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Report No: PAD5199

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

PROGRAM PAPER

ON A

PROPOSED ADDITIONAL LOAN

IN THE AMOUNT OF US\$300 MILLION

TO THE

ARGENTINE REPUBLIC

FOR AN

ADDITIONAL FINANCING FOR THE IMPROVING INCLUSION IN SECONDARY AND
HIGHER EDUCATION

February 2, 2023

Education Global Practice
Latin America And Caribbean Region

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CURRENCY EQUIVALENTS

Exchange Rate Effective December 21, 2022

Currency Unit = Argentine Peso

AR\$173.62 = US\$1

FISCAL YEAR

January 1 - December 31

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ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
AGN	Supreme Audit Institution (<i>Auditoría General de la Nación</i>).
ANSES	National Social Security Administration (<i>Administración Nacional de la Seguridad Social</i>)
AUH	Universal Child Allowance (<i>Asignación Universal por Hijo/a</i>)
COVID-19	Coronavirus Disease
DLI	Disbursement-Linked Indicators
DLR	Disbursement-Linked Result
ESSA	Environmental and Social Systems Assessment
GCRF	Global Crisis Response Framework
GDP	Gross Domestic Product
GoA	Government of Argentina
GRM	Grievance Redress Mechanism
HCI	Human Capital Index
IBRD	International Bank for Reconstruction and Development
IPF	Investment Project Financing
ISR	Implementation Status and Results Reports
MoE	Ministry of Education (<i>Ministerio de Educación de la Nación</i>)
PAP	Program Action Plan
PDO	Program Development Objective
PforR	Program for Results
PROGRESAR	Argentine Student Support Program (<i>Programa de Respaldo al Estudiante Argentino</i>)
SEIE	Secretariat of Education Evaluation and Information (<i>Secretaría de Evaluación e Información Educativa del Ministerio de Educación de la Nación</i>)
SGE	Education Management System (<i>Sistema de Gestión Educativa</i>)
SINIDE	Integrated Digital Education Information System (<i>Sistema Integral de Información Digital Educativa</i>)
STEM	Science, Technology, Engineering and Mathematics



BASIC INFORMATION – PARENT (Improving Inclusion in Secondary and Higher Education - P168911)

Country	Product Line	Team Leader(s)	
Argentina	IBRD/IDA	Enrique O. Alasino Massetti	
Project ID	Financing Instrument	Does this operation have an IPF component?	Practice Area (Lead)
P168911	Program-for-Results Financing	Yes	Education

Implementing Agency: Ministerio de Educación

Is this a regionally tagged project?	Bank/IFC Collaboration	
No	No	
Original Approval Date	Effectiveness Date	Closing Date
28-Jun-2019	28-Nov-2019	30-Jun-2023
Original Environmental Assessment Category (IPF Component)	Current Environmental Assessment Category (IPF Component)	

Program Development Objective(s)

The objectives of the Operation are to (i) reduce dropout rates in basic and higher education among the most vulnerable; and (ii) strengthen the Borrower’s education evaluation systems.

Ratings (from Parent ISR)

	Implementation	Latest ISR
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	20-Mar-2020	25-Sep-2020	21-Dec-2020	23-Jun-2021	22-Dec-2021	18-Aug-2022
Progress towards achievement of PDO	S	MS	MS	MS	MS	MS
Overall Implementation Progress (IP)	MS	MS	MS	MS	MS	MS
Overall Risk	S	S	S	S	S	S
Technical	S	MS	S	S	S	S
Fiduciary Systems	S	MS	MS	MS	MS	MS
E&S Systems	S	MS	MS	MS	MS	MS
Disbursement Linked Indicators (DLI)	MS	MS	S	MS	MS	S
Monitoring and Evaluation	MS	MS	MS	MU	MU	MS

BASIC INFORMATION – ADDITIONAL FINANCING (Additional Financing for the Improving Inclusion in Secondary and Higher Education - P179668)

Project ID	Project Name	Additional Financing Type	
P179668	Additional Financing for the Improving Inclusion in Secondary and Higher Education	Restructuring, Scale Up	
Financing instrument	Product line	Approval Date	Will there be additional financing for the IPF component?
Program-for-Results Financing	IBRD/IDA	24-Feb-2023	No
Projected Date of Full Disbursement	Bank/IFC Collaboration		


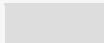
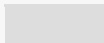


30-Jun-2026	No
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Is this a regionally tagged project?

No

Disbursement Summary (from Parent ISR)

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD	341.00	228.86	112.14	 67 %
IDA				 %
Grants				 %

PROGRAM FINANCING DATA – ADDITIONAL FINANCING (Additional Financing for the Improving Inclusion in Secondary and Higher Education - P179668)

FINANCING DATA (US\$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Government program Cost	1133.00	5830.90	6963.90
Total Operation Cost	341.00	2550.90	2891.90
Total Program Cost	300.00	2550.15	2850.15
Other Costs	.85	.75	1.60
Total Financing	341.00	2550.90	2891.90
Financing Gap	0	0	0

DETAILS – Additional Financing

Counterpart Funding	2,250.90
Borrower/Recipient	2,250.90
International Bank for Reconstruction and Development (IBRD)	300.00



COMPLIANCE

Policy

Has the parent Program been under implementation for at least 12 months?

Yes

Have the DO and IP ratings for the parent Program been rated moderately satisfactory or better for at least the last 12 months?

Yes

Does the program depart from the CPF in content or in other significant respects?

No

Does the Program require any waivers from Bank policies?

No

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

TASK TEAM

Bank Staff

Name	Role	Specialization	Unit
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Extended Team			
Name	Title	Organization	Location



Argentina

Additional Financing for the Improving Inclusion in Secondary and Higher Education

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I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

1. **This Program Paper seeks the approval of the World Bank’s Board of Executive Directors to provide an additional loan in the amount of US\$300 million to the Improving Inclusion in Secondary and Higher Education (P168911, Loan 8999-AR, “parent Operation”).**

2. **The Additional Financing (AF) would scale up the Program for Results (PforR) component of the parent Operation by US\$299.25 million, with no additional financing provided to the Investment Project Financing (IPF) Component.**¹ The AF would maintain and scale up the original Program Development Objective (PDO) and Results Areas, while also adding new results to increase the Program’s impacts, under an additional implementation period of 36 months. Since 2019, the parent Operation has successfully supported the strengthening of the Argentine Student Support Program (PROGRESAR) Scholarships and of national education information and evaluation systems. The proposed AF would build on the results achieved to date under the parent Operation and further strengthen and support the expansion of these programs to help students progress in their education trajectories, with a continued prioritization of vulnerable populations that are disproportionately affected by learning losses and are at higher risk of dropping out from the education system.²

A. Country and Sector Background

3. **In 2021, Argentina was the third-largest economy in Latin America, with social indicators historically above the regional average, but persistent social inequalities, economic volatility, and underinvestment have limited the country’s development.** The rate of urban poverty reached 37.3 percent in the first semester of 2022, and 8.8 percent of Argentines live in extreme poverty. The poverty rate for children under 15 years old is 50.9 percent. The high frequency of economic crises in recent decades—the economy has been in recessions during 21 of the past 50 years—has resulted in an average annual growth rate of 1.8 percent, well below the world average of 3.6 percent and the Latin America and Caribbean Region’s average of 3.2 percent. Decades of chronic underinvestment have also led to sizeable gaps in capital stock relative to comparable countries, with public capital expenditures as a share of Gross Domestic Product (GDP) stagnating at historically low records.

4. **The economy recovered from the COVID-19 crisis at a fast pace; however, since the end of 2021, increasing macro imbalances started to slow the pace of GDP growth.** Following a sharp contraction in 2020, Argentina’s economy grew by 10.4 percent in 2021. Higher commodity prices and trading partners’ growth, notably Brazil’s, combined with public investment, led to a robust growth recovery. However, the cyclical recovery started to slow down in late 2021, creating a much more uncertain economic outlook. The Government of Argentina (GoA) concluded the process of restructuring its debt in foreign currency with private creditors by the end of 2020, significantly improving the maturity profile until 2027-2028, when debt service obligations are projected to be equivalent to those that triggered the debt swap. By March 2022, Argentine authorities reached an agreement with the International Monetary Fund (IMF) on an Extended Fund Facility program to improve public finances, reduce inflation, strengthen the balance

¹ The total loan amount of US\$300 million includes the front-end fee (US\$0.75 million).

² Vulnerable populations are the direct beneficiaries of the Program, namely, public education institution students aged 16-24 with a household income up to three times the Minimum Vital Moving Salary (*Salario Mínimo Vital y Móvil*).



of payments, and improve growth sustainability. However, risks are still high due to persistent large macro imbalances and increasing political uncertainty.

5. **The pandemic and the macroeconomic context are exerting more pressure on the education system, especially for youth.** Economic contraction and inflation rates above 50 percent have been pressing the GoA to adjust its priorities, programs, and interventions to protect the most vulnerable students, as the negative effects of the crisis on households forced many students to choose between working or attending school. For example, a survey on pedagogical continuity carried out by the Ministry of Education (MoE) estimated that by June 2020, one million students were disengaged from school, almost 10 percent of the students enrolled at the time. Macroeconomic imbalances and the uncertain economic outlook are likely to continue affecting education outcomes, especially increasing student dropouts. These circumstances exacerbate the already high dropout rates in secondary and higher education in the country, especially for the poorest students.

6. **Climate change places additional pressures on Argentina's human capital and economic growth, and exacerbates the vulnerability of already poor populations.** The country's combined vulnerability and readiness ranking, according to the Notre Dame Global Adaptation Initiative Index, is 85 out of 182 ranked countries.³ Natural hazards are a concern, as the Argentine economy can expect to lose about 0.15 percent of its annual GDP due to flood-related events,⁴ and such hazards will continue to increase due to climate change.⁵ According to the World Bank's Country Risk Country Profile, floods are expected to cause at least US\$700 million in economic losses every year and approximately 14.2 million people, about a third of the population, live in flood-prone areas.⁶ Furthermore, climate change is projected to negatively impact food production, food prices and nutritional quality.⁷ The changes in climate and increases in extreme weather events could disrupt stability in the supply of food and people's livelihoods, making it even more difficult to earn a stable income to allow families to purchase food.

7. **Low-income households are unprotected from food price spikes and are at the highest risk of food insecurity.** As households face losses in income, food security, and livelihoods due to climate impacts, students may see their schooling interrupted and may face difficulty in returning to their studies. Students excluded from education or discriminated against, especially girls and those most disadvantaged, are often the same students who are most affected by climate change and disasters. Children, especially girls, may also be more likely to engage in day labor after a disaster or in situations of chronic environmental degradation even when schools remain open.⁸ Slow onset impacts of climate change are also a concern for the accumulation of human capital in Argentina through the effects on nutrition, health, migration, and structural employment shifts.⁹

³ The Country Index summarizes a country's vulnerability to climate change and other global challenges, combined with its readiness to improve resilience. It aims to help governments, businesses, and communities better prioritize investments for a more efficient response to the immediate global challenges ahead.

⁴ Swiss-Re (2016), "Staying Afloat: Flood Risk in Argentina."

⁵ Capriolo, A.D. and O.E. Scarpati (2010), "Extreme Hydrologic Events in North Area of Buenos Aires Province (Argentina)," (<http://dx.doi.org/10.5402/2012/145081>)

⁶ World Bank Group (2021). Climate Risk Profile: Argentina.

⁷ FAO, 2018a: The Future of Food and Agriculture: Alternative Pathways to 2050. Food and Agriculture Organization of the United Nations, Rome, Italy, pp. 228.

⁸ UNICEF, (2016), Climate Change Adaptation and Disaster Risk Reduction in the Education Sector, Working Papers, Social Sciences

⁹ World Meteorological Organization (2014). *The Impact of Climate Change: Migration and Cities in South America*.



8. **Even before the pandemic, Argentina was already experiencing human capital challenges, mainly due to poor education outcomes.** Pre-pandemic results of the Human Capital Index (HCI), which measures the potential productivity of the next generation of workers, estimated that a child born in Argentina would be 60 percent as productive when she grows up as she could be if she enjoyed complete education and full health. These results are driven largely by the education outcomes: despite an expected schooling attainment of 12.9 years, children in Argentina attained only 8.4 learning-adjusted years of schooling—a learning gap of 4.5 years. Data from regional learning assessments show that by 2019, around 46 percent of grade 3 students in Argentina did not reach minimum levels of proficiency in reading and 68 percent of them underachieved in math.¹⁰ Moreover, Argentina was the only country in the region that had learning losses between 2013 and 2019 for all grades and subjects assessed. Although access to secondary was almost universal, enrollment started to fall significantly after 15 years of age, especially for boys and low-income students. By 15, learning deficits were deep, with more than two-thirds of youth not being able to solve simple math problems, and half unable to interpret basic texts.¹¹ Finally, around half of students that began secondary school did not complete it on time, and only one-third of the poorest did so.

9. **A large share of the students who managed to complete secondary education had access to higher education, with modest efficiency indicators, particularly the lowest income students.** A large expansion of higher education during the last decades boosted access, reaching an enrollment of 32 percent (of which 70 percent corresponded to university education). This expansion of coverage in higher education disproportionately benefited students from the poorest quintiles; currently, around 40 percent of higher education students come from the poorest 50 percent of the population. However, the dropout rates are particularly high in the first years, and the system has one of the lowest completion rates in the region (just 29 graduates out of 100 new entrants), as well as one of the largest time-to-degree ratios.¹² These indicators are also highly correlated with socioeconomic background; for instance, completion rates for students coming from the richest quintile almost triple those from the poorest quintile.¹³

10. **Low-income students face both financial and non-financial barriers to complete higher education, including limited economic resources, inadequate support to make informed career decisions, and critical skills deficits.** Students from low-income backgrounds also face important economic challenges to study in this level, as they often need to work to make a living and are more vulnerable to climate shocks.¹⁴ Furthermore, the opportunity costs of being out of the market grows at the fastest rate at this age. More than 20 percent of those who manage to keep studying have full or part-time jobs, and work on average more than 24 hours per week.¹⁵ Furthermore, many of these students are

¹⁰ UNESCO (2021). *Los aprendizajes fundamentales en América Latina y el Caribe ERCE 2019*.

¹¹ By age 15, according to the Programme for International Student Assessment (PISA), the median Argentine performs in math an equivalent of 2.5 years below OECD countries. Within Argentina, low-income students are 2 years behind high-income ones.

¹² Ferreyra, Avitabile, Botero, Haimovich & Urzúa (2017). *At a Crossroads: Higher Education in Latin America and the Caribbean*. Directions in Development—Human Development; World Bank, Washington, DC.

¹³ Own estimations based on *Encuesta Permanente de Hogares 2022* (EPH). The calculations ignore the potential “sorting” income effects associated with completing the level, but similar patterns are observed when taking this potential into account.

¹⁴ According to World Bank (2016), climate change affects food security for the poor in LAC by affecting their food prices by 3-12 percent. Before enrolling in the Program, about 67,448 student families are below the extreme poverty line (defined as a set of minimum food expenditures) and face major nutritional challenges. Their food consumption and nutrition outcomes are affected by climate change impacts such as droughts and uncertain rain patterns.

¹⁵ Own estimations based on EPH. Back of the envelope calculations suggest that access to scholarships reduces part-time work and hours worked by 25 percent.



the first generation in their family to reach higher education, and hence have limited help to make informed career decisions.¹⁶ Finally, a large share of these students is academically unprepared and lacks key skills needed to succeed in this level.

11. **There is limited variety in the selection of degrees and fields, reflecting some extent of uninformed decision-making by students.** Only one third of higher education students choose a non-university degree, one of the lowest rates among regional peers, despite the larger completion rates and the often higher economics returns for this degree, particularly for women and the poor.¹⁷ Among those who choose a university degree, traditional careers predominate: 46 percent of higher education students graduate from Humanities, Arts, Social Sciences, Business, and Law programs, while only around 14 percent graduate from Science, Technology, Engineering, and Mathematics (STEM) fields, limiting the transition to the labor market. The skew towards humanities and law degrees also generates shortages for certain skills in the labor market, especially for technicians, skilled tradespeople, and engineers.¹⁸ While women outperform men in terms of access (by 12 percentage points) and graduation rates (by 15 percentage points), they are much less likely to enroll in and graduate from STEM programs.

12. **The COVID-19 pandemic deepened Argentina's learning crisis and significantly worsened education outcomes, especially for the poorest.** The public health emergency declared in March 2020 led to school closures and stay-at-home orders that affected 10.5 million school-aged children and 3.3 million higher education students. Following one year of school closures and an uneven school reopening process, the results of the national learning assessment (APRENDER) in 2021 shows that between 2018 and 2021, the share of students in the last year of primary school that did not reach minimum proficiency levels in reading tripled (Figure 1). Moreover, students with the lowest Socioeconomic Status (SES) experienced the highest losses, widening the gap with the richest (Figure 2). The expected effects of the pandemic go further and many students, especially from the most vulnerable backgrounds, will likely see a decline in their level of content knowledge and socioemotional well-being due to the prolonged school closings and the adverse economic impacts of COVID-19.

¹⁶ World Bank (2016)

¹⁷ Non-university graduation rates more than double that of university degrees for students in the bottom 40 percent, and the average returns for completing a non-university degree are (at least) 50 percent larger than those corresponding to an incomplete university degree for women and the poorest students.

¹⁸ INET (2016)



Figure 1. Share of Grade 6 Students by Proficiency Level, Reading

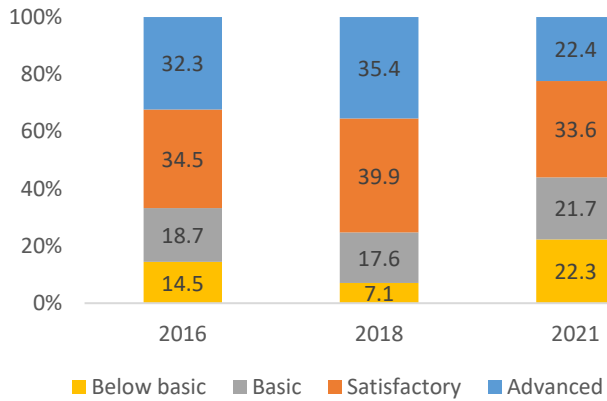
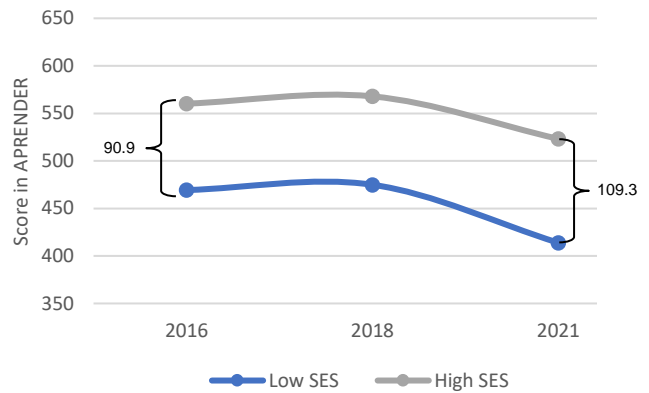


Figure 2. Evolution of the Average Performance Grade 6 Score in Reading, by SES

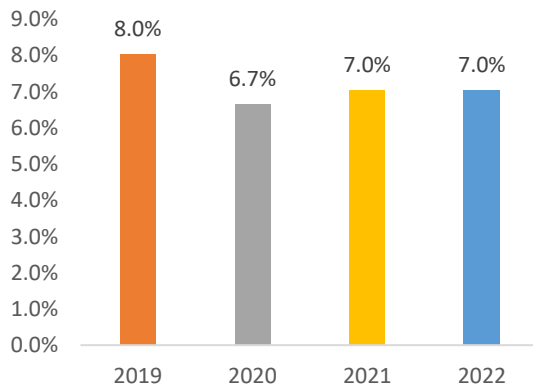


Source: APRENDER 2021.

