05</p>	<p>Dec/2025</p>
	<p>Comments on achieving targets</p>		<p>To be updated in next ISR following the cleaning of EMIS data currently being collected. Following MTR discussions, the indicator is proposed to be moved to an IRI and replaced with an indicator on number of ATs hired through a restructuring, expected by end December 2024.</p> <p>Off track as result of lasting impacts of COVID-19 on enrollment which has effect of increasing calculated dropout rate. Actual for 2022 was incorrectly reported and correct figure was 4.55 so annual trend is downward.</p> <p>Calculation of dropout per school: Number of students dropping out each year / total number of students enrolled in previous year. Calculated for each public primary school. Calculation of average dropout: Sum of dropout rates for all dual-gender public primary schools / number of dual-gender public primary schools.</p>					
<p>Student dropout rate (female) (Percentage)</p>	<p>4.09</p>	<p>Oct/2019</p>	<p>4.42</p>	<p>30-May-2024</p>	<p>4.42</p>	<p>13-Dec-2024</p>	<p>3.10</p>	<p>Dec/2025</p>
	<p>Comments on achieving targets</p>		<p>To be updated in next ISR following the cleaning of EMIS data currently being collected.</p> <p>Off track as result of lasting impacts of COVID-19 on enrollment which has effect of increasing</p>					



			<p>calculated dropout rate. Actual for 2022 was incorrectly reported and correct figure was 4.58 so annual trend is downward.</p> <p>Calculation of dropout per school: Number of female students dropping out each year / total number of female students enrolled in previous year. Calculated for each dual-gender public primary school.</p> <p>Calculation of average dropout: Sum of female dropout rates for all dual-gender public primary schools / number of dual-gender public primary schools</p>					
Student dropout rate (male) (Percentage)	3.87	Oct/2019	4.47	30-May-2024	4.47	13-Dec-2024	3.00	Dec/2025
	Comments on achieving targets		<p>To be updated in next ISR following the cleaning of EMIS data currently being collected.</p> <p>Off track as result of lasting impacts of COVID-19 on enrollment which has effect of increasing calculated dropout rate. Actual for 2022 was incorrectly reported and correct figure was 4.56 so annual trend is downward.</p> <p>Calculation of dropout per school: Number of male students dropping out each year / total number of male students enrolled in previous year. Calculated for each dual-gender public primary school.</p> <p>Calculation of average dropout: Sum of male dropout rates for all dual-gender public primary schools / number of dual-gender public primary schools</p>					
Students benefiting from direct interventions to enhance learning (Number)	0.00	Aug/2021	5,222,759	01-May-2024	5,222,759	13-Dec-2024	5,000,000.00	Dec/2025
	Comments on achieving targets		To be updated in next ISR following the cleaning of EMIS data currently being collected.					
Students benefiting from direct interventions to enhance learning - Female (Number)	0.00		2,658,194		2,658,194		2,525,000.00	
	Comments on achieving targets		To be updated in next ISR following the cleaning of EMIS data currently being collected.					
Teachers recruited or trained	0.00	Aug/2021	11,086	30-May-2024	11,086	13-Dec-2024	12,300.00	Sep/2025



(Number)	Comments on achieving targets		On track. To be updated in next ISR following the cleaning of EMIS data currently being collected.					
Number of teachers recruited (Number)	0.00	Aug/2021	5,155	30-May-2024	5,155	30-May-2024	3,500.00	Sep/2025
	Comments on achieving targets		Project-end target surpassed as a result of greater than expected hiring of ATs. To be updated in next ISR following the cleaning of EMIS data currently being collected.					
Teachers recruited or trained - Female (RMS requirement) (Number)	0.00		2,823.00		2,823.00		2,000.00	
	Comments on achieving targets		Project-end target surpassed as a result of greater than expected hiring of female ATs. To be updated in next ISR following the cleaning of EMIS data currently being collected.					
Number of teachers trained (Number)	0.00	Aug/2021	2,127.00	30-May-2024	2,127.00	30-May-2024	9,800.00	Sep/2025
	Comments on achieving targets		To be updated in next ISR following the cleaning of EMIS data currently being collected.					