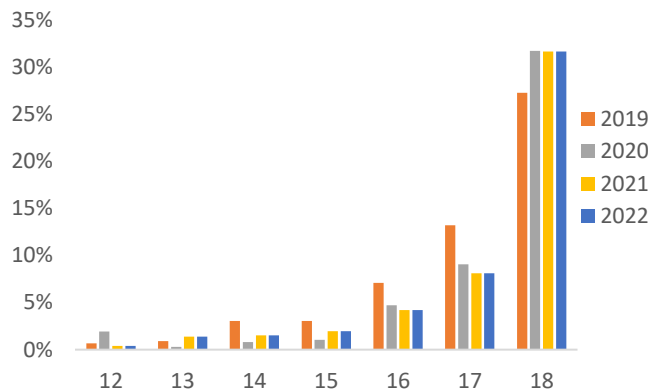
13. **Official data on dropouts are not available yet, but data from household surveys suggests that there has not been a dramatic drop in school enrollment (Figure 3).** To mitigate the potential increase in dropout, automatic enrollment and promotion were established for the 2021 academic year, limiting the use of traditional dropout estimations to monitor students' enrollment. Household survey data shows that rather than an increase in out of school population, there has been a steeper age profile compared to previous years, with an increased share of children aged 18 out of school. Similarly, in higher education, attendance rates for 18 to 24-year-olds have increased (40 percent for 2019 vs. 42 percent for 2022), with the highest gains in the lowest two quintiles (from 29 percent in 2019 to 34 percent in 2022).¹⁹ However, learning losses and the macroeconomic context are expected to put more pressure on the cost of staying in the education system, and that the overall impact of student engagement and education outcomes is yet to be seen, especially for low income students.

Figure 3. Share of Children Out of School, 2019-2022

(a) Total Population Aged 12 to 18



(b) Disaggregated by Age



Source: Own calculations based on the Encuesta Permanente de Hogares (EPH, second trimester for each year).

Note: Out-of-school children are those who did not enroll in any education course/grade on the corresponding year.

¹⁹ Own estimations based on the EPH 2019 and 2022 (second trimester).



14. **The GoA developed a comprehensive strategy to tackle dropouts and improve learning trajectories, especially for those most at-risk.** This strategy, partly supported by the World Bank, was developed to address the learning crisis before the onset of the pandemic, and has since been updated to address the additional challenges caused by the pandemic and macroeconomic context. The strategy is multidimensional and includes:

- i. Financial aid throughout primary to higher education, including the *Asignación Universal por Hijo/a (AUH)*²⁰ and PROGRESAR scholarships.
- ii. Programs to attract and retain students in the system (e.g., by deploying teams to re-enroll children with *Volvé a la escuela*, or close academic gaps in foundational skills with *Una Hora Más*).
- iii. A dropout prevention program (ACOMPAÑAR)
- iv. Programs to support low-income students in their transition to higher education (e.g., *Sigamos Estudiando*).
- v. Programs for providing equipment and connectivity to students and schools nationwide *Conectar Igualdad*.

15. **Additionally, in 2016, the GoA created the Secretariat of Education Evaluation and Information (SEIE), within the MoE, to strengthen evaluation and monitoring in the sector.** In 2016, the SEIE launched APRENDER—a census-based student learning assessment that covers the last grades of primary and secondary education in public and private institutions. In 2020, the MoE relaunched the reform to the Integrated Digital Education Information System (SINIDE) to monitor students’ trajectories and provide tools to schools, such as early warning systems to prevent school dropout, and started the design and implementation of an online formative assessment platform for teachers.

Table 1. GoA National Programs to Support Education Trajectories and Learning and Bank Support

Program	Scope	Description	Objective/ Rationale	World Bank Support
AUH	Nationwide	Conditional cash transfer to the most vulnerable households with co-responsibilities in health and education (though basic education).	Provide financial aid from primary to higher education	P158791 and P167851
PROGRESAR Scholarships	Nationwide	Financial support to students from the poorest socioeconomic households to complete basic education and access and complete higher education.		P168911 and this operation
<i>Volvé a la Escuela</i>	Provincial	Identification of disengaged students, deployment of teams to re-enroll students, provision of individualized plans for the return to school, articulated work with schools and communities to support students.	Targeted actions to re-enroll students in basic education	-
<i>Una Hora Más</i>	Provincial	One more hour of class per day in public primary schools intended to focus on foundational skills (reading and math).	Increase instructional time and prioritize foundational learning	-
ACOMPAÑAR	Provincial	Early warning system to identify at-risk students and intervene to prevent dropout at the secondary level.	Comprehensive support to prevent dropout	-
<i>Sigamos Estudiando</i>	Nationwide	Interventions to support low-income students in the transition to higher education through information, remedial education, and mentoring.	Improve transition between secondary and higher education	-
<i>Conectar Igualdad</i>	Nationwide	Provide equipment and connectivity to schools, students, and teachers nationwide.	Access to technology and connectivity	-

²⁰ AUH covers 4.3 million children in the most vulnerable households. Eligibility: (i) both parents unemployed, informal, or not benefitting from other ANSES programs; (ii) proof of compliance with co-responsibilities of health and education.



APRENDER	Nationwide	National Standardized Student Assessment in the last years of primary (6 th / 7 th grade) and secondary education (5 th / 6 th grade).	Improve education evaluation systems	P168911 and this operation
Formative assessment platform	Nationwide	Track learning regularly and provide real-time data to teachers.	Improve education evaluation systems	P168911 and this operation
SINIDE	Nationwide	Monitor students' trajectories and provide tools to schools, such as early warning systems to prevent school dropout.	Improve education evaluation and information systems	P168911 and this operation

16. **The parent Operation provides support to the PROGRESAR Scholarships program and to the education evaluation and information system, which have been at the front and center of the GoA's strategy to protect vulnerable students, in line with best practices in pandemic response.** The GoA's crisis response and recovery strategy expanded and strengthened PROGRESAR (Figure 4), which included (i) the migration to a fully online application process for Basic Education scholars aged 18-24, (ii) doubling the number of beneficiaries, (iii) adjusting the benefits to compensate for inflation, (iv) including new prioritized groups to support their access to the program,²¹ (v) opening new lines of scholarships – including one for secondary school students aged 16-17, (vi) expanding the duration of the application process, (vii) temporarily waiving the academic requirements for higher education scholars, and (viii) revising the payment incentives for progression to protect the enrollment of scholars. These measures are in line with the World Bank's strategy for learning recovery, as summarized in the RAPID framework,²² which proposes five areas to inform a learning recovery program: (i) Reach every child and retain them in school; (ii) Assess learning levels regularly; (iii) Prioritize teaching the fundamentals; (iv) Increase catch-up learning and progress beyond what was lost; and (v) Develop psychosocial health and well-being so every child is ready to learn. Annex 6 maps the GoA's strategy to the policy recommendations under the RAPID framework, showing the alignment of these programs with the framework.

17. **The PROGRESAR program also includes non-financial support to students to tackle barriers to entry and reenrollment.** Non-financial support to scholars is provided in *Puntos Progresar*, offices that support applicants and scholars with their enrollment and provide overall orientation on the scholarship program. This support was especially relevant during the pandemic as it offered connectivity to students that did not have access to devices. The offices located across all Provinces were a fundamental face-to-face opportunity to support students during the pandemic. In 2021, after the education institution reopening process began, the program created physical spaces within education institutions, *Espacios Progresar*, to provide scholars with support in their education trajectories through connectivity, provision of transversal skills courses, academic support (mentoring and tutoring), and psychosocial support. The program reached over 1.4 million students (Figure 5) after the pandemic, and over 360,000 youth aged 16-17 enrolled and progressing in their basic education are benefitting from the program. This program is in line with the World Bank's strategy for learning recovery, summarized in the Reach, Assess, Prioritize, Increase and Develop (RAPID) framework, and aims to re-enroll and retain students in the system. Estimations using household surveys show that the potential beneficiaries of PROGRESAR increased by 15 percent between 2019 and 2021, given the decrease in household income during this period caused by the pandemic and the macroeconomic context. Among them, poverty rates have increased by 13

²¹ Original prioritized groups: Students from indigenous populations, with disabilities, LGBTI+. Newly added prioritized groups: imprisoned students and female heads of household. The addition of afro descendants as a prioritized group is still in progress.

²² World Bank. 2022. *Two Years After: Saving a Generation*. Washington, DC: World Bank, and World Bank (2022). Accelerating Learning Recovery: A Guidance Note for Addressing Learning Losses in the context of COVID-19 and Building Back Better.



percentage points, indicating the critical need for PROGRESAR scholarships.

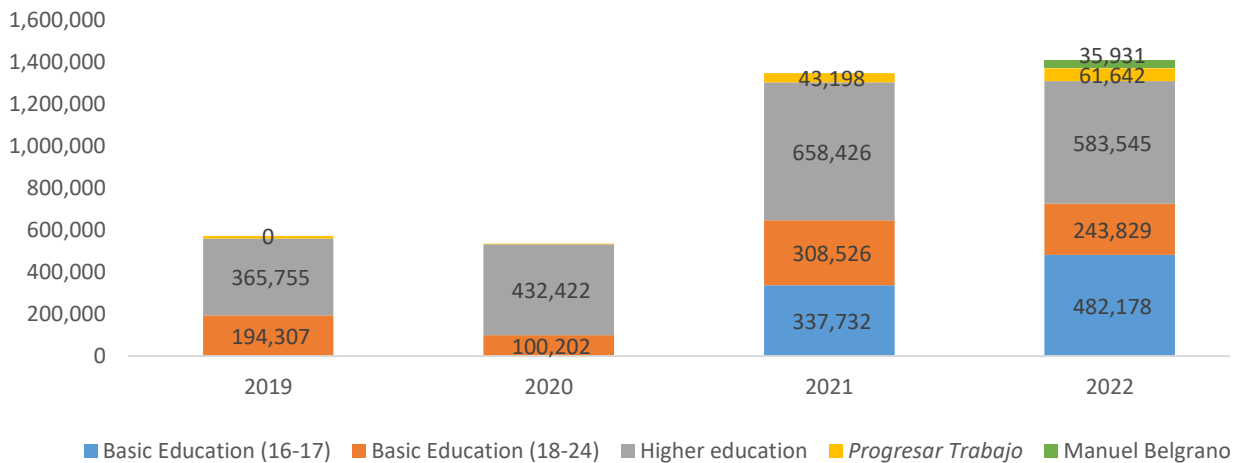
Figure 4. PROGRESAR Scholarship Lines

	PROGRESAR Basic Education 16-17	PROGRESAR Basic Education 18+	PROGRESAR Trabajo	PROGRESAR Higher education (non-university)	PROGRESAR Higher education (university)	PROGRESAR Manuel Belgrano
Age	16-17	18-24	18-24	18-30	18-30	18-24
Education level	Basic	Basic	Technical	Higher	Higher	Higher
Education institution	Regular basic schools	Adult schools (%), others (%)	Technical education institutes	Teacher training institutes, tertiary institutes	Universities	Tertiary institutes and universities
Scholars 2022 (%)	34.3%	17.3%	4.5%	20.5%	22.1%	2.6%
Application and certification process	In person and online	In person and online	In person	Online	Online	Online

Scholarship lines in green are lines of scholarships created after the approval of the parent Operation.

Source: National Directorate of Scholarships.

Figure 5. PROGRESAR Scholars, by Line of Scholarship



Source: National Directorate of Scholarships.

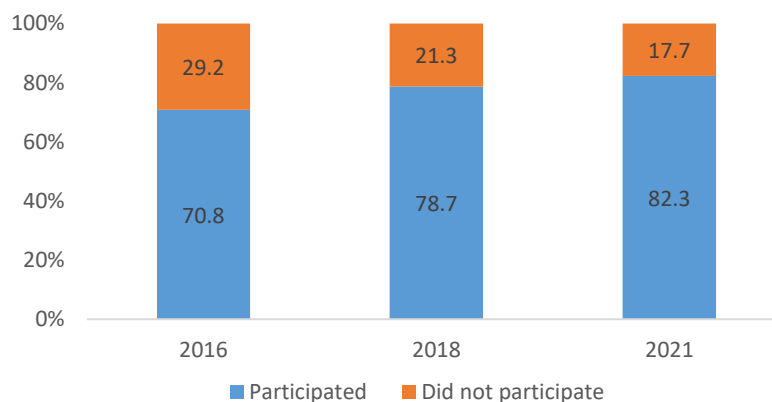
18. The education evaluation system has also been instrumental for monitoring outcomes before and during the pandemic, as well as in strengthening data collection to support students' education



trajectories nationwide. The launch of APRENDER in 2016 established a foundation for continuous and comparable tracking and monitoring of student learning trajectories nationwide. APRENDER’s coverage has consistently increased and, despite its interruption in 2020 due to the pandemic, it was relaunched in 2021, with the participation of the 24 provinces and the highest historical coverage to date (Figure 6). The publication of its results provided reliable measures of learning losses for primary school students, and the evaluation plan for the next years aims to consolidate the assessment as a regular, periodic source of data for the system, including schools.

19. **In addition, the GoA has advanced in the consolidation of information on students’ education trajectories to identify and support students at risk of dropping out through the relaunch of SINIDE.** This allowed for the collection of data on students who were disengaged from school by the end of 2020. The GoA also advanced in the design and piloting of an Education Management System (SGE) to provide schools, teachers, and principals with data visualization and management tools to reduce administrative tasks, use early warning systems to prevent school dropout, and produce overall data on students’ trajectories. Finally, the GoA is designing and piloting a formative assessment platform to provide teachers with tools to assess and monitor learning in their classrooms. These initiatives align with the Bank’s recommendations for schooling and learning recovery by including early warning systems to identify students at risk of dropping out, assessing learning levels, and providing teachers with simple diagnostic classroom assessments.²³

Figure 6. Percentage of Students Participating in APRENDER, by Year



Source: APRENDER 2021.

20. **In this context, the proposed AF builds on the parent Operation to prevent dropouts through a strategy that is in line with best regional and global practices in the post-COVID context.** In scaling up and strengthening PROGRESAR Scholarships, the AF will help strengthen the GoA program serving the most vulnerable youth to continue and complete basic and higher education. By providing support to overcome both financial and non-financial barriers, the program helps ensure that students return to and advance in their education trajectories when faced with both external financial and non-financial pressures, thus reducing their probability of dropping out. The AF also builds on the support for the implementation of APRENDER under the parent Operation’s IPF Component to continue strengthening

²³ Idem.



education evaluation systems (including APRENDER, formative assessments, and information systems) and to ensure that they are used to inform and improve overall service delivery and support students' education trajectories.

21. **The activities scaled up under this AF are consistent with all four pillars of the World Bank Group's Crisis Response Framework (GCRF), which is underpinned by the Green, Resilient, and Inclusive Development Agenda.** In line with Pillar 1 Responding to Food Insecurity of the GCRF, PROGRESAR Scholarships prioritize low-income students who are at highest risk of food insecurity. It supports Pillar 2 Protecting People and Preserving Jobs by providing tutoring and psychosocial support to scholars in the *Espacios PROGRESAR*, which are expected to compensate for learning losses. Moreover, the Operation fosters increased female participation in PROGRESAR Scholarships and gender-specific interventions to engage women in STEM careers. In line with Pillar 3 Strengthening Resilience, the focus on Strategic Careers is expected to promote climate resiliency, especially among the most vulnerable. The supported improvements and focus on improving results of the PROGRESAR Scholarship program and the country's national evaluation systems are also in line with Pillar 4 Strengthening Policies, Institutions and Investments for Rebuilding Better, as they focus on improving Argentina's overall education system.

22. **The proposed AF is also fully aligned with the strategic priorities set in the World Bank Group's Fiscal Year (FY) FY19-FY22 Country Partnership Framework (CPF) for Argentina (Report No. 131971-AR), discussed by the Board of Executive Directors on April 25, 2019, and the Argentina Performance and Learning Review (PLR) of the CPF, discussed by the Board on May 31, 2022 (Report No. 170668-AR).** In particular, the AF supports Focus Area 2: "Strengthening service delivery to protect the poor and vulnerable" and plays a key role for improving the human capital of vulnerable populations in Argentina.

B. Status of Parent Operation

23. **The parent Operation became effective in November 2019 and was restructured in June 2022 to reflect the changing sector context and post-pandemic needs.** The parent Operation, in the amount of US\$341 million, was approved by the World Bank's Board of Executive Directors on June 28, 2019 and declared effective on November 28, 2019, with a closing date of June 30, 2023. It is comprised of a PforR Component in the amount of US\$300 million and an IPF Component in the amount of US\$41 million. To date, the Project has disbursed US\$227.86 million (66.82 percent of the total loan amount). The PforR was restructured on June 1, 2022, to reflect changes made to three of the government programs it supported (PROGRESAR, APRENDER, and ASISTIRÉ), to respond to changes in the GoA's priorities, and to mitigate the effects of the COVID-19 pandemic on the education sector. The restructuring modified the Operation's activities and costs, results framework, Disbursement-Linked Indicators (DLIs), disbursement estimates, environmental and social management, fiduciary management, and implementation arrangements. The Operation's PDO and closing date remained unchanged.

24. **The parent Operation has successfully supported the strengthening of PROGRESAR Scholarships and the student evaluation systems and is on track to achieve its PDO.** Both Implementation Progress and Progress towards Development Outcomes were rated Moderately Satisfactory in the latest Implementation Status and Results Reports (ISR), as well as in the 12 previous months. Table 2 details the status of the parent Operation's DLIs, showing that two DLIs have been achieved and completely disbursed (DLI 5 and DLI 6), three have been achieved and are expected to fully disburse in the first quarter



of 2023 (DLI 1, DLI 2 and DLI 3), and that the remaining two are advancing and expected to achieve the end target by June 2023 (DLI 4 and DLI 7). Table 3 details the status of the PDO indicators of the Parent Operation.

Table 2. Status of the Parent Operation's DLIs

Parent Operation	Achievement	Original Allocation/Status
DLI 1. Percentage of higher education scholarship candidates whose academic information has been provided by their academic institution.	The end target has been achieved. Baseline: 75 Target: 95 Actual: 95.2	Latest results in process of verification for disbursement (US\$15 million of the US\$100 million allocated).
DLI 2. Percentage of higher education scholars that have renewed the scholarship.	The end target has been achieved. Baseline: 28.7 Target: 36.7 Actual: 52.5	Latest results in process of verification for disbursement (US\$15 million of the US\$80 million allocated).
DLI 3. Percentage of first-year higher education scholars enrolled in Strategic Careers.	The end target has been achieved. Baseline: 29.3 Target: 37.3 Actual: 37.4	Latest results in process of verification for disbursement (US\$14.3 million of the US\$40 million allocated).
DLI 4. Tools to diagnose and overcome non-financial barriers to educational progression and completion designed and implemented.	Expected to achieve the end target. Baseline: No Target: Website with information to guide the applications for scholarships Actual: No	Activities have been delayed, but DLI is expected to be achieved and disbursed in the first semester of 2023 (US\$60 million).
DLI 5. Academic certification system for basic education scholars implemented.	The end target has been achieved. Baseline: No Target: Results report of the pilot of certification system for basic education Actual: Results report of the pilot of certification system for basic education completed	The US\$10 million allocated to this DLI has been disbursed.
DLI 6. Percentage of students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage.	The end target has been achieved. Baseline: 65 for primary, 47.8 for secondary Target: 67 for primary, 50 for secondary Actual: 71.8 for primary, 56.9 for secondary	The US\$7.5 million allocated to this DLI has been disbursed.
DLI 7. Development of a formative assessment platform.	Expected to achieve the end target. Baseline: No Target: Pilot of the platform report Actual: No	Activities have been completed and the DLI is expected to be disbursed in the first quarter of 2023 (US\$2.5 million).

**Table 3. Status of Parent Operation’s PDO Indicators**

Parent Operation	Status
Persistence in the first two years of higher education for the most vulnerable youth ²⁴	This indicator has been achieved. Baseline: 15.6 Target: 16.7 Actual: 17.2
Number of PROGRESAR scholars enrolled in basic education	This indicator has been achieved. Baseline: 259,380 Target: 635,570 Actual: 726,007
Percentage of students assessed through the APRENDER evaluation nationwide	Expected to be achieved by June 2023. Baseline: 76.8 for primary, 69.3 for secondary Target: 82.0 for primary, 75.0 for secondary Actual: 82.3 for primary, 72.0 for secondary
Percentage of basic education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage	Expected to be achieved by June 2023. Baseline: 65 for primary, 47.8 for secondary Target: 67 for primary, 50 for secondary Actual: 71.8 for primary, 56.9 for secondary
Percentage of secondary school students registered in SINIDE	Expected to be achieved by June 2023. Baseline: 29 Target: 75 Actual: 60

II. INTRODUCTION

25. **The GoA requested this AF to further strengthen its education sector delivery systems and improve inclusion in basic and higher education.** This AF is anchored in the GoA’s overall PROGRESAR and evaluation programs, so the AF would not require a change in the supported government program. This AF will expand the existing Program boundary and introduce new DLIs to reflect new and scaled up activities. The new results expected under the AF are consistent with the parent Operation’s objective of reducing dropouts in basic and higher education and strengthening education evaluation systems.

26. **Alternatives to the AF instrument were considered during identification of this Operation, such as the preparation of a new operation to support new government programs.** The preparation of a new operation was not suitable, however, due to the country’s planned presidential elections in 2023, as an electoral campaign period could cause interruptions to the launching or implementation of newly established programs. Instead, this AF was chosen to support programs that are already consolidated, that have a proven track record of being well-received by students, and that have shown positive results. Focusing on these programs will not only ensure the investment’s impact on the sector, but also ensure the sustainability of the support provided.

²⁴ The most vulnerable youth include students aged 18-24 that belong to the lowest two quintiles of the national income distribution.



III. PROPOSED CHANGES

27. **The proposed AF will continue supporting the two Results Areas under the parent Operation’s PforR Component:** (i) Results Area 1: Improving the Management and Monitoring of PROGRESAR Scholarships; and (ii) Results Area 2: Supporting the National Student Evaluation System. The proposed AF does not include an IPF component. The existing Results Areas will be revised to reflect the progress under the parent Operation and include relevant additional results to achieve the PDO. Table 4 presents the proposed Program financing and boundaries. As mentioned above, both programs supported by the PforR have expanded over the last years and the AF would include a scale-up of some of the original DLIs in an increased time horizon, as well as add new DLIs within the existing Program boundary. There are no changes in the nature of the Program expenditures, which are mainly payment of scholarships and the financing of the implementation of the APRENDER national assessments. The increase in the Program boundary is due to the expansion of the size of the program. The AF financing is estimated to represent 12 percent of the total PforR Program over the next three years. Annex 7 presents disbursement projections of the proposed AF.

Table 4. Program Boundaries (US\$ million)²⁵

Results Area	Government Program			PforR Program Boundary			IBRD contribution		
	2019-23 ²⁶	2023-26	Total (2019-26)	Original (2019-23)	AF (2023-26)	Total (2019-26)	Original (2019-23)	AF (2023-26)	Total (2019-26)
Programs to reduce dropout in basic and higher education	2,606.4	5,830.9	8,437.3	1,080.0	2,497.0	3,577.2	290	220	510
Strengthen education evaluation systems				13.0	53.7	66.7	10	79.25	89.25
<i>Front-end Fee</i>								0.75	
TOTAL	2,606.4	5,830.9	8,437.3	1,093.0²⁷	2,550.9	3,643.9	300	299.25	599.25

28. **The PDO will remain unchanged and PDO indicators will be revised.** Progress toward achieving the PDO will be measured through five PDO indicators (Table 5). PDO indicators from the parent Operation will remain unchanged, but new targets will be added to reflect the scale-up under the AF and a new PDO indicator that follows dropout rates in secondary education in selected provinces will be included, in line with the inclusion of the new line of PROGRESAR scholarships (16-17) and key actions to reduce dropout in basic education through the use of learning and education information. This addition will also ensure better alignment with the PDO.

²⁵ Data based on the National Budget for 2023 and projections for 2024-2026. The estimations are based on an exchange rate of AR\$139 = US\$1.

²⁶ The Original Government Program for the PforR was estimated at US\$1,093 million at Appraisal, but has since increased due to the expansion of the scholarship program.

²⁷ The parent Operation included an IPF component in the amount of US\$41 million. Thus, it is this combined amount for the parent Operation is reflected in the datasheet as US\$1,133 million “Current Financing.”



Table 5. Comparison of the PDO Indicators between the Parent Operation and AF

Parent Operation	AF
Persistence in the first two years of higher education for the most vulnerable youth	Persistence in the first two years of higher education for the most vulnerable youth <i>(to be scaled up to 17.5 percent)</i>
Number of PROGRESAR scholars enrolled in basic education	Number of PROGRESAR scholars enrolled in basic education <i>(to be scaled up to 465,000)</i>
Percentage of students assessed through the APRENDER evaluation nationwide	Percentage of students assessed through the APRENDER evaluation nationwide <i>(to be scaled up to 82 percent in primary and 76 percent in secondary)</i>
Percentage of basic education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage	Percentage of basic education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage <i>(to be scaled up to 75 percent in primary and 61 percent in secondary)</i>
Percentage of secondary school students registered in SINIDE	Percentage of secondary school students registered in SINIDE <i>(to be scaled up to 82)</i>
	<i>Average dropout rate in the last three years of secondary education in selected provinces (new indicator)</i>

29. **Changes to DLIs.** The AF will scale up three of the original DLIs (DLIs 2, 3 and 7), as well as add six new DLIs. Under Results Area 1, DLIs 2 and 3 will be revised to reflect their scale-up and set new yearly targets; DLIs 1, 4 and 5 will no longer be monitored, and no new targets will be added as they have already achieved their intended results; and four new DLIs will be added (DLIs 8, 9, 10, and 11). Under Results Area 2, DLI 6 will no longer be monitored as it has achieved its intended results; DLI 7 will be revised to reflect its scale-up; and two new DLIs will be added (DLI 12 and 13). Table 6 presents the status of and proposed changes to DLIs, and Annex 8 includes a DLI matrix for reference.²⁸

30. **Rationale for Selection of DLIs under Results Area 1.** The modifications to Results Area 1 aim to further strengthen the management and monitoring of PROGRESAR Scholarships by following the certification process for the basic education lines of scholarships that did not have a system in place when the parent Operation was approved. This will ensure that all education institutions provide the academic information of scholarship applicants so that their eligibility can be assessed during the inscription period and the conditionality can be enforced. They will also allow for following the education progression of scholars and monitoring the provision of non-financial support to scholars, as the program’s scope expands beyond financial support.

31. DLI 2 is strongly linked with the PDO, capturing the progression of scholars in their careers, measured by the reenrollment of students in both the scholarship and their studies. This DLI remains especially relevant given the post-pandemic and macroeconomic context, in which dropouts are expected to increase due to the increased cost of remaining out of the labor market. This DLI will also contribute to addressing the vulnerability to climate events of low-income scholarship recipients, given that the

²⁸ Please note that due to limitations in the World Bank’s Operations Portal, Section IX. Results Framework and Monitoring can only present a total of 8 disbursement periods for DLIs. Given that the combined lifespan of the parent Operation and this AF comprises 13 disbursement periods, please refer to Annex 8 for the full amounts allocated to DLIs.



scholarships help improve their food security and build their resilience in the long term.

32. DLI 3 focuses on following the effectiveness of the Strategic Career incentives, which includes the opening of the new line of *Manuel Belgrano* scholarships, to incentivize scholars to enroll in and graduate from Strategic Careers that are expected to have an impact on the students' labor market outcomes. Strategic Careers seek to meet specific professional needs in each region to support priority areas for development and were established after a supply and demand gap analysis by region. These include Basic and Applied Sciences, Engineering, and Nursing.²⁹ All Strategic Careers are high skill careers and help diversify away from livelihoods that are threatened by climate change impacts, such as agriculture. The Manuel Belgrano line of scholarships, which benefit over 35,931 students,³⁰ support careers related to Food, Environment, Conventional and Alternative Energy, Logistics and Transportation, and Basic Sciences. These careers contribute to the adaptation and mitigation of climate change risks and have been highlighted as key disciplines for economic and social development by the GoA.³¹ Moreover, this line of scholarships requires gender parity, relevant for closing the gender gap in STEM careers, and waives age requirements and limits for candidates with disabilities or from indigenous populations.

33. DLI 8 reflect the GoA's efforts to strengthen the Program's monitoring and evaluation (M&E) and are the foundation of the verification of eligibility for the scholarship. Without this monitoring information, further outcomes cannot be achieved. This DLI aims to ensure that all education institutions provide the academic information of Basic Education scholarship applicants so that their eligibility can be assessed during the inscription period and the conditionality can therefore be enforced. Applicants cannot receive a scholarship unless the eligibility conditions are met, and the process of verification is followed and ensured under these DLIs. This shows that the DLIs would also have a direct impact on applicants, as stronger verification ensures that all applicants are assessed to obtain the scholarship. Similarly to the provision of scholarships considered under DLI 2, DLI 8 would contribute to addressing the vulnerability to suffer from climate-induced food insecurity of low-income Basic Education scholars. Expected increased events such as droughts, floods, and other forms of climate variability affect agricultural production, cause food scarcity, and push prices up. These impacts disproportionately affect low-income families, who spend a larger share of their household budget on food. A survey applied to scholars under this program in 2022 showed that 15 percent of scholars used the scholarship for food. This support is therefore key to increase their climate resilience and support adequate nutrition.

34. DLI 9 focuses on monitoring the educational trajectories of Basic Education (16-17) scholars. This line of scholarships aims to support secondary school students aged 16-17 to graduate from basic education. To support their trajectories, the Program incorporates two additional academic certifications for these scholars in the middle and the end of the school year. This information is reported by their academic institutions and comprises attendance and academic components. The attendance report ensures the scholar is a regular student of the education institution, a condition to remain in the program. The academic component evaluation will be carried out through a rubric with three dimensions: learning,

²⁹ A list of the Strategic Careers is included in the Program's Operations Manual.

³⁰ Preliminary data for 2022.

³¹ <https://www.argentina.gob.ar/educacion/becas/becas-manuel-belgrano#:~:text=%C2%BFCu%C3%A1les%20son%20las%20%C3%A1reas%20alcanzadas,Miner%C3%ADa%2C%20Petr%C3%B3leo%20y%20Ciencias%20b%C3%A1sicas>.



commitment/responsibility, and behavior.³² Following the trajectories of these scholars would provide information to generate interventions to support scholars in their completion of basic education.

35. DLI 10 includes actions to mitigate non-financial barriers to educational progression and completion. This includes (i) actions to ensure access to information of vulnerable groups, such as the adaptation of the Program's information and application materials to indigenous languages;³³ (ii) actions to monitor the tutoring and psychosocial support to scholars through *Espacios PROGRESAR*; (iii) delivery of vocational guidance courses to Basic Education scholars to guide them on career and program selection, based on best practices and with a specific focus on Strategic Careers, which are expected to promote climate resiliency among the most vulnerable;³⁴ and (iv) articulation with the national program *Sigamos Estudiando*, in which universities partner with secondary schools to support vulnerable students in the transition to higher education through information, remedial education, and mentoring.

36. DLI 11 support actions to improve the efficiency of the processes for the award and payment processes of PROGRESAR scholarships to strengthen the program's internal controls and overall management. This includes the preparation of an improvement and implementation plan for actions identified as critical for the program's management, the publishing of operational manuals and protocols for key processes, and an implementation report of the actions included in the improvement plan.

37. **Rationale for Selection of DLIs under Results Area 2.** The modifications to Results Area 2 would further support the national evaluation system by (i) focusing on the use of results of the APRENDER national learning assessment to improve teaching and learning; (ii) expanding the evaluation system to include formative tools in line with best international practices; and (iii) strengthening the national education information system.

38. DLI 7 continues to support the development and implementation of a formative assessment platform for basic education. The platform provides teachers with curriculum-based validated instruments to assess their students' learning during the school year and generates real-time learning data with formative purposes to adjust pedagogy and teaching to students' current level of learning and monitor their progress during the school year. The parent Operation supports the development of the platform, as well as the development of instruments and piloting of the platform for grade 9 in secondary education for reading, math, and natural and social sciences. Under the AF, the DLI supports (i) the launching of the platform at the national level for Grade 9; (ii) the development of a communications strategy for teachers, as the use of the platform is voluntary and requires their buy-in to ensure they use the tools; (iii) the development and piloting of instruments for grade 3 in primary; and (iii) the use of the platform by teachers to assess their students.

³² Learning refers to the academic performance of the scholar based on the understanding of curricular knowledge, progress in learning, and study strategies. Commitment/responsibility focuses on the regular attendance of the scholar to classes, as well as the interest and dedication to the tasks. Behavior refers to attitudinal aspects, such as respect for the rules, relationship with peers and teachers, respect for diversity and plurality of ideas, and willingness to resolve group problem situations.

³³ Around 12 percent of the prioritized groups are indigenous people, of which 36 percent attend Basic Education and 17 percent attend higher education.

³⁴ Including providing information on career options, returns to education programs, labor demand on their regions, focus on Strategic Careers, sharing experience of fellow scholars and employers, among others. See Gatsby Charitable Foundation, 2014. Good career guidance.



39. DLI 12 focuses on the dissemination and use of the student evaluation results to improve learning. Specifically, it focuses on the use of student learning evaluation results to enhance pedagogical practices and, therefore, learning. It follows the share of schools that report using the APRENDER Summary Report to enhance pedagogical practices in the school. By focusing on the use of the results, it also captures access to the results by school principals and teachers.

40. DLI 13 follows the use of information from the SINIDE and SGE to support education trajectories. It follows the use of the SGE in selected schools to (i) identify students at risk of dropout; and (ii) monitor actions to reduce dropout. In addition, it aims to generate an evaluation of the implementation of the SGE in Provinces, involving the publishing of a report on the national use of the SGE gathering the provincial implementation experiences.

Table 6. DLIs of Parent Operation and AF

Parent Operation for 2019-2023 and AF Program for 2023-2026		Original Allocation (US\$ million)	Additional Financing (US\$ million)
Results Area 1: Improving the Management and Monitoring of PROGRESAR Scholarships			
DLI 1	Percentage of higher education scholarship candidates whose academic information has been provided by their academic institution.	100	-
DLI 2	Percentage of higher education scholars that have renewed the scholarship.	80	45
DLI 3	Percentage of first-year higher education scholars enrolled in Strategic Careers.	40	45
DLI 4	Tools to diagnose and overcome non-financial barriers to educational progression and completion designed and implemented.	60	-
DLI 5	Academic certification system for basic education scholars implemented.	10	-
DLI 8	Percentage of scholarship candidates from adult Basic Education schools (+18) that provide their academic information.	-	30
DLI 9	Monitoring educational trajectories of Basic Education (16-17) scholars.	-	40
DLI 10	Actions to mitigate non-financial barriers to educational progression and completion.	-	45
DLI 11	Actions to improve the efficiency of scholarship award and payment processes.	-	15
Results Area 2: Supporting the National Student Evaluation System			
DLI 6	Percentage of basic education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage.	7.5	-
DLI 7	Development of a formative assessment platform.	2.5	30
DLI 12	Schools using results of the APRENDER school report to enhance pedagogical practices.	-	30
DLI 13	Use of the Integrated Digital Information System (<i>Sistema Integral de Información Digital Educativa, SINIDE</i>) data to support education trajectories	-	19.25
Front end-fee		-	0.75
TOTAL		300	300



41. **Restructuring of the parent Operation (P168911).** The AF includes the restructuring of the parent Operation to reflect: (i) changes in institutional arrangements to modify the Borrower’s representatives; (ii) alignment of the Program description to the AF to include new activities that support DLI achievement; (iii) the extension of the closing date of Loan 8999-AR to ensure full disbursement; and (iv) an update of the definition of the Environmental and Social Commitment Plan (ESCP) to reflect the date that it was updated to reflect changes from the June 2022 restructuring.