## 6.2 Intermediate Results Indicators by Components

Component 1. Expanding and Reforming Primary School Improvement Grants								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Ensured timely delivery of PSIG, and allocated adequate finance for PSIG in the budget, in accordance with the revised PSIG formula [PBC 1] (Yes/No) PBC	No	Dec/2020	Yes	30-May-2024	Yes	13-Dec-2024	Yes	Dec/2025
	Comments on achieving targets		<ol style="list-style-type: none"> <li>1. Circular issued to all stakeholders to update the PSIG formula to the revised formula as recorded in the PIM</li> <li>2. Agreement between Treasury, Local Government Finance Committee, and MoE for reformed flow of funds, acceptable to the Association, signed by all three parties</li> <li>3. FY22/23 budget includes allocation for PSIG, verified adequate according to the revised PSIG formula by the Association</li> </ol>					



Released adequate finance for PSIG to Local Councils prior to the start of the school year [PBC 2] (Percentage) PBC	19.60	Aug/2022	83	30-May-2024	94	13-Dec-2024	100.00	Dec/2025
	Comments on achieving targets		<p>Under-achieved as a result of challenges in Treasury release of finance and delays in mobilization of IDA/GPE finance. Actions taken to address issues in future. PBC: Actual subject to verification.</p> <p>Share of total finance required to provide PSIG to all public primary schools for a given school year in accordance with revised formula released by Treasury to Local Councils before first day of school year as defined by MoE / Share of total finance required to provide PSIG to all public primary schools for a given school year in accordance with revised formula * 100</p>					
Share of schools receiving Primary School Improvement Grants in the first 60 days of the school year in accordance with the PSIG formula [PBC 3] (Percentage) PBC	59.85	Oct/2021	55	30-May-2024	55	13-Dec-2024	100.00	Dec/2025
	Comments on achieving targets		<p>To be updated in next ISR following the cleaning of EMIS data currently being collected. Under-achieved in 2023 as a result of challenges of adherence to the formula by districts. Steps agreed to resolve for 2024 disbursement. PBC: Actual subject to verification.</p> <p>Number of public primary schools in which Primary School Improvement Grants for each school year were received into the schools' bank account or in cash in the first 60 days of the school year / total number of public primary schools * 100</p>					
Share of schools receiving Primary School Improvement Grants in accordance with the PSIG formula (Percentage)	85.08	Oct/2021	85.08	30-May-2024	85.08	13-Dec-2024	100.00	Dec/2025
	Comments on achieving targets		<p>To be updated in next ISR following the cleaning of EMIS data currently being collected.</p> <p>Number of public primary schools in which Primary School Improvement Grants for each school year were received into the schools' bank account or in cash during the school year / total number of public primary schools * 100</p>					
<b>Component 2. Improved Learning Environments in Lower Primary to Support Learning Recovery After COVID-19</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)			Closing Period



	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Total number of low-cost classrooms constructed at public primary schools using MERP SIG (Number)	0.00	Aug/2021	0.00	30-May-2024	1,100	13-Dec-2024	10,900.00	Dec/2025
	Comments on achieving targets		<p>Off track as a result of delayed implementation of classroom construction. Following MTR discussions, the end target will be updated to reflect increased construction costs, through a restructuring expected by end December 2024.</p> <p>Number of low-cost classrooms in accordance with standardized designs constructed at public primary schools for use of Standards 1-4 and using needs-based MERP SIG for partial or total financing.</p> <p>Note: indicator for support of project to COVID-19 response.</p>					
Share of schools with PCR below 90 in lower primary (Percentage)	39.00	Oct/2019	42	30-May-2024	42	13-Dec-2024	70.00	Dec/2025
	Comments on achieving targets		<p>Off track as a result of delayed implementation of classroom construction. Actual value to be updated in next ISR following the cleaning of EMIS data currently being collected. Following MTR discussions, the end target will be updated to reflect increased construction costs, through a restructuring expected by end December 2024.</p> <p>1. Calculation of PCR: Total number of permanent classrooms (including MESIP learning shelters and low-cost classrooms; not including structures with grass or tarpaulin roofs) available for use by Standards 1-4 / total enrollment in Standards 1-4. 2. Calculation of share: Number of public primary schools with PCR below 90 in lower primary as above / Total number of public primary schools * 100 Note: indicator for support of project to COVID-19 response.</p>					
Total number of sanitation blocks constructed at public primary schools using MERP SIG (Number)	0.00	Apr/2021	0.00	30-May-2024	0.00	13-Dec-2024	1,000.00	Dec/2025
	Comments on achieving targets		<p>Off track as a result of delayed implementation of classroom construction. Following MTR discussions, the end target will be updated to reflect increased construction costs, through a restructuring expected by end December 2024.</p>					