42. **Extension of Closing Date.** The closing date for the Operation will be extended to June 30, 2026 to reflect the implementation period of the AF. In addition, the closing date for Loan No. 8999-AR (financing for the parent Operation) will be extended by twelve months to ensure full disbursement of the loan amount, specifically of funding allocated to the IPF Component. Recent local restrictions on currency transactions and the contracting of consultants have delayed key activities under the IPF component of the parent Operation, including the procurement of 24 servers for provincial education evaluation units and the contracting of key consultants to provide technical support in the field. This extension is thus needed to complete these critical technical activities, which strengthen and improve the efficiency of the supported programs.

43. **Results Chain.** The following table provides a revised Results Chain for the proposed AF, including activities under the parent Operation.

Table 7. Results Chain

Planned activities	Outputs	Intermediate Outcomes	Objectives
<p><u>Improving the Management and Monitoring of PROGRESAR Scholarships</u></p> <p>Financial support - scholarships</p> <ul style="list-style-type: none"> Finance PROGRESAR scholarships Develop nationwide information system to allow schools to certify enrollment and attendance of scholars of PROGRESAR Basic Education <p>Tackle Information barriers</p> <ul style="list-style-type: none"> Provide relevant information to potential beneficiaries in the scholarship application process, including tailor made information to vulnerable groups Opening of specialized local offices to support scholars (<i>Puntos PROGRESAR</i>) Opening of <i>Espacios PROGRESAR</i> in educational institutions to provide services and support to scholars, providing equipment and connectivity <p>Tackle academic and motivational barriers</p> <ul style="list-style-type: none"> Produce materials for academic courses and motivation support for scholars (language courses and vocational guidance) 	<ul style="list-style-type: none"> PROGRESAR Scholarships are distributed to beneficiaries (by education level) Information system for academic certification is implemented (DLI5) Campaigns and communication products <i>Puntos PROGRESAR</i> are functional (*) Number of targeted <i>Espacios PROGRESAR</i> receiving equipment and are functional Tools and courses for students to support their application, academic progression, and motivation are implemented (DLI 4, DLI11) 	<ul style="list-style-type: none"> Basic financial needs of beneficiaries are met (*) % of scholarship candidates whose academic certification is verified by their academic institution (DLI1, DLI 8, DLI 9) % of applicants that comply with eligibility requirements by education level (Basic, non-university higher education, and University) % of scholars’ reenrollment (DLI 2, DLI 10) % of first-year scholars of higher education that study strategic careers (DLI 3) Information system to certify attendance of basic education used by schools Students have access to the online toolkit 	<p>Number of PROGRESAR scholars enrolled in basic education (PDO 1)</p> <p>Average dropout rate in the last three years of secondary education in selected provinces (New PDO 4)</p> <p>Persistence in the first two years of higher education for the most vulnerable youth (PDO 2)</p>



<p><u>Supporting the National Student Evaluation System</u> Implementation and Dissemination of APRENDER</p> <ul style="list-style-type: none"> • Develop the student assessments • Train jurisdictional personnel on the implementation of the assessment • Produce materials for the assessment • Analyze assessment outcomes to produce school reports • Coordinate strategies and logistics to disseminate assessment outcomes <p>Scale-up of formative assessment platform</p> <ul style="list-style-type: none"> • <u>Development a formative assessment platform (DLI 7).</u> • Produce materials to guide use of assessment platform. <p>Strengthening of education information systems</p> <ul style="list-style-type: none"> • Provide equipment and connectivity to basic education schools • Development and implementation of the SGE in selected provinces • Revamping the early warning system in the SGE. • Consolidation of SINIDE 	<ul style="list-style-type: none"> • APRENDER is implemented in schools • % of jurisdictional units that received the training and awareness process for the assessment • APRENDER Summary Report uploaded in the platform on time for school Directors to access it (DLI12) • % of teachers with access to the formative assessment platform • Targeted schools receiving equipment • <u>Schools using SINIDE data to support education trajectories (DLI 13)</u> • Revamped early warning system available in the SGE 	<ul style="list-style-type: none"> • <u>Schools use the report to improve pedagogical practices (DLI 12)</u> • APRENDER results are disseminated • School principals access and use enhanced reports and supplementary pedagogical materials (*) • APRENDER coverage increase • % of teachers using the formative assessment platform at least twice a year for a minimum share of their class • % of schools using the SGE early warning system. 	<p>Percentage of students assessed through the APRENDER evaluation nationwide (PDO 3)</p> <p>Percentage of secondary school students registered in SINIDE (PDO 4)</p>
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(*) Expected outcome not measured by the Operation

44. **Verification protocols.** The verification protocols will respond to the nature of each DLI and ensure a credible method to assess their achievement. Verification of progress towards achieving the Operation’s objectives and DLIs would be reviewed and assessed according to the verification protocols presented in Section IX. Verification will be carried out as follows: (i) for a set of Disbursement-Linked Results (DLR), the MoE will perform verification reports, to be validated by the World Bank; (ii) for the set of DLI2-DLI6, an independent verification agent will be selected to carry out verification of one or more DLR, based on the nature of each DLR.

45. **The World Bank will also agree to advance payment to the Borrower in an amount up to US\$45 million of the IBRD financing to complement the government funding to carry out activities towards achieving the DLIs.** When the DLR of a DLI against which an advance has been disbursed is achieved and verified, the World Bank will record an amount of the advance as disbursed after it has notified the Borrower of its acceptance of the evidence of achievement of the result for which the advance was provided. The amount recovered will become available for further advances. This rolling advance will be adjusted against the claims for disbursement against DLIs. The World Bank requires that the Borrower refund any advances (or portion of advances) if the DLIs have not been met (or have been only partially met) by the Closing Date of the Program, promptly upon notice thereof by the World Bank.



IV. APPRAISAL SUMMARY

A. Technical

Economic Analysis

46. **The Program’s benefits remain substantial.** An updated economic analysis of PROGRESAR Scholarships shows positive results in both the benefit/cost analysis and the Internal Economic Rate of Return (IERR) under several scenarios.³⁵ A detailed updated Economic and Financial Analysis is available in Annex 2.

47. **Cost-benefit analysis.** Using estimations of costs and expected benefits of each component, along with a discount rate, the yearly cost per student is brought to the present, as well as the whole stream of yearly future benefits. With a conservative discount rate (5 percent), the Net Present Value (NPV) of the income benefits of the average beneficiary are compared with its cost, and the Internal Rate of Return (IRR) is computed. Table 8 summarizes the results, which suggest that benefits from PROGRESAR scholarships in Basic Education (16-17) are 3.1 times its cost, while benefits from the PROGRESAR scholarships in Basic Education (18-24) and Higher Education exceed 2.8 times its cost. All scholarships yield positive and significant IRR (between 11 and 13 percent). Both the cost/benefit analysis and the IRR are expected to remain positive under several sensitivity analyses.

Table 8. Results of the Economic Analysis

	Benefit/Cost Ratio	Internal Rate of Return
PROGRESAR scholarships Basic Education (16-17)	3.1	13%
PROGRESAR scholarships Basic Education (18-24)	2.8	11%
PROGRESAR scholarships Higher Education	2.8	11%

Technical Analysis

48. **Technical Soundness.** This section presents a review of the available literature to provide further evidence that the design remains technically sound, based on international best practices, and in line with evidence-based interventions. A detailed analysis can be found in Annex 2.

49. **A large body of evidence finds that scholarship programs tend to improve school participation outcomes (enrollment, attendance, completion, and dropout), and can, in some cases, improve student learning.** The 2018 improvements and modifications to PROGRESAR Scholarships, which promote more inclusion, merit-based benefits, and Strategic Careers in higher education, have also been identified in the literature as effective interventions for education outcomes. Evidence suggests that interventions that increase the benefits of attending school (such as scholarships) increase time in school,³⁶ while those that increase the benefits of higher effort and better academic performance (such as merit-based scholarships)

³⁵ The analysis focuses on Results Area 1, which concentrates most of the Operation’s resources (84 percent of the total) and allows for a robust estimation of the Benefit/Cost ratio and IRR given the available evidence of similar interventions.

³⁶ Glewwe & Muralidharan (2015), Damon et al (2018).



improve learning outcomes. Only merit-based scholarships, however, have consistently worked to increase test scores across multiple contexts. Evidence on the effect of merit-based scholarships for higher education students is also promising, although the results are mixed.³⁷ In particular, a few rigorous recent evaluations have shown large impacts. For instance, Angrist et al (2017) show that scholarships significantly boosted college enrollment and persistence. Four years after award receipt, randomly selected scholarship winners were 13 percentage points more likely to be enrolled in college.

50. **Non-financial support is also critical to strengthen the transition to higher education, which is particularly relevant for disadvantaged students who are the first generation in their family to have access to higher education and may lack support to make informed decisions and basic skills to succeed in higher education.** Information-based programs that provide key data to students and parents have been shown to improve career choices in higher education. A recent randomized control trial (RCT) in Chile shows that providing information to future higher education students, through an online platform, on the potential earnings (and fee costs) corresponding to different enrollment choices, helped students from particularly low-socioeconomic contexts enroll in degrees with higher returns.³⁸ The introduction of additional incentives for Strategic Careers (most high in demand) to guide the decisions of new students could reinforce the effects of providing this information. Evidence from basic education also highlights the potential of information-based interventions. An RCT in the Dominican Republic finds that providing students with information on earnings differences by education reduced dropout by 7 percent in the subsequent year, and increased school completion by 0.2 years.³⁹

51. **Socioemotional support and low-cost behavioral interventions are also essential to support students struggling with the more complex curriculum and environment of higher education.** During the transition to a new education level, students can face frequent social setbacks and feelings of anxiety and isolation. Interventions that provide self-administered short programs on motivation and belonging have shown that college students benefit when they understand that challenges in the transition to college are common and improvable, and thus, that early struggles need not portend permanent lack of belonging or potential.⁴⁰ In addition, a recent RCT showed that providing services that helped students set goals and acquire financial aid between their transition from high school to college increased college enrollment by 3 percentage points (even more for low-income students).⁴¹ New experimental evidence in the U.S. found that brief, one-time messages to students increased recurring tutoring attendance, leading to relevant changes in students' study habits.⁴²

52. **Standardized student assessments are a key ingredient to shift the focus to learning and support students' trajectories.** The benefits of education—cultural, economic, and social—accrue to society only when learning occurs.⁴³ For governments to learn what policies worked to improve learning and to avoid “flying blind,” they need credible data.⁴⁴ The Operation would support the strengthening of the student

³⁷ Dynarski (2008), Castelman (2014), Scott-Clayton (2011b), Scott-Clayton & Zafar (2016), Bettinger et al (2016); DesJardins & McCall (2014), DesJardin et al, (2010), Sjoquist & Winters (2012, 2015)

³⁸ Neilson et al (2018)

³⁹ Jensen (2010)

⁴⁰ Yaeger et al (2016); Walton & Cohen (2011)

⁴¹ Castleman & Page (2015)

⁴² Pugach & Wilson (2018)

⁴³ OECD (2010)

⁴⁴ World Bank (2018)



evaluation system. Recent research found that the sole act of countries adopting a standardized student assessment and making results of the evaluations public is associated with improvements in student achievement.⁴⁵ As part of the Operation, the SEIE would improve the results report of the assessment that each school receives to provide information to principals on what students mastered and what competencies they need to improve. A recent RCT in La Rioja and Salta, Argentina found that providing schools with such information (together with a short training) improved student achievement between 0.28 and 0.38 of a standard deviation, which represents around one additional academic year of learning.⁴⁶

53. **The development of a formative assessment platform to be used by teachers for pedagogical purposes is in line with international best practices and policy recommendations for learning recovery, and would strengthen the national education evaluation system.** Teachers are the most important school-based determinant of student learning.⁴⁷ Research in Peru and Ecuador shows that teacher subject content knowledge⁴⁸ and pedagogical practices⁴⁹ in the classroom are among the most important factors to explain teachers' value added. The Operation would strengthen the evaluation system in these dimensions, by (i) developing a formative assessment platform that provide teachers with real-time student learning data with detailed information on the main gaps each student is facing; and (ii) provide content and pedagogical tools to address these gaps.

Assessment of the Program Expenditure Framework

54. **The Program expenditure framework remains adequate.** The Program's actual and expected expenditures are much greater than the amount of Bank financing, which represents around 12 percent of the total. The yearly budget of the Program only amounts to 0.5 percent of total government expenditures, and Bank financing would only represent a change in funding source to the existing budgetary lines of the MoE. Furthermore, even under a scenario in which the academic conditions are reinstated and strengthened in the scholarship program, which represents the bulk of the Programs expenditures, or the macroeconomic context recovers and reduces potential beneficiaries, the total program cost would remain substantial and above the amount of Bank financing. Further details are presented in Annex 2.

B. Fiduciary

55. **The assessment of the fiduciary aspects of the proposed AF Program concludes that the overall fiduciary systems are adequate to support the AF Program's implementation.** There are no additional programs within the scope of the AF. There are no changes in the fiduciary systems assessed during preparation of the existing Program. Country systems in place continue to be adequate. The Addendum to the fiduciary systems assessment can be found in Annex 3.

56. **Fiduciary risk.** The fiduciary risk for the AF is assessed as Moderate. There have been no changes

⁴⁵ Bergbauer, Hanushek and Woessmann (2018)

⁴⁶ See De Hoyos, Ganimian and Holland (2018) and (2020)

⁴⁷ Hanushek and Rivkin (2010); World Bank (2018)

⁴⁸ Metzler and Woessmann (2012)

⁴⁹ Araujo et al. (2016)



in the Inherent Risk factors (i.e., country governance environment, rules, and regulations) or the Control Risk factors (budgeting, accounting, internal control, funds flow and financial reporting). The Borrower is now more familiar with the PforR instrument and, based on the results of the latest implementation support mission,⁵⁰ Financial Management (FM) performance was rated as Satisfactory because the FM arrangements in place provide: (i) accurate and timely financial information; and (ii) reasonable assurance that Operation funds are being used for the purposes intended.

C. Environment and Social

57. **No new environmental or social risks result from the expanded scope of this AF.** The proposed AF will only scale up the financing of existing components of the parent Operation, which is classified as having moderate overall environmental and social risk. The Environmental and Social Systems Assessment (ESSA) was updated to reassess the potential range of environmental and social effects of the Operation's implementation arrangements, to reflect the actions already taken by the GoA to promote the inclusion of vulnerable groups, and to reflect the remaining challenges. An analysis of available documentation on program results and the environmental and social implications of the proposed scale-up of the Program's design, including the proposed changes to DLIs, was also part of this process. An addendum to the ESSA was prepared and disclosed on the Bank's website for public consultation on December 16, 2022.⁵¹

58. The Program still needs to address areas for improvement, including the incorporation of afro descendants as a prioritized group. In this sense, the Addendum to the ESSA will be consulted with both governmental institutions and civil society organizations that represent this vulnerable group on January 24, 2022.

D. Are there any waivers of Bank policies approved by the MD and/or to be approved by the Board? If so, explain.

59. No waivers will be sought under this AF.

E. Any changes to the risk profile of the operation can be noted here.

60. There are no changes to the risk profile of the Operation.

F. Any changes to implementation arrangements and appraisal thereof

61. No changes will be made to the Operation's implementation arrangements.

G. Corporate requirements

62. **Gender.** The parent Operation was gender tagged, as it identified, addressed, and monitored the low participation of women in STEM careers as a key gender gap. The proposed AF will build on actions to address this gap, as well as on actions to foster female participation in PROGRESAR scholarships. To

⁵⁰ The last FM implementation support mission was carried out on December 7, 2021.

⁵¹ ESCP disclosed on MoE's website on December 21, 2022 at

[https://www.argentina.gob.ar/sites/default/files/2020/08/escp_updated_version_-dec_2022_english_clean.pdf]



track the implementation of gender-specific evidence-based interventions to engage women in STEM careers, the AF will continue monitoring the Intermediate Results Indicator (IRI) “Percentage of female higher education scholars that study STEM careers as a percentage of female higher education scholars.”⁵² The inclusion of the *Manuel Belgrano* scholarships, which finance scholarships for specific STEM careers, in DLI 3 “Percentage of first-year higher education scholars enrolled in Strategic Careers” will also tackle this gap under the AF, as they require gender parity among the awarded scholarships. To further ensure progression toward gender parity across the Program’s interventions, intermediate indicators have been disaggregated by gender whenever possible and will continue to be monitored until the end of the additional implementation period.

63. The parent Operation also considered gender-specific barriers under DLI 4 “Development and implementation of tools to address barriers to education progression.” Through actions associated with this DLI, female heads of household were identified as a vulnerable population that would be eligible for waivers of the application requirements for PROGRESAR Scholarships. By 2022, over 43,000 female heads of household received a scholarship (3 percent of the total scholars). While DLI 4 will not be scaled up under the AF, the new DLI 10 “Actions to mitigate non-financial barriers to educational progression and completion” builds on its findings and includes specialized support to benefit these additional scholarship recipients.

64. **Climate Co-Benefits.** The AF builds on the parent Operation’s activities for both adaptation to and mitigation of climate change, as it scales up support to PROGRESAR Scholarships, which help build beneficiaries’ resilience to climate events in the long term. The Operation is expected to strengthen the adaptability of vulnerable students, especially female students, to climate change by improving their nutritional outcomes. It also seeks to contribute to mitigation efforts by fostering Strategic Careers for mitigation and adaptation.

65. DLI 2, which received Co-Benefits under the parent Operation, will be scaled up under this AF by a total of US\$45 million to support an increased number of scholarships. In line with the parent Operation, it is expected to address the vulnerability to climate events of low-income scholarship recipients, given that the scholarships help improve their food security and build their resilience in the long term. Under the AF, this support for scholarships (which help increase resilience) will also be scaled up to additional vulnerable populations, namely adult Basic Education scholars aged over 18 under DLI 8 (US\$30 million) and Basic Education scholars aged 16-17 under DLI 9 (US\$40 million).

66. The AF will also build on the Co-Benefits assigned to DLI 3, which will be scaled up by US\$45 million. This DLI supports scholarships for Strategic Careers, which include sectors such as renewable energy, landscape planning, low-carbon and climate resilient urban development, renewable natural resources engineering for arid areas, etc. All Strategic Careers are high skill careers and diversify away from livelihoods that are threatened by climate change impacts such as agriculture. The scale-up to this DLI will include support for the new *Manuel Belgrano* line of scholarships, which support careers related to Food, Environment, Conventional and Alternative Energy, Logistics and Transportation, and Basic

⁵² While this indicator was revised downward in the June 2022 restructuring, the lower-than-expected performance was partly due to the existence of other GoA scholarships with higher incentives that compete with the program. The GoA will launch a communication campaign in the second half of 2022 to incentivize female participation in STEM careers, and the Bank will continue to share international best practices to inform future decision and actions.



Sciences. These careers contribute to the adaptation and mitigation of climate change risks and have been highlighted as key disciplines for economic and social development by the GoA. Moreover, the vocational and career guidance planned under DLI 10 would also focus on the promotion of Strategic Careers, which promote climate resiliency among the most vulnerable.

67. **Inclusive Education.** The support under this AF responds to the Bank’s commitment to ensuring that all Bank-financed education programs are disability-inclusive. PROGRESAR Scholarships consider students with disabilities under their prioritized groups (Figure 7), reflecting their increased vulnerability to disengaging from the education system. The *Manuel Belgrano* line of scholarships, in particular, fosters increased participation of persons with disabilities by waiving age requirements and/or limits for this group (other applicants must be between the ages of 18 and 30, or no older than 35 if renewing the scholarship). In addition, persons with disabilities are eligible for specialized tutoring, vocational guidance, and psychosocial support in the *Espacios PROGRESAR*. To further tackle potential barriers to educational progression and completion, this AF will also support the adaptation of PROGRESAR program materials (such as dissemination, application, and registration materials) for visually impaired persons under DLI 10.

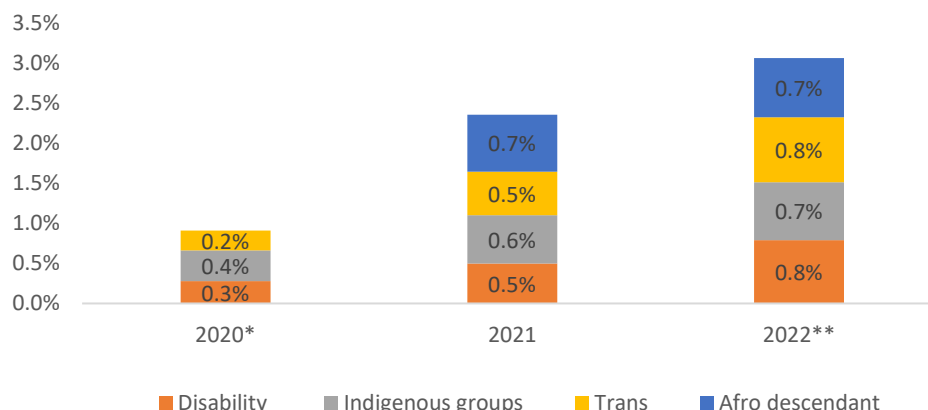
68. **Prioritized Groups.** The PROGRESAR program has identified prioritized groups within their target population that have systematically higher dropout rates and lower educational outcomes than the average population, including students with disabilities and students belonging to other vulnerable groups like indigenous peoples, afro descendants, and the lesbian, gay, bisexual, transgender, and intersex (LGBTI+) community.⁵³ During preparation of the parent Operation, consultations were carried out with key stakeholders, including the National Agency for Disability, the National Institute of Indigenous Affairs, the Secretariat of Human Rights, and civil society organizations representing those groups to ensure that the Operation considered the barriers to access for these students in its social assessment and overall design. To this end, the Program Action Plan (PAP) monitors the “Enhancement of Access to PROGRESAR scholarships for students belonging to vulnerable groups” semi-annually. This includes a report on the enhancement of accessibility in the registration process for students with disabilities, the establishment of a student help desk, the review and update of the questionnaire for the PROGRESAR registration form, and a review of requirements to ensure their inclusion. The PAP also included the creation of a baseline on PROGRESAR scholars from the different prioritized groups mentioned above, to generate a criterion for the activities financed under the Program.

69. The AF would continue to support the inclusion of scholars from prioritized groups through the expansion of its support to the PROGRESAR scholarships. Figure 7 shows the share of PROGRESAR Scholars by prioritized group and the increase in the share of scholars belonging to these groups since 2020, when the absolute number of scholars has also increased (from 356,807 in 2020 to 911,073 in 2022).

⁵³ The ESSA identified groups that have systematically higher dropout rates and lower educational outcomes than the average population.



Figure 7. Share of scholars, by prioritized group



*Information for afro descendants not available for 2020.

**Preliminary data of April 2022.

Source: National Directorate of Scholarships.

70. **Citizen Engagement.** The Operation has strengthened the MoE’s citizen engagement and beneficiary feedback mechanisms through the creation of a Grievance Redress Mechanism (GRM) for the Program to complement the existing grievance mechanism managed by the National Social Security Administration (*Administración Nacional de la Seguridad Social, ANSES*). The GRM has been active since 2021, as envisioned at Appraisal of the parent Operation, and includes three different channels for beneficiaries and other stakeholders to contact the MoE: a web platform, a toll-free telephone line, and an e-mail address.⁵⁴ The process of consolidating data and responses from the three separate channels has required coordination between several MoE units and capacity building in the PIU, which has delayed the reporting of this data in the Project’s results framework. The MoE is now consolidating the information received through these three channels in 2021 and 2022, and the information will be updated by the next Implementation Status and Results Report of the Operation. To track citizen participation, the Results Framework includes the indicator “Percentage of cases registered in the GRM that are responded and resolved in a timely manner (15 business days).”

V. KEY RISKS

71. **The overall risk rating is assessed as Substantial, in line with the overall rating for the parent Operation.** Most ratings for the AF are the same as those listed in the latest ISR for the parent Operation.

72. **The macroeconomic risk is Substantial considering the residual risks.** While the public sector continues to face macroeconomic imbalances and financial constraints, the Government has prioritized social sector investments and even expanded the PROGRESAR Scholarship program in recent years. This expansion mitigates the risk that more students drop out of the education system due to financial pressures. In the face of macroeconomic instability, PROGRESAR Scholarships target the poorest, most vulnerable populations to ensure that they remain in the system and progress in their trajectories, while also ensuring basic financial support to vulnerable households.

⁵⁴ Web platform: <https://www.argentina.gob.ar/educacion/progresar>; toll free number (0800-999-1066); e-mail address (direccion.becas@educacion.gob.ar).



73. **The Political and Governance risk is Substantial**, given that the country will undergo presidential and legislative elections in 2023 that may slow down the implementation of the programs supported by the Operation. This risk is mitigated by the existing consensus around the importance of programs to support vulnerable groups, as is PROGRESAR.

74. **Sector Strategies and Policies risk is also assessed as Substantial** due to a potential change in sector priorities in the transition towards a new administration. The Federal Council of Education's (*Consejo Federal de Educación*) support for evaluation and information policies such as APRENDER and SINIDE, however, help mitigate this risk and increase the likelihood of their continuation even under a new administration. The programs included in this Operation also began under previous administrations, which shows that they have a high level of buy-in from different political parties and that the country's existing systems are likely to remain sound even in the event of a transition.

VI. WORLD BANK GRIEVANCE REDRESS

75. **Grievance Redress.** Communities and individuals who believe that they are adversely affected as a result of a Bank supported PforR operation, as defined by the applicable policy and procedures, may submit complaints to the existing program grievance mechanism or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address pertinent concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted at any time after concerns have been brought directly to the Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), please visit <http://www.worldbank.org/GRS>. For information on how to submit complaints to the Bank's Accountability Mechanism, please visit <https://accountability.worldbank.org>.



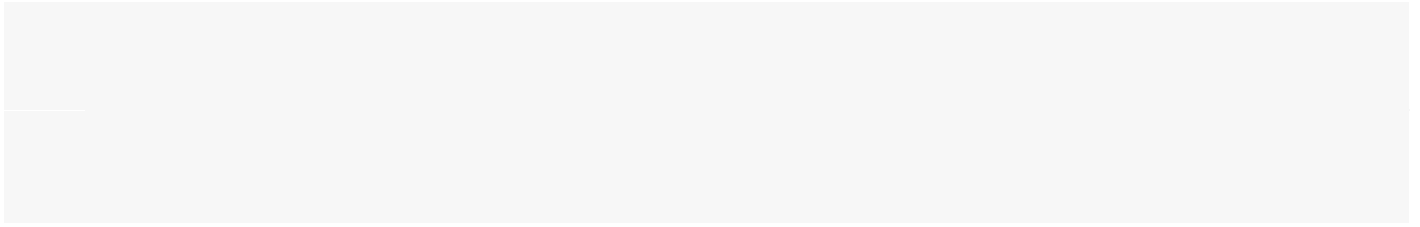
VII. SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Change in Program Scope	✓	
Change in Results Framework	✓	
Change in Loan Closing Date(s)	✓	
Change in Program Action Plan	✓	
Change in Implementing Agency		✓
Change in Project's Development Objectives		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Change in Disbursements Arrangements		✓
Change in Safeguard Policies Triggered		✓
Change of EA category (IPF Component)		✓
Change in Legal Covenants		✓
Change in Technical Method		✓
Change in Fiduciary		✓
Change in Environmental and Social Aspects		✓
Other Change(s)		✓

VIII. DETAILED CHANGE(S)

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Current Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IBRD-89990	Effective	30-Jun-2023	30-Jun-2023	30-Jun-2024	30-Dec-2024





IX. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: Argentina

Additional Financing for the Improving Inclusion in Secondary and Higher Education

Program Development Objective(s)

The objectives of the Operation are to (i) reduce dropout rates in basic and higher education among the most vulnerable; and (ii) strengthen the Borrower’s education evaluation systems.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Support programs to reduce dropout in basic and higher education									
Number of PROGRESAR scholars enrolled in basic education (Number)		194,307.00			328,789.00	534,678.00	635,570.00	655,000.00	680,000.00
<i>Action: This indicator has been Revised</i>	<i>Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period. The baseline was revised to reflect correct data.</i>								
Persistence in the first two years of higher education for the most		15.60	15.80	16.00	16.40	17.20	17.10	17.30	17.50



Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
vulnerable youth (Percentage)									
Action: This indicator has been Revised	Rationale: <i>Revised targets are introduced to monitor results through the end of the revised implementation period.</i>								
Average dropout rate in the last three years of secondary education in selected provinces (Percentage)		10.30				10.50	10.30	10.20	10.10
Action: This indicator is New	Rationale: <i>This indicator monitors the average school dropout rate for the last three years of secondary school (oriented cycle) in selected provinces. The selected provinces are Catamarca, Chaco, Corrientes, Jujuy, Misiones, San Juan, Santiago del Estero, Tucumán. These provinces correspond to the upper tercile of provinces with the highest coverage of PROGRESAR Basic Education scholarships (16-17) relativa to their secondary enrolment rates during 2021. The indicator corresponds to the simple average of the interannual dropout rate of the oriented cycle of the provinces selected for each school year. The baseline of this indicator is 2019, the latest data available before the pandemic.</i>								
Strengthen education evaluation systems									
Percentage of students assessed through the APRENDER evaluation nationwide (Text)		69.3% secondary (2017)	76.8% primary (2018)	72% secondary (2019)		79% primary (2021)	75% Secondary (2022)	82% Primary (2023)	76% secondary (2024)
Action: This indicator has been Revised	Rationale: <i>Additional targets are introduced to monitor results through the end of the revised implementation period.</i>								
Percentage of basic		47.8% secondary	65% primary	50% secondary		71.8% Primary	58% Secondary	75% Primary	61% Secondary



Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage (Text)		(2017)	(2018)	(2019)		(2021)	(2022)	(2023)	(2024)
Action: This indicator has been Revised	Rationale: Additional targets are introduced to monitor results through the end of the revised implementation period.								
Percentage of secondary school students registered in SINIDE (Percentage)		29.00				60.00	75.00	75.00	82.00
Action: This indicator has been Revised	Rationale: Additional targets are introduced to monitor results through the end of the revised implementation period.								

Intermediate Results Indicators by Results Areas

Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Improving the Management and Monitoring of PROGRESAR Scholarships									



Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Students benefiting from direct interventions to enhance learning (CRI, Number)		581,547.00	515,668.00	518,246.00	520,837.00	523,441.00	1,200,000.00	1,250,000.00	1,250,000.00
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		376,007.00	333,412.00	335,079.00	336,755.00	338,438.00	715,000.00	750,000.00	750,000.00
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Percentage of applicants to PROGRESAR Higher Education that meet the eligibility requirements (Percentage)		46.18	47.31	48.44	49.58	50.71	55.00	57.00	59.00
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Percentage of higher education scholarship candidates whose academic information has been provided by their academic institution		75.00	80.00	85.00	90.00	95.00	95.00	95.00	95.00



Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
(Percentage)									
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Percentage of female higher education scholarship candidates whose academic information has been provided by their academic institution (Percentage)		75.00	80.00	85.00	90.00	95.00			95.00
Action: This indicator has been Revised									
Estimation of PROGRESAR Scholarships' coverage by education level (Text)		No				Published document with estimations and methodology			Estimation of coverage rates using study's methodology
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Percentage of higher education scholars that have renewed the scholarship (Percentage)		28.70	30.70	32.70	35.00	34.70	54.50	56.00	57.50
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								



Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Percentage of first-year higher education scholars enrolled in Strategic Careers (Percentage)		29.30	31.30	33.30	35.30	37.30	40.30	43.30	46.30
Action: This indicator has been Revised	Rationale: <i>Revised targets are introduced to monitor results through the end of the revised implementation period.</i>								
Percentage of female higher education scholars that study STEM careers as a percentage of female higher education scholars (Percentage)		6.80	7.10	7.40	7.60	6.80	10.80	11.00	11.20
Action: This indicator has been Revised	Rationale: <i>Revised targets are introduced to monitor results through the end of the revised implementation period. The description of the indicator is updated to include scholars from the Manuel Belgrano line of scholarship.</i>								
Tools to diagnose and overcome non-financial barriers to education progression and completion designed and implemented (Text)		No	Consultancies to carry out studies hired	Consultancies to carry out studies hired	Consultancies to carry out studies hired	Diagnostic study is completed	Website with diagnostic tools for scholars is active	Website with diagnostic tools for scholars is active	Website with diagnostic tools for scholars is active
Action: This indicator has been Revised	Rationale: <i>The end target date is modified to reflect the revised implementation period. From 2023-2026, the indicator will monitor that the website with diagnostic tools for scholars remains active and up to date.</i>								



Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Academic certification system for basic education scholars implemented (Text)		No	No	Consultancies to carry out studies hired	Certification system for basic education scholars is developed	Pilot of the certification system for basic education scholars is implemented	Certification system for basic education scholars is active	Certification system for basic education scholars is active	Certification system for basic education scholars is active
<p>Rationale: <i>Action: This indicator has been Revised</i> The end target date is modified to reflect the revised implementation period. From 2023-2026, the indicator will monitor that certification system for basic education scholars remains active.</p>									
Percentage of scholars that belong to a prioritized group (Percentage)		6.00					6.50	6.80	7.00
<p>Rationale: <i>Action: This indicator is New</i> This indicator is introduced to monitor the access of prioritized groups to PROGRESAR scholarships.</p>									
Supporting the national evaluation systems									
Percentage of school principals accessing the APRENDER Summary Report (Percentage)		59.70	65.00	70.00	78.00	80.00			85.00
<p>Action: This indicator has been Marked for Deletion</p>									
Large-scale primary/secondary learning assessments		0.00	1.00	0.00	1.00	2.00	1.00		1.00



Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
completed (CRI, Number)									
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
IPF: Strengthen the Borrower’s Institutional Capacity for the support of education trajectories									
Beneficiary Feedback. Percentage of cases registered in the GRM that are responded and resolved in a timely manner (15 business days) (Percentage)		0.00	0.00	0.00	20.00	50.00	60.00	75.00	80.00
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Percentage of basic education scholars that enroll in vocational orientation courses (Percentage)		0.00				0.00	45.00	60.00	60.00
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Percentage of higher education scholars that enroll in language		0.00					15.00		30.00



Indicator Name	DLI	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
courses (Percentage)									
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Percentage of secondary education schools receiving equipment (Percentage)		0.00				40.00	40.00	40.00	100.00
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Pilot of the SGE in a group of vulnerable schools (participating schools) in selected Provinces (Text)		No				Pilot schools have received training and equipment for the use of SGE	Pilot report is completed	Pilot report is completed	Pilot report is completed
Action: This indicator has been Revised	Rationale: Revised targets are introduced to monitor results through the end of the revised implementation period.								
Process evaluation of the SGE (Text)		No				Consultancies to carry out studies hired and ongoing data collection			Process evaluation report completed



Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Number of PROGRESAR scholars enrolled in basic education	This indicator tracks the number of vulnerable students supported by PROGRESAR to continue or finish their basic education. This includes (a) beneficiaries of the PROGRESAR Basic Education line of scholarship, which targets vulnerable students out of the education system that return to complete their basic education in adult schools; and (b) beneficiaries of PROGRESAR scholarship for 16–17-year-olds, which targets vulnerable students to return or continue their secondary education in public secondary schools.	Annual	DNB Information System	Data on type of scholarship by beneficiary will be collected from the DNB information system.	PIU
Persistence in the first two years of higher education for the most vulnerable youth	This indicator tracks access and persistence in higher education for the most vulnerable. The most	Annual	EPH	Data is collected and published by the INDEC, and available online at https://www.indec.gob .	DNB - M&E Unit



	<p>vulnerable are defined as 20 to 30-year-olds whose household income correspond to the first and second quintile. The indicator measures the percentage of vulnerable students that access higher education programs and complete at least 2 years of studies at this level, as a percentage of the total vulnerable youth in this same age range. The indicator is estimated as an average of the data for the 4 trimesters of the calendar year. The baseline corresponds to the average of the first three trimesters of 2018 and a projection of the 2018 final trimester, given the available data. End target corresponds to average of the trimesters with available data from calendar year 2023, by the time of the project completion report.</p>			<p>ar/bases-de-datos.asp.</p>	
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Average dropout rate in the last three years of secondary education in selected provinces	This indicator monitors the average school dropout rate for the last three years of secondary school (oriented cycle) in selected provinces. The selected provinces are Catamarca, Chaco, Corrientes, Jujuy, Misiones, San Juan, Santiago del Estero, Tucumán. These provinces correspond to the upper tercile of provinces with the highest coverage of PROGRESAR Basic Education scholarships (16-17) relativa to their secondary enrolment rates during 2021. The indicator corresponds to the simple average of the interannual dropout rate of the oriented cycle of the provinces selected for each school year. The baseline of this indicator is 2019, the latest data available before the pandemic.	Annual	Relevamiento Anual	SEIE reports the result of the indicator	PIU
Percentage of students assessed through the APRENDER evaluation nationwide	This indicator tracks the number of students that	Annual	SEE national reports on	Data is published on the MECCyT website.	DNB - M&E Unit



	participate in APRENDER as a percentage of the total students enrolled in the assessed grades, according to the coverage methodology detailed in the technical documents for the APRENDER assessment. The indicator alternates between primary and secondary, in line with the APRENDER assessment, which is applied annually alternating between primary and secondary.		APRENDER coverage.	Available online at https://www.argentina.gob.ar/educacion .	
Percentage of basic education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage	The indicator corresponds to the number of students that participate in APRENDER as a percentage of the total students enrolled in the assessed grades in the Provinces with Lowest Coverage, according to the coverage methodology detailed in the technical documents of the APRENDER assessments. The Provinces with Lowest Coverage	Annual.	SEE national reports on APRENDER coverage by Province.	SEE reports annual student coverage of APRENDER by Province. Available online at https://www.argentina.gob.ar/educacion	DNB - M&E Unit