			Number of sanitation blocks in accordance with standardized design constructed at public primary schools using needs-based MERP SIG for partial or total financing.					
			Note: indicator for support of project to COVID-19 response.					
Pupil-Qualified Teacher Ratios (PqTRs) in lower primary, average and interquartile range (Text)	86 (average) 44 (interquartile range)	Nov/2019	73.1 (average) 33 (interquartile range)	30-May-2024	73.1 (average) 33 (interquartile range)	13-Dec-2024	73 (average) 32 (interquartile range)	Dec/2025
	Comments on achieving targets		Following MTR discussions, the indicator is proposed to be dropped to avoid duplication with PDO indicators, through a restructuring expected by end December 2024.  1. Calculation of PqTR: Total number of qualified teachers employed in Standards 1-4 / total enrollment in Standards 1-4. Calculated for each public primary school. 2. Calculation of average: Sum of public primary school PqTRs / total number of public primary schools. 3. Calculation of interquartile range: 75th percentile minus 25th percentile.					
Share of schools with PqTR below 90 in lower primary (Percentage)	62.00	Oct/2019	77.30	30-May-2024	77.30	13-Dec-2024	70.00	Dec/2025
	Comments on achieving targets		Following MTR discussions, the indicator is proposed to be dropped to avoid duplication with PDO indicators, through a restructuring expected by end December 2024.  1. Calculation of PqTR: Total number of qualified teachers employed in Standards 1-4 / total enrollment in Standards 1-4. 2. Calculation of share: Number of public primary schools with PqTR in lower primary below 90 as above / Total number of public primary schools * 100					
Student repetition rate in lower primary (female) (Percentage)	26.13	Oct/2019	28.30	30-May-2024	28.30	13-Dec-2024	18.00	Dec/2025
	Comments on achieving targets		Off track. Following MTR discussions, the indicator will be revised or dropped through a restructuring, expected by end December 2024.  Calculation of lower primary repetition per school: Number of female students in Standards 1-					



			4 dropping out each year / total number of female students enrolled in Standards 1-4 in previous year. Calculated for each public primary school. Calculation of average lower primary repetition: Sum of female lower primary repetition rates for all dual-gender public primary schools / number of dual-gender public primary schools.					
Student repetition rate in lower primary (male) (Percentage)	28.10	Oct/2019	30	30-May-2024	30	13-Dec-2024	20.00	Dec/2025
	Comments on achieving targets		Following MTR discussions, the indicator will be revised or dropped through a restructuring, expected by end December 2024.  Calculation of lower primary repetition per school: Number of male students in Standards 1-4 dropping out each year / total number of male students enrolled in Standards 1-4 in previous year. Calculated for each public primary school. Calculation of average lower primary repetition: Sum of male lower primary repetition rates for all dual-gender public primary schools / number of dual-gender public primary schools.					
Introduced Hardship Schools Support and updated Primary Teacher Management Strategy to strengthen guidance on allocation of teachers [PBC 4] (Yes/No) PBC	No	Dec/2020	Yes	30-May-2024	Yes	13-Dec-2024	Yes	Dec/2025
	Comments on achieving targets		Hardship Schools Support included in MoE Budget; funds flow arrangements agreed and approved; Updated Primary Teacher Development Strategy, acceptable to the Association and LEG, approved and signed					
<b>Component 3. Supporting Girls' Learning</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Share of schools with female pupil-qualified teacher ratios in the acceptable range (Percentage)	14.08	Oct/2019	14.20	30-May-2024	14.20	13-Dec-2024	80.00	Dec/2025
	Comments on achieving targets		Following MTR discussions, the indicator is proposed to be dropped through a restructuring, expected by end December 2024.					