	<p>correspond to the Provinces in the lowest quartile of student participation rates nationwide. When the quartile cutoff is not a whole number, it would be rounded up to the next whole number to estimate the number of Provinces to include in the lowest quartile. The indicator is the simple average of the participation rate in these Provinces.</p>				
<p>Percentage of secondary school students registered in SINIDE</p>	<p>This indicator monitors the consolidation of information on student trajectories in the SINIDE in order to identify and provide support to at-risk students. The indicator's numerator corresponds to the number of students from secondary schools whose information has been input into the SINIDE (Base Nacional Homologada, SINIDE Aplicative, SGE) up to the</p>	<p>Annual</p>	<p>SEIE</p>	<p>SEIE report.</p>	<p>SEIE</p>



	cutoff date for information. The denominator corresponds to the total enrollment of secondary students according to enrollment data from the Relevamiento Anual.				
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Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Students benefiting from direct interventions to enhance learning		Annual	DNB	This indicator follows the number of direct beneficiaries of PROGRESAR Scholarships and is collected in the DNB information system. The indicator is expected to drop during the first year of implementation before stabilizing, as the monitoring and evaluation of eligibility improves.	DNB - M&E Unit
Students benefiting from direct interventions to enhance learning -		Annual	DNB	This indicator follows the number of direct	DNB - M&E Unit



Female				female beneficiaries of PROGRESAR Scholarships, and the data is collected in the DNB information system.	
Percentage of applicants to PROGRESAR Higher Education that meet the eligibility requirements	This indicator is the percentage of PROGRESAR applicants to Tertiary non-university and university that meet the eligibility requirements of the scholarship. Eligibility requirements include income and academic requirements.	Annual	Income requirements are validated by ANSES, while academic requirements are certified by the academic institutions and reported to DNB.	DNB information system has the information on eligibility requirements for applicants.	DNB - M&E Unit
Percentage of higher education scholarship candidates whose academic information has been provided by their academic institution	This indicator measures the share of higher education scholarship candidates that received an academic certification by their institutions on time for awarding of the scholarship . It tracks the efficiency of the system to monitor	Annual	DNB receives the academic certification from the academic institutions.	DNB requires academic institutions to issue the academic certification from applicants.	DNB - M&E Unit



	eligibility requirements and ensures that all applicants have their academic certification requirement assessed.				
Percentage of female higher education scholarship candidates whose academic information has been provided by their academic institution	This indicator measures the share of female Higher Education Scholarship candidates that received an academic certification by their institutions in time for the scholarship adjudication. It tracks the efficiency of the system to monitor eligibility requirements and ensures that all applicants have their academic certification requirement assessed.	Annual	DNB	DNB information system	DNB - M&U
Estimation of PROGRESAR Scholarships' coverage by education level	This indicator refers to the publication of a study that determines the coverage of PROGRESAR Scholarships by education level using EPH and available data from ANSES. The report includes coverage estimations for vulnerable populations, gender, geographical location and	Annual	DNB - Report with study results.	The DNB will hire a firm for the elaboration of the study and the establishment of a methodology for its estimation, including information on coverage for vulnerable populations.	DNB



	education level, and establishes a methodology to estimate the coverage in the future.				
Percentage of higher education scholars that have renewed the scholarship	This indicator follows scholars in their academic progression. It measures the share of higher education scholars that renew their scholarship, as a percentage of the total scholars in the previous year. It excludes first and last-year scholars as they do not renew scholarships (first time scholars or graduation). The baseline's numerator is 2017 scholars that renew in 2018 and the denominator is 2017 scholars that apply for the scholarship in 2018.	Annual	DNB	DNB information systems	DNB - M&E Unit
Percentage of first-year higher education scholars enrolled in Strategic Careers	This indicator follows the evolution of one of the incentives of PROGRESAR Scholarships related to the enrollment in Strategic Careers. Strategic Careers for the indicator are detailed in the Project's	Annual	DNB	DNB information system	DNB - M&E Unit



	Operations Manual. Since 2022, the indicator includes scholars from the Manuel Belgrano line of scholarships.				
Percentage of female higher education scholars that study STEM careers as a percentage of female higher education scholars	This indicator tracks a gender gap identified in the ESSA. It estimates the share of STEM career scholars that are females. STEM careers include careers in Science, Technology, Engineering and Mathematics. Beginning in 2022, the indicator includes scholars from the Manuel Belgrano line of scholarship.	Annual	DNB	DNB information system.	PIU
Tools to diagnose and overcome non-financial barriers to education progression and completion designed and implemented		Annual	DNB documents, reports and website	DNB documents and reports, and online website active	DNB - M&E Unit
Academic certification system for basic education scholars implemented		Annual	DNB documents and reports	Revision of DNB documents and reports	DNB - M&E Unit
Percentage of scholars that belong to a prioritized group	This indicator measures the percentage of scholars that belong to a prioritized	Annual	DNB	DNB using the	



	group relative to the total scholars of each year's first PROGRESAR call. The prioritized groups are persons with disabilities, belonging to indigenous populations, trans, female heads of household and afrodescendants.				
Percentage of school principals accessing the APRENDER Summary Report	This indicator tracks the number of school principals (maximum of 1 per school) that access the online APRENDER Report as a percentage of school principals of schools that participated in APRENDER and have a school report available online.	Annual	SEIE administrative data from the online system of school reports	SEIE reports on access to school report results by school principals	PIU
Large-scale primary/secondary learning assessments completed	The indicator measures the number of Bank-supported completed large-scale assessment rounds at the primary or secondary levels. "Completed large-scale assessment rounds" refers to rounds of a large-scale assessment, for which the results are made publicly available within 2	Annual	Official reports from the SEIE	Data is produced by SEIE based on the coverage and results of the learning assessments.	PIU



	years of the assessment administration. The supported activities could include capacity building, design, administration, analysis, reporting, use, publication, and/or dissemination of an assessment. "Large-scale assessment" includes both national large-scale assessments (NLSA) and international large-scale assessments (ILSA). Report for the following education levels: Primary (ISCED 1) and Secondary (ISCED 2 & 3)				
Beneficiary Feedback. Percentage of cases registered in the GRM that are responded and resolved in a timely manner (15 business days)	This indicator tracks the percentage of cases registered in PROGRESAR Scholarships' Grievance Redress Mechanism (GRM) that are responded and resolved within 15 business days of their registration in the system.	Annual	GRM reports	DNB presents a report of GRM	DNB - M&E Unit
Percentage of basic education scholars that enroll in vocational orientation courses	The indicator is the total number of basic education scholars that enroll in the	Biannual	DNB	DNB reports	PIU



	vocational orientation courses provided by the PROGRESAR Scholarships program as a percentage of all the basic education scholars.				
Percentage of higher education scholars that enroll in language courses	This indicator is the percentage of PROGRESAR Higher Education scholars that attend universities that are enrolled in the language courses provided by selected universities as a percentage of the total of Higher Education scholars that attend universities.	Annual	DNB	DNB requests the information to universities providing the courses.	PIU
Percentage of secondary education schools receiving equipment	The indicator is the percentage of public secondary schools that have received computers. The numerator is the number of schools with a record of reception of equipment by the school principal or representative. The denominator is the total number of public secondary schools published in the Relevamiento Anual 2020.	Annual	SEIE	SEIE reports on delivery of equipment	PIU



<p>Pilot of the SGE in a group of vulnerable schools (participating schools) in selected Provinces</p>	<p>This indicator tracks the implementation of a pilot on the use of a SGE in schools in selected Provinces. The pilot comprises (i) delivery of equipment and connectivity, (ii) training on the use of an SGE which incorporates the use of early warning systems to prevent school dropout, (iii) training and guidance on protocols to address dropout risks.</p>	<p>Annual</p>	<p>SEIE reports</p>	<p>Reports from SEIE and Provinces on implementation.</p>	<p>PIU</p>
<p>Process evaluation of the SGE</p>	<p>This indicator follows the process evaluation of the pilot of the SGE in participating schools in selected Provinces.</p>	<p>Annual</p>	<p>SEIE reports</p>	<p>SEIE prepares reports as per firms outputs</p>	<p>PIU</p>



Disbursement Linked Indicators Matrix

DLI 1	Percentage of higher education scholarship candidates whose academic information has been provided by their academic institution			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	100.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	75.00			
October 2021	80.00		35.00	min: 75%
April 2022			0.00	
October 2022	85.00		25.00	min: 80%
March 2023			0.00	
October 2023	90.00		25.00	min: 85%
March 2024			0.00	
October 2024	95.00		15.00	min: 90%
March 2025			0.00	
October 2025			0.00	



DLI 2	Percentage of higher education scholars that have renewed the scholarship			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Percentage	80.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	28.70			
October 2021	30.70		25.00	min: 28.7%
April 2022			0.00	
October 2022	32.70		20.00	min: 30.7%
March 2023			0.00	
October 2023	34.70		20.00	min: 32.7%
March 2024			0.00	
October 2024	36.70		15.00	min: 34.7%
March 2025			0.00	
October 2025			0.00	
Action: This DLI has been Revised. See below.				



<i>DLI 2</i>		<i>Percentage of higher education scholars that have renewed the scholarship</i>		
<i>Type of DLI</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Outcome</i>	<i>Yes</i>	<i>Percentage</i>	<i>80,000,000.00</i>	<i>0.03</i>
<i>Period</i>	<i>Value</i>		<i>Allocated Amount (USD)</i>	<i>Formula</i>
<i>Baseline</i>	<i>28.70</i>			
<i>October 2021</i>	<i>34.70</i>		<i>20,000,000.00</i>	
<i>April 2022</i>			<i>0.00</i>	
<i>October 2022</i>	<i>36.70</i>		<i>15,000,000.00</i>	<i>min: 34.7%</i>
<i>March 2023</i>			<i>0.00</i>	
<i>October 2023</i>	<i>54.50</i>		<i>15,000,000.00</i>	<i>min: 52.5%</i>
<i>March 2024</i>			<i>0.00</i>	
<i>October 2024</i>	<i>56.00</i>		<i>15,000,000.00</i>	<i>min: 54.5%</i>
<i>March 2025</i>			<i>0.00</i>	
<i>October 2025</i>	<i>57.50</i>		<i>15,000,000.00</i>	<i>min: 56%</i>
<i>Rationale:</i> <i>DLRs for the periods March 2023-October 2025 are added to reflect the DLI's scale-up under this Additional Financing.</i>				



DLI 3		Percentage of first-year higher education scholars enrolled in Strategic Careers		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	40.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	29.30			
October 2021	31.30		6.15	
April 2022			0.00	
October 2022	33.30		9.50	
March 2023			0.00	
October 2023	35.30		10.00	
March 2024			0.00	
October 2024	37.30		14.35	
March 2025			0.00	
October 2025			0.00	
Action: This DLI has been Revised. See below.				



DLI 3		<i>Percentage of first-year higher education scholars enrolled in Strategic Careers</i>		
<i>Type of DLI</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Intermediate Outcome</i>	<i>Yes</i>	<i>Percentage</i>	<i>65,000,000.00</i>	<i>0.03</i>
<i>Period</i>	<i>Value</i>	<i>Allocated Amount (USD)</i>		<i>Formula</i>
<i>Baseline</i>	<i>29.30</i>			
<i>October 2021</i>	<i>35.30</i>	<i>10,000,000.00</i>		<i>min: 33.3%</i>
<i>April 2022</i>		<i>0.00</i>		
<i>October 2022</i>	<i>37.30</i>	<i>10,000,000.00</i>		<i>min: 35.3%</i>
<i>March 2023</i>		<i>0.00</i>		
<i>October 2023</i>	<i>43.00</i>	<i>15,000,000.00</i>		<i>min: 41.0%</i>
<i>March 2024</i>		<i>0.00</i>		
<i>October 2024</i>	<i>44.50</i>	<i>15,000,000.00</i>		<i>min: 43.0%</i>
<i>March 2025</i>		<i>0.00</i>		
<i>October 2025</i>	<i>46.00</i>	<i>15,000,000.00</i>		<i>min: 44.5%</i>

Rationale:
DLRs for the periods March 2023-October 2025 are added to reflect the DLI's scale-up under this Additional Financing.



DLI 4		Tools to diagnose and overcome non-financial barriers to education progression and completion designed and implemented		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	60.00	0.00
Period	Value	Allocated Amount (USD)		Formula
Baseline	No			
October 2021			0.00	
April 2022	Diagnostic study and action plan published		20.00	
October 2022	Website with information to guide the application for scholarships		40.00	
March 2023			0.00	
October 2023			0.00	
March 2024			0.00	
October 2024			0.00	
March 2025			0.00	
October 2025			0.00	



DLI 5	Academic certification system for basic education scholars implemented			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	10.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
October 2021			0.00	
April 2022			0.00	
October 2022			0.00	
March 2023	Action plan for the certification system for basic education		5.00	
October 2023			0.00	
March 2024	Results report of the pilot of the certification system for basic education		5.00	
October 2024			0.00	
March 2025			0.00	
October 2025			0.00	



DLI 6		Percentage of basic education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	7.50	0.00
Period	Value	Allocated Amount (USD)		Formula
Baseline	47.8% secondary (2017), 65% primary (2018)			
October 2021		0.00		
April 2022	50% secondary	2.50		
October 2022		0.00		
March 2023		0.00		
October 2023		0.00		
March 2024	67% primary	5.00		
October 2024		0.00		
March 2025		0.00		
October 2025		0.00		



DLI 7	Development of a formative assessment platform			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	No	Text	2.50	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
October 2021			0.00	
April 2022			0.00	
October 2022			0.00	
March 2023			0.00	
October 2023			0.00	
March 2024	Action plan for the development of the platform		1.50	
October 2024	Pilot of the platform		1.00	
March 2025			0.00	
October 2025			0.00	
Action: This DLI has been Revised. See below.				



<i>DLI 7</i>				
<i>Development of a formative assessment platform</i>				
<i>Type of DLI</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Outcome</i>	<i>Yes</i>	<i>Text</i>	<i>30,000,000.00</i>	<i>0.01</i>
<i>Period</i>	<i>Value</i>		<i>Allocated Amount (USD)</i>	<i>Formula</i>
<i>Baseline</i>	<i>No</i>			
<i>October 2021</i>			<i>0.00</i>	
<i>April 2022</i>			<i>0.00</i>	
<i>October 2022</i>			<i>0.00</i>	
<i>March 2023</i>	<i>Launch of formative assessment platform at the national level for grade 9</i>		<i>10,000,000.00</i>	
<i>October 2023</i>	<i>Communication strategy for teachers published</i>		<i>5,000,000.00</i>	
<i>March 2024</i>	<i>Pilot report of grade 3 instruments completed</i>		<i>5,000,000.00</i>	
<i>October 2024</i>			<i>0.00</i>	
<i>March 2025</i>	<i>20,000 formative assessments applied in the platform</i>		<i>5,000,000.00</i>	<i>min: 0</i>
<i>October 2025</i>	<i>National report on platform use</i>		<i>5,000,000.00</i>	



DLI 8	Percentage of scholarship candidates from adult Basic Education schools (+18) that provide their academic information			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Percentage	30,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	82.00			
October 2021			0.00	
April 2022			0.00	
October 2022			0.00	
March 2023			0.00	
October 2023	84.00		10,000,000.00	min: 82%
March 2024			0.00	
October 2024	86.00		10,000,000.00	min: 84%
March 2025			0.00	
October 2025	88.00		10,000,000.00	min: 86%
Action: This DLI is New				



DLI 9				
Monitoring educational trajectories of Basic Education (16-17) scholars				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Text	40,000,000.00	0.02
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
October 2021			0.00	
April 2022			0.00	
October 2022			0.00	
March 2023	Baseline report on scholars' attendance and academic performance		15,000,000.00	
October 2023	85% of candidates' schools provide their academic information		5,000,000.00	min: 80%
March 2024			0.00	
October 2024	88% of candidates' schools provide their academic information		10,000,000.00	min: 85%
March 2025	86% of scholars report attendance and positive pedagogical assessment		5,000,000.00	min: 83%
October 2025	91% of candidates' schools provide their academic information		5,000,000.00	min: 88%
Action: This DLI is New				



DLI 10		Actions to mitigate non-financial barriers to educational progression and completion		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	45,000,000.00	0.02
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
October 2021			0.00	
April 2022			0.00	
October 2022			0.00	
March 2023	Program materials adapted for indigenous groups' access		10,000,000.00	
October 2023	Program materials adapted for access by visually impaired persons		5,000,000.00	
March 2024	Monitoring instruments for Espacios PROGRESAR developed and implemented		10,000,000.00	
October 2024	60% of scholars complete vocational and career guidance courses		10,000,000.00	
March 2025	40% of scholars receive academic tutoring in Espacios PROGRESAR		10,000,000.00	
October 2025			0.00	
Action: This DLI is New	Rationale:			



	<i>This indicator is added to reflect the activities scaled up under the proposed Additional Financing.</i>			
DLI 11	Actions to improve the efficiency of scholarship award and payment processes			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	15,000,000.00	0.01
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
October 2021			0.00	
April 2022			0.00	
October 2022			0.00	
March 2023	Improvement plan and actions completed		5,000,000.00	
October 2023			0.00	
March 2024	Operational manuals and protocols published		5,000,000.00	
October 2024			0.00	
March 2025	Implementation reports on improvement plan		5,000,000.00	
October 2025			0.00	



<i>Action: This DLI is New</i>		<i>Rationale: This indicator is added to reflect the activities scaled up under the proposed Additional Financing, and the mechanisms to improve the PROGRESAR Scholarship program's management.</i>		
DLI 12	Schools using results of the APRENDER school report to enhance pedagogical practices			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	No	Text	30,000,000.00	0.01
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
October 2021			0.00	
April 2022			0.00	
October 2022			0.00	
March 2023			0.00	
October 2023	Secondary schools' results reports available on time		10,000,000.00	
March 2024	Baseline report for Primary		5,000,000.00	
October 2024	Primary schools' results reports available on time		5,000,000.00	
March 2025			0.00	



October 2025	Primary baseline + 10pp		10,000,000.00	min: baseline
Action: This DLI is New				
DLI 13	Use of Integrated Digital Information System (Sistema Integral de Información Digital Educativa, SINIDE) data to support education trajectories			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Text	20,000,000.00	0.01
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
October 2021			0.00	
April 2022			0.00	
October 2022			0.00	
March 2023			0.00	
October 2023	25% of schools in Provinces with SINIDE generate risk alerts		5,000,000.00	min: 0%
March 2024			0.00	
October 2024	30% of schools in Provinces with SINIDE report actions based on alerts		5,000,000.00	min: 0%
March 2025			0.00	



October 2025	National report on the use of SINIDE to prevent school dropout	10,000,000.00	
<i>Action: This DLI is New</i>			

Verification Protocol Table: Disbursement Linked Indicators

DLI 1	Percentage of higher education scholarship candidates whose academic information has been provided by their academic institution
Description	This indicator measures the share of higher education scholarship candidates that received an academic certification by their institutions in time for the scholarship adjudication (from the application inscription period start until September 30th of each calendar year). It tracks the efficiency of the system to monitor the academic eligibility by measuring the share of applicants that have their academic certification requirement assessed. Higher education scholarship candidates are those that applied to the scholarships for Tertiary non-university and University programs. Academic information refers to the document sent by each academic institution to the DNB containing a summary of the applicant's academic information required to assess eligibility.
Data source/ Agency	DNB
Verification Entity	Verification Agent (VA)
Procedure	The DLI will be accomplished when the MH sends the Bank a detailed document that reports that the target for the indicator is met, the estimations of the indicator, and the report of the VA. The document should include the total number of higher education candidates by scholarship, and the number of the candidates with the academic information formally shared by the education institution, and the estimation of the indicator. This information must be disaggregated by gender, geographical location, education level (tertiary non-university and university), and education institution. The VA report must include the procedure and results of the verification, which should cover a minimum number of randomly selected applicants' folders to verify the compliance with their academic certification. The minimum number will be established in



	the POM.
DLI 2	Percentage of higher education scholars that have renewed the scholarship
Description	This indicator follows scholars in their academic progression. It measures the share of higher education scholars that renew their scholarship during the current academic year, as a percentage of the total scholars of the previous year that applied to renew the scholarship. It excludes first and last-year scholars as they do not renew scholarships (first time scholars or graduation). Current higher education scholars are those that received the scholarship for Tertiary non-university and University programs during the academic year. The baseline's numerator is 2017 scholars that renew in 2018 and the denominator is 2017 scholars that apply for the scholarship in 2018.
Data source/ Agency	DNB
Verification Entity	VA
Procedure	The DLI will be accomplished when the MH sends the Bank a detailed document that reports the target for the indicator is met, the estimations of the indicator, and the report of the VA. The document should include the total number of current higher education students that renewed the scholarship during the current academic year, and the total scholars of the previous year that applied to renew the scholarship *(excluding first and last-year scholars). This information must also be disaggregated by gender, geographical location, education level (tertiary non-university and university), education institution, area or career, and year of study. The VA report must include the procedure and results of the verification procedure, which must cover a minimum number of randomly selected scholars' folders to verify that they received the scholarship the previous academic year. The minimum number will be established in the POM.
DLI 2	Percentage of higher education scholars that have renewed the scholarship
Description	This indicator follows scholars in their academic progression. It measures the share of higher education scholars that renew their scholarship during the current academic year, as a percentage of the total scholars of the previous year that applied to renew the scholarship. It excludes first and last-year scholars as they do not renew scholarships (first time scholars or graduation). Current higher education scholars are those that received the scholarship for tertiary non-university and university programs during the academic year, including scholars under the Manuel Belgrano line of scholarships. The



	<p>baseline's numerator is 2017 scholars that renew in 2018 and the denominator is 2017 scholars that apply for the scholarship in 2018.</p> <p>This DLI would contribute to addressing the vulnerability to climate events of low-income scholarship recipients, given that the scholarships help improve their food security and build their resilience in the long term. Furthermore, this DLI is aligned with Pillar 1 Responding to Food Insecurity of the GCRF.</p>
Data source/ Agency	Secretaria de Cooperacion Educativa y Acciones Prioritarias
Verification Entity	Verification Agency
Procedure	<p>The DLI will be accomplished when the Ministry of Education sends the Bank a detailed document that reports the target for the indicator is met, the estimations of the indicator, and the report of the Verification Agency. The document should include the total number of current higher education students that renewed the scholarship during the current academic year, and the total scholars of the previous year that applied to renew the scholarship (excluding first and last-year scholars). This information must also be disaggregated by gender, geographic location, education level (tertiary non-university and university), education institution, area or career, and year of study.</p> <p>The VA report must include the procedure and results of the verification procedure, which must cover a minimum number of randomly selected scholars' files to verify that they received the scholarship the previous academic year. The minimum number will be established in the POM.</p>
DLI 3	Percentage of first-year higher education scholars enrolled in Strategic Careers
Description	<p>This indicator tracks the impact of PROGRESAR Scholarships incentives related to enrollment in Strategic Careers. Strategic Careers for the indicator are available in the POM. First-year higher education scholars are those that are enrolled for the first year of the program or career. In any given year, the indicator is computed as the ratio between first-year higher education scholars that enrolled in Strategic Careers (numerator), and the total number of first-year higher education scholars (denominator).</p>
Data source/ Agency	DNB



Verification Entity	VA
Procedure	<p>The DLI will be accomplished when the MH sends the Bank a detailed document that reports the target for the indicator is met, the estimations of the indicator, and the report of the VA. The document must include the total number of first-year higher education scholars that enrolled in strategic careers and the total number of first-year higher education scholars. This information must also be disaggregated by gender, geographical location, education level (tertiary non-university and university), education institution, area or career, and year of study. The VA report must include the procedure and results of the verification procedure which must cover a minimum number of randomly selected scholars' folders to verify that they are enrolled in strategic careers. The minimum number and the list of strategic careers will be established in the POM.</p>
DLI 3	Percentage of first-year higher education scholars enrolled in Strategic Careers
Description	<p>This indicator tracks the impact of PROGRESAR Scholarships incentives related to enrollment in Strategic Careers, including the Manuel Belgrano line of scholarships. Strategic Careers for the indicator are available in the POM. First-year higher education scholars are those that are enrolled for the first year of the program or career. In any given year, the indicator is computed as the ratio between first-year higher education scholars that enrolled in Strategic Careers (numerator), and the total number of first-year higher education scholars (denominator). Higher education scholars are those benefiting from the higher education and Manuel Belgrano scholarships.</p> <p>Strategic Careers, which include sectors such as renewable energy, landscape planning, low-carbon and climate resilient urban development, renewable natural resources engineering for arid areas, etc. All Strategic Careers are high skill careers and diversify away from livelihoods that are threatened by climate change impacts such as agriculture. This DLI also includes support for the new <i>Manuel Belgrano</i> line of scholarships, which support careers related to Food, Environment, Conventional and Alternative Energy, Logistics and Transportation, and Basic Sciences. These careers contribute to the adaptation and mitigation of climate change risks and have been highlighted as key disciplines for economic and social development by the GoA.</p> <p>This DLI is aligned with Pillar 3 Strengthening Resilience of the GCRF.</p>



Data source/ Agency	Secretaria de Cooperacion Educativa y Acciones Prioritarias
Verification Entity	Verification Agency
Procedure	<p>The DLI will be accomplished when the Ministry of Education sends the Bank a detailed document that reports the target for the indicator is met, the estimations of the indicator, and the report of the VA. The document must include the total number of first-year higher education scholars that enrolled in Strategic Careers and the total number of first-year higher education scholars. This information must also be disaggregated by gender, geographic location, education level (tertiary non-university and university), education institution, area or career, and year of study.</p> <p>The VA report must include the procedure and results of the verification procedure, which must cover a minimum number of randomly selected scholars' files to verify that they are enrolled in Strategic Careers. The minimum number and the list of strategic careers will be established in the POM.</p>
DLI 4	Tools to diagnose and overcome non-financial barriers to education progression and completion designed and implemented
Description	<p>This indicator comprises the diagnosis and development of tools to support students in the completion of their studies. The tools to diagnose non-financial barriers to education progression and completion refer to a quantitative and qualitative study that explores the causes for scholars' dropout through surveys, structured interviews, focus groups, and analysis of administrative data. The minimum requirements of the study are detailed in the POM. The tools to overcome non-financial barriers to education progression and completion of students refer to tools available to students through PROGRESAR's website on: guidance for the application process, information on returns to education by career, tools for academic readiness on specific subjects, short courses/videos on developing socio-emotional skills, and others defined in the POM.</p>
Data source/ Agency	MoE documents, online website
Verification Entity	VA
Procedure	<p>DLR 4.1 will be accomplished when the MH sends the Bank the final version of the diagnosis of non-financial barriers and the action plan with specific actions to overcome them. The document must include a tentative deadline for each of the activities to be completed and specific outputs to achieve on each deadline. The document must include the VA report on</p>



	<p>the compliance of the document with the established criteria in the description of the indicator and the POM.</p> <p>DLR 4.2 will be accomplished when the MH sends the Bank a document with the link to the website with available tools to overcome non-financial barriers to education progression and completion for students and its compliance with the specifications established in the POM. The document must include the VA report on the compliance of the website with the established criteria in the description of the indicator and the POM.</p>
DLI 5	Academic certification system for basic education scholars implemented
Description	This indicator tracks the development and implementation of an academic certification system for basic education scholars. The system will be piloted in a group of adult schools.
Data source/ Agency	DNB
Verification Entity	VA
Procedure	<p>DLR 5.1 will be accomplished when the MH sends the Bank the document with the action plan for the development of the academic certification system for basic education scholars with a detailed schedule of activities and piloting plan. The document must include a tentative deadline for each of the activities to be completed as well as implementation arrangements. The document includes the VA report, which must include the compliance of the action plan with the description of the indicator.</p> <p>DLR 5.2 will be accomplished when the MH sends the Bank a document with the report on the results of the piloting of the certification system in a group of adult schools, including the usage of the system, main challenges to implementation, lessons learned, and an escalation plan. The document includes the VA report, which must include the verification of participation of a minimum number of a random sample of adult schools in the pilot. The minimum number will be defined in the POM.</p>
DLI 6	Percentage of basic education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage
Description	The indicator corresponds to the number of students that participate in APRENDER as a percentage of the total students enrolled in the assessed grades in the Provinces with Lowest Coverage. Students assessed refers to the number of students



	that participate in the census-based APRENDER as a percentage of the total number of students enrolled in the grades covered by APRENDER across public schools nationwide. The Provinces with Lowest Coverage correspond to the Provinces in the lowest quartile of student participation rates nationwide. When the quartile cutoff is not a whole number, it would be rounded up to the next whole number to estimate the number of Provinces to include in the lowest quartile. The indicator is the simple average of the participation rate in these Provinces.
Data source/ Agency	SEE
Verification Entity	VA
Procedure	The DLI will be accomplished when the MH sends the Bank a document that compiles the National APRENDER report published online on the SEE website, which includes student coverage of APRENDER nationwide and by Province, and the percentage of students assessed through APRENDER meets the established targets.
DLI 7	Development of a formative assessment platform
Description	This indicator monitors the design and piloting of a formative evaluation platform. The piloting of the platform will be applied in a group of public secondary schools in selected provinces.
Data source/ Agency	SEIE
Verification Entity	VA
Procedure	The DLR 9.1 will be reached when SAE sends to the Bank the document with the action plan for the design and implementation of a formative evaluation platform, which includes (i) motivation: based on a diagnosis of the formative evaluation in the country, using, among other sources, information collected in the 2021 Online Teacher Surveys, (ii) a detailed schedule of activities, (iii) roles and responsibilities, and (iv) a pilot plan. The document must include a tentative deadline for each of the activities to be carried out, as well as the institutional arrangements for its implementation. On the pilot, the report must detail the selection scheme of the selected provinces (not less than 2 provinces) and of the schools participating in the pilot, and a process evaluation strategy. The report of the VA is included in the document, which must



	specify whether the action plan complies with the description of the indicator.
DLI 7	Development of a formative assessment platform
Description	<p>This indicator monitors the design, development, and implementation of an online formative assessment platform for the primary and secondary levels of basic education. The indicator includes the preparation of a communications strategy for teachers on the effective use of the platform as a formative tool, the piloting of instruments for the third grade of primary, and a follow up on the use of the platform that includes the number of formative assessments applied and a national consolidated report on the use of the platform.</p> <p>The “number of formative assessments applied” refers to the total number of uses of the evaluation codes generated by teachers on the date of estimation of the indicator (there is an evaluation code for each teacher and course). The “use of the codes” corresponds to the number of times that each code has been used by students (marked as a completed evaluation in the platform’s administrative data).</p> <p>This DLI responds to Pillar 4 Strengthening Policies, Institutions and Investments for Rebuilding Better of the GCRF.</p>
Data source/ Agency	SEIE
Verification Entity	Ministry of Education with validation by the World Bank (DLRs 7.1, 7.2, 7.3, 7.6), Verification Agency (DLR 7.5)
Procedure	<p>DLR 7.1 will be achieved when the Ministry of Education sends the Bank a document that includes: (i) an access link to the formative assessment platform with a beta user teacher profile that allows navigation of the evaluations in Language, Mathematics, Social Sciences, and Natural Sciences for 9th grade; and (ii) the resolution from the <i>Consejo Federal de Educación</i> that modifies <i>Resolución 280/2016</i> to include formative assessment in the National Education Quality and Equity Evaluation System.</p> <p>DLR 7.2 will be achieved when the Ministry of Education sends the Bank a document that includes the link to the communications strategy for teachers on the use of the online formative assessment platform, published on the Ministry of Education’s website. The strategy must be informed by focus groups with teachers and must include guidance documents</p>



	<p>on the use of the platform.</p> <p>DLR 7.3 will be achieved when the Ministry of Education sends the Bank a report on the pilot implementation of the formative assessment platform in a group of primary schools managed by the state, which include the list of Provinces participating in the pilot, the authorized Single Institution Code (CUE) for the schools participating in the program, reports on the user trainings, user manuals, and a link to access the formative assessment platform with a beta user teacher profile to navigate the platform.</p> <p>DLR 7.5 will be achieved when the Ministry of Education sends the Bank a document that includes: (i) the number of formative assessments applied during the period between the launch of the platform and the preparation of the report; (ii) the number of formative assessments disaggregated by grade and subject, month and year of application, and geographic location; (iii) the total number of students assessed, of evaluation codes generated by teachers, and of schools with at least one code generated, as well as the average number of assessments applied per Province; and (iv) the VA report.</p> <p>The VA report must include the procedure and results of the verification, which must cover a minimum number of randomly selected formative assessments applied in order to verify that they were completed on the platform. The minimum number of formative assessments applied for verification will be established in the POM.</p> <p>DLR 7.6 will be achieved when the Ministry of Education sends the Bank a document that includes a link to the national report on use of the online formative assessment platform, published on the Ministry of Education’s website. The national report must include quantitative results of the use of the platform (number of teachers and students that have used the platform, frequency of use, disaggregation by grades and subjects), as well as the results of qualitative user surveys (for teachers and students) on the use of the platform and potential areas of improvement.</p>
DLI 8	Percentage of scholarship candidates from adult Basic Education schools (+18) that provide their academic information
Description	This indicator measures the percentage of schools under the Continuing Education for Youth and Adults (<i>Educación Permanente de Jóvenes y Adultos</i> , EPJA) modality of the Compulsory Level that have carried out the academic certification



	<p>of scholarship candidates enrolled in the first call for applications of each calendar year, within the established timeframe for them to be awarded the scholarship. The indicator monitors the efficiency of the system and its institutionalization in schools with the EPJA modality of the Compulsory Level. “Schools with the EPJA modality for the Compulsory Level” are those education institutions attended by PROGRESAR scholarship candidates under the compulsory education (+18) line. “Academic certification” refers to the action carried out by the education institution in the PROGRESAR Program’s platform indicating if the candidate is a regular student of the institution, a sine qua non condition for the candidate to receive the scholarship.</p> <p>DLI 8 would contribute to addressing the vulnerability to suffer from climate-induced food insecurity of low-income Basic Education scholars. Expected increased events such as droughts, floods, and other forms of climate variability affect agricultural production, cause food scarcity, and push prices up. These impacts disproportionately affect low-income families, who spend a larger share of their household budget on food. A survey applied to scholars under this program in 2022 showed that 15 percent of scholars used the scholarship for food. This support is therefore key to increase their climate resilience and support adequate nutrition. This DLI is also aligned with Pillar 1 Responding to Food Insecurity of the GCRF.</p>
Data source/ Agency	Secretaria de Cooperacion Educativa y Acciones Prioritarias
Verification Entity	Verification Agency
Procedure	<p>The DLI will be achieved when the Ministry of Education sends the Bank a detailed document that reports the target for the indicator is met, the estimations of the indicator, and the report of the VA. The document must include the total number of schools of the EPJA for the Compulsory Level that have scholarship candidates, and the total number of EPJA of the Compulsory Level that have completed the academic certification of said candidates, as well as the estimation of the indicator. This information must be disaggregated by geographic location.</p> <p>The VA report must include the procedure and results of the verification, which must cover a minimum number of randomly selected files of EPJA for the Compulsory Level in order to verify that they have carried out the academic certification of their students who apply for the scholarship. The minimum number will be established in the POM.</p>



DLI 9	Monitoring educational trajectories of Basic Education (16-17) scholars
Description	<p>This indicator monitors the process of academic certification of candidates for the Basic Education (16-17) scholarships during their enrollment in the Program’s first annual call for applications, as well as the implementation and results of a new academic certification to be carried out in August of each year. This additional certification includes a component based on school attendance (if the scholar attends, does not attend, or attended but did not continue in the school), and a component based on a pedagogic/academic assessment (capture in a rubric that measures learning, commitment/responsibility, and coexistence in the categories “complies” or “does not comply”).</p> <p>The baseline report on scholars’ attendance and performance (DLR 9.1) captures the results of the first implementation of academic certifications for this line of scholarships during the first call for applications in 2022 and the subsequent additional certification in August of the same year.</p> <p>The percentage of schools with Basic Education (16-17) candidates that have completed the academic certification (DLRs 9.2, 9.4, and 9.6) measures the percentage of schools with Basic Education (16-17) Scholarship candidates that complete the enrollment certification in the first call for applications, within the established timeframe to be granted the scholarship. The indicator monitors the system’s efficiency and its institutionalization in basic education schools. “Schools with Basic Education (16-17) Scholarship candidates” are those institutions attended by the Basic Education (16-17) Scholarship candidate. “Academic certification” refers to the action that the education institution carries out the PROGRESAR Program’s platform to indicate if the candidate is (or is not) a regular student of said institution, <i>sine qua non</i> condition for receiving the scholarship.</p> <p>The percentage of scholars that report regular attendance and positive pedagogical assessment (DLR 9.5) measures the percentage of Basic Education (16-17) scholars enrolled in the first call for applications whose education institutions reports, in the second certification, that they do attend the school (assessment of regularity and if they meet the established learning progress – pedagogic assessment), as a percentage of the total number of scholars whose attendance and pedagogical assessment has been provided by the education institution that they attend. “Information on attendance and pedagogical assessment” refers to the information provided by each academic institution to the <i>Dirección Nacional de Becas</i></p>