			Calculation of female PqTR: Total female enrollment in each public primary school / total number of female qualified teachers (IPTE/ODL) in school Calculation of indicator: total number of public primary schools for which Female PqTR is in acceptable range / total number of public primary schools Acceptable range: 90-120					
Number of learner's guides appointed and trained to support female learners (Number)	675.00	Oct/2020	3,175	30-May-2024	3,280	13-Dec-2024	5,800.00	Sep/2025
	Comments on achieving targets		On track.  Total number of female secondary school graduates appointed and completing training as learner's guides.					
Local Councils have developed costed action plans for improvement in distribution of female teachers, with targets, acceptable to Association (Yes/No)	No	Dec/2020	Yes	30-May-2024	Yes	13-Dec-2024	Yes	Dec/2025
	Comments on achieving targets		DAPs finalized and cleared April 2024.  1. List of permissible expenditures and per-district allocations, acceptable to the Association, communicated to Local Councils 2. Costed four-year action plans, in line with eligible expenditures and per-district allocations, submitted by all Local Councils to MoE and approved by DBE					
Share of schools participating in common zonal testing and receiving grade- and gender-disaggregated feedback report cards (PBC 6) (Percentage) PBC	0.00	Dec/2020	68	30-May-2024	89	13-Dec-2024	100.00	Dec/2025
	Comments on achieving targets		Ahead of target.  Number of public primary schools in which all lower primary classes participate in common zonal testing, and report card showing grade- and gender-disaggregated results from common zonal testing is delivered to school and displayed publicly within four months of completion of testing / total number of public primary schools * 100					
Share of female lower primary students achieving minimum standards in key subjects (Percentage)	25.00	Aug/2022	58	30-May-2024	58	13-Dec-2024	45.00	Dec/2025
	Comments on achieving targets		Ahead of target. EMIS team is checking 2022 Actual to confirm downward trend. Review definition of baseline. Consider replacing baseline with 2022 Actual if robust figure found.					



		<p>(Total number of female students in Standards 1-4 achieving passing mark in National Reading Programme testing in English + Total number of female students in Standards 1-4 achieving passing mark in National Reading Programme testing in Chichewa + Total number of female students in Standards 1-4 achieving passing mark in common zonal testing in Math) / (Total number of female students in Standards 1-4 undergoing National Reading Programme testing in English + Total number of female students in Standards 1-4 undergoing National Reading Programme testing in Chichewa+ Total number of female students in Standards 1-4 undergoing common zonal testing in Math) * 100</p>						
<b>Component 4. School Leadership Program</b>								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of headteachers, deputy headteachers, and female section heads completing School Leadership Program training (Number)	0.00	Oct/2020	0	30-May-2024	0	13-Dec-2024	9,800.00	Sep/2025
	Comments on achieving targets		<p>To be updated in next ISR. Previous value reflects 8,729 participants have completed main training but Actual is technically zero as refresher training has not taken place. Based on MTR discussions, end target is proposed for upwards revision to reflect increase in DTs and DHTs to balance reduced number of PEAs trained.</p> <p>Total number of headteachers, deputy headteachers, and female section heads completing entire course of School Leadership Program training supported by MERP.</p>					
Number of PEAs completing School Leadership Program training (Number)	0.00	Oct/2020	0	30-May-2024	0	13-Dec-2024	400.00	Sep/2025
	Comments on achieving targets		<p>To be updated in next ISR. Previous value reflects 105 participants have completed main training but Actual is technically zero as refresher training has not taken place. Based on MTR discussions, end target is proposed to be reduced to reflect reduced number of PEAs eligible, through a restructuring expected by end December 2024.</p> <p>Total number of PEAs completing entire course of School Leadership Program training supported by MERP.</p>					
<b>Component 5. Project Coordination and Capacity Building</b>								



Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Approved M&E Framework [PBC 7] (Yes/No) PBC	No	Apr/2021	Yes	30-May-2024	Yes	13-Dec-2024	Yes	Dec/2025
	Comments on achieving targets		Institutional and policy framework for M&E of MERP activities, including standardized activity designs, targeting and procedures, and stipulating all relevant stakeholders and their level of viewing and editing access, as well as standards for access to information for the public; acceptable to the Association, approved by Government.					
Share of grievances submitted to GM addressed within acceptable timeframe (Percentage)	0.00	Aug/2021	100	30-May-2024	65	13-Dec-2024	100.00	Dec/2025
	Comments on achieving targets		Number of grievances submitted to GM addressed within acceptable timeframe / total number of grievances submitted. Acceptable timeframe to be stipulated in PIM.					
Number of school-level officials that have been sensitized on climate change mitigation and adaptation measures (Number)	0.00	Apr/2021	5,931.00	30-May-2024	5,931.00	13-Dec-2024	9,800.00	Dec/2025
	Comments on achieving targets		Total number of headteachers, deputy headteachers, section heads, School Management Committee office-holders, Parent-Teacher Association office-holders, and Mother Group office-holders, receiving sensitization on school-level activities for climate change mitigation and adaptation, including climate sensitive construction					

### 6.3 Performance Based Conditions (PBC)

PBC Name	Baseline	Actual (Previous)		Actual (Current)		Closing Period
		Value	Date	Value	Date	
1:Ensured timely delivery of PSIG, and allocated adequate finance	Value	Yes	15-Dec-2023	Yes	15-Dec-2023	0.00
	Allocated Amount			0.00		



for PSIG in the budget, in accordance with the revised PSIG formula [PBC 1] (Yes/No) Achieved							
PBC allocation			2,500,000.00				
2:Released adequate finance for PSIG to Local Councils prior to the start of the school year [PBC 2] (Percentage) Partially achieved	Value		83	29-Dec-2023	83	29-Dec-2023	
	Allocated Amount				0.00		1,250,000.00
PBC allocation			5,000,000.00				
3:Share of schools receiving Primary School Improvement Grants in the first 60 days of the school year in accordance with the PSIG formula [PBC 3] (Percentage) Off-track	Value		55	29-Dec-2023	55	29-Dec-2023	
	Allocated Amount				0.00		1,250,000.00



PBC allocation			5,000,000.00				
4: Introduced Hardship Schools Support and updated Primary Teacher Management Strategy to strengthen guidance on allocation of teachers [PBC 4] (Yes/No) Achieved	Value		Yes		Yes		
	Allocated Amount			15-Dec-2023	0.00	15-Dec-2023	0.00
PBC allocation			2,500,000.00				
5:2. Share of schools with pupil-qualified teacher ratios in Standards 1-2 in the acceptable range [PBC 5] (Percentage) Achieved	Value		51.10		51.10		
	Allocated Amount			29-Dec-2023	0.00	29-Dec-2023	2,000,000.00
PBC allocation			9,000,000.00				
6: Share of schools participating in common zonal testing and	Value		68		68		
	Allocated Amount			29-Dec-2023	0.00	29-Dec-2023	2,000,000.00

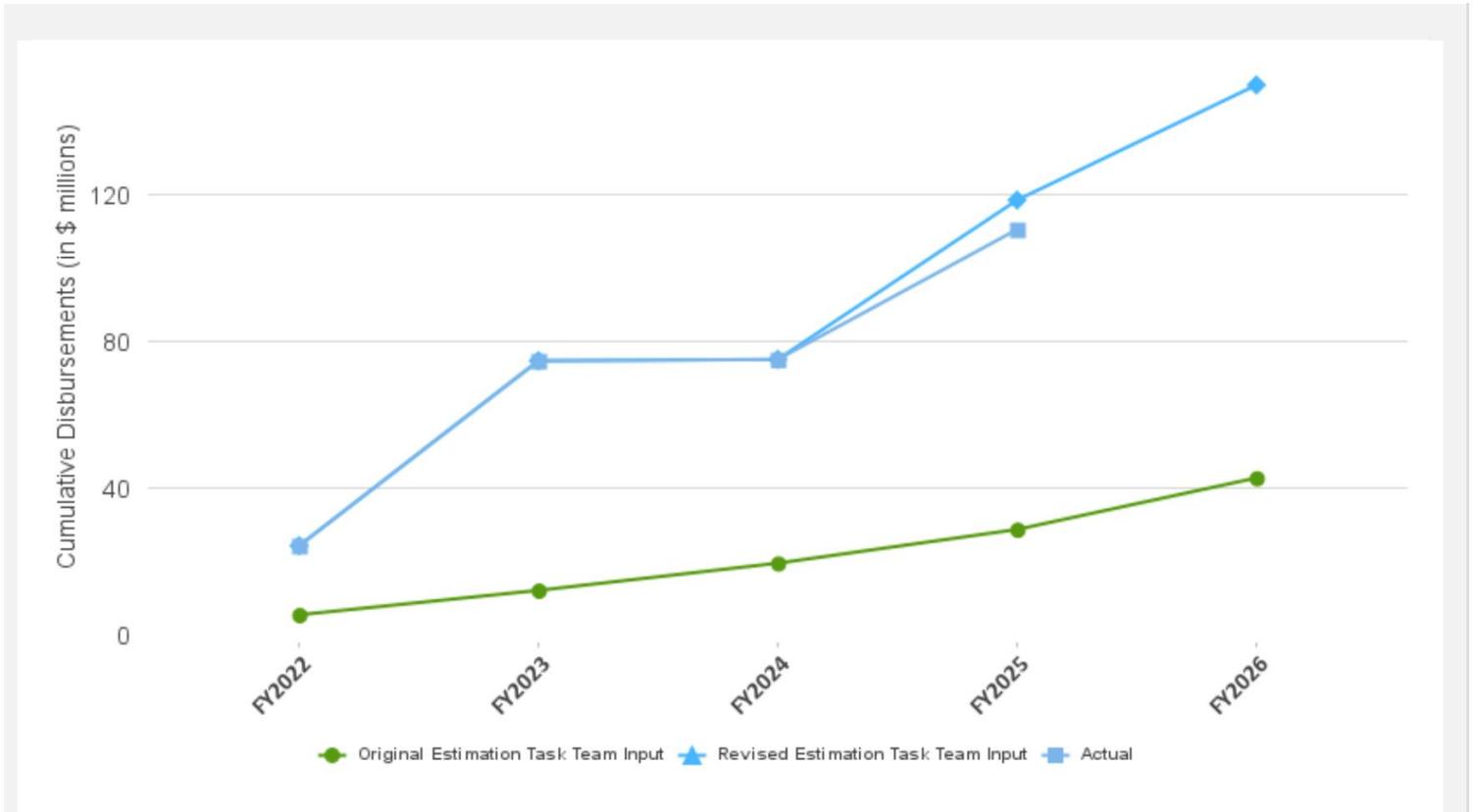


receiving grade- and gender-disaggregated feedback report cards (PBC 6) (Percentage) Achieved							
PBC allocation			11,000,000.00				
7:Approved M&E Framework [PBC 7] (Yes/No) Achieved	Value		Yes	15-Dec-2023	Yes	15-Dec-2023	
	Allocated Amount				0.00		0.00
PBC allocation			1,000,000.00				



## 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-B6509	Effective	56.50	56.50	0.00	40.00	16.50	70.80%	56.50
IDA-69830	Effective	18.70	17.55	0.00	13.43	4.13	76.49%	18.70
IDA-D9020	Effective	74.80	69.60	0.00	57.23	12.73	81.80%	74.80

### 7.3 Key Dates (by loan)



Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-69830	Effective	27-Aug-2021	15-Dec-2021	14-Apr-2022	31-Dec-2025	31-Dec-2025
IDA-D9020	Effective	27-Aug-2021	15-Dec-2021	14-Apr-2022	31-Dec-2025	31-Dec-2025
TF-B6509	Effective	27-Aug-2021	15-Dec-2021	14-Apr-2022	31-Dec-2025	31-Dec-2025

## 8. KEY DATES

Key Events	Planned	Actual
Approval	27-Aug-2021	27-Aug-2021
Effectiveness	14-Apr-2022	14-Apr-2022
Mid-Term Review No. 01	16-Sep-2024	16-Sep-2024
Operation Closing/Cancellation	31-Dec-2025	

## 9. RESTRUCTURING HISTORY

Restructuring Level 2 Approved on 07-Jun-2023

## 10. ASSOCIATED OPERATION(S)

There are no associated operations