	<p>through the certification platform, which includes the dimension of regularity and pedagogical assessment of applicants. The indicator is calculated using the certification from August of each corresponding calendar year.</p> <p>This DLI is aligned with Pillar 1 Responding to Food Insecurity of the GCRF.</p>
Data source/ Agency	Secretaria de Cooperacion Educativa y Acciones Prioritarias
Verification Entity	Ministry of Education with validation by the World Bank (DLR 9.1), Verification Agency (DLRs 9.2, 9.4, 9.5, and 9.6)
Procedure	<p>DLR 9.1 will be achieved when the Ministry of Education send the Bank the baseline report on scholars' attendance and academic performance, which must include: (i) the results of the first implementation of academic certifications for this line of scholarships during the first call for applications of 2022; (ii) the subsequent additional certification in August of the same year; and (iii) the estimation of scholars that report regular attendance and positive pedagogical assessment in August 2022. This information must be disaggregated by geographic location and gender.</p> <p>DLRs 9.2, 9.4, and 9.6 will be achieved when the Ministry of Education sends the Bank a document reporting that the indicator has been met, an estimation of the indicator, and the Verification Agent's report. This document must mention the total number of schools that have scholarship candidates, as well as the total number of schools that have completed the academic certification for said candidates, as well as an estimation of the indicator. This information must be disaggregated by geographic location.</p> <p>The Verification Agent's report must include the procedure and results of the verification, which must cover a minimum number of randomly-selected school files in order to verify that they have completed the academic certification of their students who apply for a scholarship. The minimum number of files will be established in the POM.</p> <p>DLR 9.5 will be achieved when the Ministry of Education sends the Bank a document reporting that the indicator has been met, an estimation of the indicator, and the Verification Agent's report/ This document must mention the total number of scholars whose school completed the academic certification, as well as the total number of scholars with information on</p>



	<p>attendance and positive pedagogic assessment, as well as the estimation of the indicator. This information must be disaggregated by geographic location and gender.</p> <p>The Verification Agent’s report must include the procedure and results of the verification, which must cover a minimum number of randomly-selected Basic Education (16-17) scholar files in order to verify that they have completed the academic certification of their students who apply for a scholarship. The minimum number of files will be established in the POM.</p>
DLI 10	Actions to mitigate non-financial barriers to educational progression and completion
Description	<p>This indicator monitors actions to mitigate the non-financial barriers of scholars: access barriers for selected prioritized groups (indigenous peoples and persons with visual impairment), the coverage of vocational guidance courses for basic education scholars, and the monitoring of academic and psychosocial support provided to scholars through the <i>Espacios PROGRESAR</i>.</p> <p>The vocational and career guidance courses contemplated under this DLI would guide them on career and program selection, based on best practices and with a specific focus on Strategic Careers, which are expected to promote climate resiliency among the most vulnerable. Strategic Careers, which include sectors such as renewable energy, landscape planning, low-carbon and climate resilient urban development, renewable natural resources engineering for arid areas, etc. All Strategic Careers are high skill careers and diversify away from livelihoods that are threatened by climate change impacts such as agriculture. They also include for the new <i>Manuel Belgrano</i> line of scholarships, which support careers related to Food, Environment, Conventional and Alternative Energy, Logistics and Transportation, and Basic Sciences. These careers contribute to the adaptation and mitigation of climate change risks and have been highlighted as key disciplines for economic and social development by the GoA. This DLI is also aligned with Pillar 2 Protecting People and Preserving Jobs of the GCRF.</p>
Data source/ Agency	Secretaria de Cooperacion Educativa y Acciones Prioritarias
Verification Entity	Ministry of Education with validation by the World Bank (DLR 10.1, 10.2, 10.6); Verification Agent (DLR 10.4, 10.5)



Procedure

DLR 10.1 will be achieved when the Ministry of Education sends the Bank a document that includes (i) the selection criteria for the language adaptation of the program materials (a minimum of two adaptations); (ii) the program dissemination and enrollment materials in the two language adaptations; and (iii) an access link to the *Becas Progresar* website with a beta user that allows navigation of the enrollment forms with the language adaptations.

DLR 10.2 will be achieved when the Ministry of Education sends the Bank a document that includes: (i) the selection criteria for the visual adaptation of the program materials for scholarship candidates with visual impairment; (ii) the program dissemination and enrollment materials in the visual adaptation; and (iii) an access link for the *Becas Progresar* website with a beta user that allows navigation of the enrollment forms with support tools for candidates with visual impairment.

DLR 10.3 will be achieved when the Ministry of Education sends the Bank a document that includes (i) the instrument applied to Higher Education scholars on the services they have accessed in the *Espacios PROGRESAR* in their academic institutions during the calendar year prior to the report; (ii) the instrument applied to academic institutions on the services offered and provided in the *Espacios PROGRESAR* during the calendar year prior to the report; (iii) the results of the application to scholars, including the percentage of Higher Education scholars that report having received academic tutoring in the *Espacios PROGRESAR*, the average number of tutoring sessions that the scholars received in the calendar year, and an assessment of the sessions; (iv) the results of the application in academic institutions, including the percentage of Higher Education scholars that received academic tutoring in the *Espacios PROGRESAR* and the average number of tutoring sessions that the scholars received in the calendar year; and (v) the anonymized survey database. The minimum number of scholars and of academic institutions will be established in the POM.

DLR 10.4 will be achieved when the Ministry of Education sends the Bank a document that reports the target for the indicator is met, the estimations of the indicator, and the report of the Verification Agency. The document must note the total number of basic education scholars during the calendar year prior to the report and the total number of education scholars in the last year of secondary that completed vocational and career guidance courses during the calendar year prior to report, as well as the estimation of the indicator. This information must be disaggregated by geographic location, gender, and academic institution. The numerator is the number of scholars in the last year of basic education (16-17) that completed vocational and career guidance courses. The denominator is enrollment in the vocational and career guidance



	<p>courses.</p> <p>The Verification Agent’s report must include the procedure and results of the verification, which must cover a minimum number of randomly selected files for basic education scholars to verify that they have completed the vocational and career guidance courses. The mechanism to verify course completion and the minimum number of files for verification will be established in the POM.</p> <p>DLR 10.5 will be achieved when the Ministry of Education sends the Bank a document that reports the target for the indicator is met, the estimations of the indicator, and the report of the Verification Agency. The document must note the total number of scholars during the calendar year (2024) and the total number of scholars that report having received academic tutoring through the <i>Espacios PROGRESAR</i> during the calendar year (2024), as well as the estimation of the indicator. This information must be disaggregated by geographic location, age, gender, and academic institution.</p> <p>The Verification Agent’s report must include the procedure and results of the verification, which must cover a minimum number of randomly selected files for higher education scholars to verify that they have reported receiving academic tutoring in the <i>Espacios PROGRESAR</i> during the academic year. The minimum number of files for verification will be established in the POM.</p>
DLI 11	Actions to improve the efficiency of scholarship award and payment processes
Description	<p>This indicator tracks the preparation and implementation of an action plan focused on improving the PROGRESAR Scholarship award and payment processes, with the objective of strengthening the internal controls of the program. The indicator includes the preparation of an improvement and implementation plan for actions identified as critical for the program’s management, the publishing of operational manuals and protocols, and an implementation report of the actions included in the improvement plan.</p> <p>This DLI is aligned with Pillar 4 Strengthening Policies, Institutions and Investments for Rebuilding Better of the GCRF.</p>
Data source/ Agency	Secretaria de Cooperacion Educativa y Acciones Prioritarias



Verification Entity	Ministry of Education with validation by the World Bank
Procedure	<p>DLR 11.1 will be achieved when the Ministry of Education sends the Bank a document with an improvement plan approved through an official notice by the <i>Dirección Nacional de Becas</i> that includes, at minimum: (a) Review and documentation of the functional requirements (requirements for the management process of scholarships, direct users, external users) and non-functional requirements (hardware, software, licensing, storage) of the actual management system of the PROGRESAR Scholarship program; (b) identification and preparation of proposals for solutions that allow for verification of valid means of contact for PROGRESAR Scholarship applicants; (c) Planning of the communication identifying the key points, addressees, and means to use in the development of the improvement plan; (d) Mapping of the key control points in each of the general processes involved in the program's management; (e) Design of a reporting system based on the development of the PROGRESAR Scholarship Program based on, among others, the findings mentioned in the report from the <i>Auditoría General de la Nación</i>. The document must also include the identification, registration, and planning of at least 3 actions/solutions to the processes and systems that help overcome and respond to the finding mentioned in the <i>Auditoría General de la Nación</i>'s audit report.</p> <p>DLR 11.3 will be achieved when the Ministry of Education sends the Bank the official notice/resolution through which the operational manuals/protocols of the program are approved for enrollment, revision, approval, and overall management of the scholarship beneficiaries. The document must also include the development plans for the system solutions included in the PROGRESAR Scholarship Program's System Management Improvement Plan.</p> <p>DLR 11.5 will be achieved when the Ministry of Education sends the Bank a document that includes a report describing the implementation of the improvement plan approved under DLR 11.1, including the automatic generation of management reports and indicators, using a balance scorecard modality, that demonstrate the achievement of the main strengthening measures, with an emphasis on improving the program's management and accountability.</p>
DLI 12	Schools using results of the APRENDER school report to enhance pedagogical practices
Description	This indicator tracks the use of APRENDER results reports at the school level to improve pedagogical practices. It includes



that the school-level results reports are available for the school within a period of no more than 11 months after its application. It also builds a baseline for measurement of the indicator and monitors its results. This DLI is aligned with Pillar 4 Strengthening Policies, Institutions and Investments for Rebuilding Better of the GCRF.

DLRs 12.2 and 12.4 monitor the use of school-level APRENDER results reports to improve pedagogical practices. It includes that the school-level results reports are available for the school within a period of no more than 11 months after its application. It also builds a baseline for measurement of the indicator and monitors its results.

DLRs 12.3 and 12.6 measure the percentage of schools in which principals and teachers report that they have used the data from the summarized APRENDER school report to perfect or improve a pedagogical practice in the school. This is measured by including the surveys to school principals and teachers with the following questions:

Principals: (1) Based on the data provided in the APRENDER Results Reports XXXX for this school, have any actions been taken to improve a pedagogical practice? (a) Yes, (b) No. (2) Did this school develop the following practices as a result of the data provided in the APRENDER Results Reports XXXX? (Yes, No), (a) School improvement plan; (b) Revision of class planning; (c) Incentive for the development of teacher trainings; (d) Revision of the Institutional Pedagogical Project; (e) Guidance on building institutional agreements for teaching in the evaluated areas; (f) Analysis, in institutional conferences on the schools' situation with regards to the information reported for the school.

Teachers: (1) Did you participate in workspaces with the APRENDER Results Reports XXXX for this school? In what way? (a) Yes, through meetings between teachers and the school management team; (b) Yes, through meetings between teachers only; (c) Yes, the school provided the report and I worked on it independently; (d) No, I did not participate in workspaces. (2) Which of the following defines the main use that you have given for the data from the APRENDER Results Reports XXXX for this school? (a) For the construction, with other teachers, of institutional agreements oriented toward teaching; (b) For the construction, with other teachers, of institutional agreements that will strengthen students' communication capacity; (c) To revise my classroom planning; (d) To revise my teaching proposal for diverse contents; (e) To reinforce the development of the evaluated skills in students; (f) To organize spaces for the strengthening of teaching in the evaluated areas.



	<p>For each school, for the indicator to be considered equivalent to 1, the school principal must respond Yes to the first question and Yes to at least one of the options in question 2; or the school teacher must respond Yes to the first question, and select at least 3 options for question 2. Otherwise, the indicator is considered 0.</p>
Data source/ Agency	SEIE
Verification Entity	Ministry of Education with validation by the World Bank (DLRs 12.2, 12.4), Verification Agent (DLR 12.3, 12.6)
Procedure	<p>DLR 12.2 will be achieved when the Ministry of Education sends the Bank a document with a link to the Ministry’s website in which school principals have access to the school-level results reports for APRENDER applied in the calendar year prior to the report. The report must note the date in which the school-level result was made available on the website.</p> <p>DLR 12.3 will be achieved when the Ministry of Education sends the Bank the baseline report for the described indicator during application of APRENDER 2023. The indicator must be disaggregated by geographic location.</p> <p>DLR 12.4 will be achieved when the Ministry of Education sends the Bank a document with a link to the Ministry’s website in which school principals have access to the school-level results reports for APRENDER applied in the calendar year prior to the report. The report must note the date in which the school-level result was made available on the website.</p> <p>DLR 12.6 will be achieved when the Ministry of Education sends the Bank a document that reports the target for the indicator is met, along with the estimations of the indicator. The numerator is the number school principals or teachers (maximum 1 per school) that use the APRENDER report to improve pedagogical practices in their schools, as established in the indicator’s description. The denominator corresponds to the total number of schools in the corresponding educational level in which the APRENDER assessment was carried out that year. The document must include the link to the Ministry of Education’s website containing the microdata for the complementary surveys to principals and teachers.</p>



DLI 13	Use of Integrated Digital Information System (Sistema Integral de Información Digital Educativa, SINIDE) data to support education trajectories
Description	<p>This indicator monitors progress toward the Program’s objectives of reducing school dropout in secondary by capturing progress in the use of data registered in the SINIDE to produce early warnings on students at risk of dropout and the adoption of concrete actions to prevent early school dropout. This DLI is aligned with Pillar 4 Strengthening Policies, Institutions and Investments for Rebuilding Better of the GCRF.</p> <p>DLR 13.2 measures the percentage of schools in Provinces with SINIDE that generate risk alerts. The indicator is calculated as the average percentage of state-run educational establishments in the Provinces that use SINIDE, at a minimum to record attendance, that generate dropout risk alerts based on updated daily information that allows for the production of early warnings. The numerator corresponds to the educational establishments that generate risk alerts, which are defined as those in which the information needed to generate alerts has been uploaded to the system for at least 50% of the class days of the 2 months prior to the measurement date, for at least 50% of the total enrollment, and that do not report issues with the system to generate and report alerts. The denominator corresponds to state-managed educational establishments in Provinces with SINIDE. The "Provinces with SINIDE" are Tierra del Fuego (43), Misiones (616), La Rioja (212), Catamarca (232), Salta (349), Santa Cruz (88), Santiago del Estero (686), and Jujuy (236).</p> <p>DLR 13.4 measures the percentage of schools in Provinces with SINIDE that report actions based on alerts. The indicator is calculated as the average percentage of state-managed educational establishments in the Provinces using SINIDE, at a minimum to record attendance, that register in the system the adoption of at least one of the corrective measures suggested by the system for students that have been identified as being at risk for dropout or interruption of their educational trajectory. The numerator corresponds to the educational establishments that report actions based on alerts, which are defined as those in which an action has been reported for at least 50% of the dropout risk alerts in the 2 months prior to measurement. The denominator corresponds to the state-managed secondary education establishments in Provinces with SINIDE that have registered at least one alert in the two months prior to calculation of the indicator. The “Provinces with SINIDE” are Tierra del Fuego (43), Misiones (616), La Rioja (212), Catamarca (232), Salta (349), Santa Cruz (88), Santiago del Estero (686), and Jujuy (236).</p>



Data source/ Agency	SEIE
Verification Entity	Verification Agency (DLR 13.2, 13.4), Ministry of Education with validation by the World Bank (DLR 13.6)
Procedure	<p>DLR 13.2 will be achieved when the Ministry of Education sends the Bank a document that reports the target for the indicator is met, the estimations of the indicator, and the report of the Verification Agency. The document must detail the number of state-managed educational establishments in Provinces with SINIDE, the number of educational establishments that generate risk alerts, and the estimation of the indicator. This information must be disaggregated by geographic location.</p> <p>The Verification Agency's report must include the procedure and results of the verification, which much cover a minimum number of randomly selected schools in Provinces with SINIDE that generate risk alerts in order to verify that they meet the requirements established in the description of DLR13.2 using data from SINIDE. The minimum number of schools for verification will be established in the POM.</p> <p>DLR 13.4 will be achieved when the Ministry of Education sends the Bank a document that reports the target for the indicator is met, the estimations of the indicator, and the report of the Verification Agency. The document must detail the number of state-managed educational establishments in the Provinces with SINIDE, the number of educational establishments that report actions based on risk alerts, and the estimation of the indicator. This information must be disaggregated by geographic location.</p> <p>The Verification Agency's report must include the procedure and results of the verification, which much cover a minimum number of randomly selected schools in Provinces with SINIDE that report actions based on risk alerts in order to verify that they meet the requirements established in the description of DLR13.4 using data from SINIDE. The minimum number of schools for verification will be established in the POM.</p> <p>DLR 13.6 will be achieved when the Ministry of Education sends the Bank a document with a link to the published final results report on the Ministry of Education's website. This report must include: (i) an assessment of the alert system's</p>



effectiveness in identifying dropout risks (i.e., percentage of school dropout cases not identified as being at risk); (ii) an assessment of the effectiveness of the actions implemented to prevent dropout in students with a timely alert of interruption to their trajectory; (iii) lessons learned from successful and unsuccessful cases [i.e., students that do (not) complete their trajectory after being identified as at risk of dropout and implementation of mitigation actions]; and (iv) an action plan to improve the effectiveness of the strategy that identifies concrete roles for schools, jurisdictions, and the National Government. The report must assess all Provinces that used the Education Management System (*Sistema de Gestión Educativa, SGE*).



ANNEX 1: INTEGRATED RISK ASSESSMENT

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	● Substantial	● Substantial
Macroeconomic	● High	● Substantial
Sector Strategies and Policies	● Substantial	● Substantial
Technical Design of Project or Program	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Moderate	● Moderate
Fiduciary	● Moderate	● Moderate
Environment and Social	● Moderate	● Moderate
Stakeholders	● Low	● Low
Other	● Substantial	● Moderate
Overall	● Substantial	● Substantial



ANNEX 2: TECHNICAL ASSESSMENT – ADDENDUM

Strategic Relevance

1. **Rationale for Bank Engagement and Bank’s value added.** There is a strategic rationale for the Bank to engage in the proposed AF, as it is consistent with the Bank’s twin goals of eliminating extreme poverty and boosting shared prosperity by supporting programs targeted towards students at risk of dropout and repetition, who overwhelmingly come from vulnerable backgrounds. The Operation is aligned with the commitment to ensuring sustainability and improved efficiency of priority education programs. Additionally, the Bank has a history of engagement with Argentina, through which it has acquired in-depth knowledge of both the education sector and the federal nature of the country. Given that this federal nature could present bottlenecks to implementation due to varying political will and implementation capacity among provinces, the Bank is well-positioned to rapidly respond to the Borrower’s request for support to programs that are carried out (or expected to be scaled up) nationwide by drawing on and incorporating lessons learned from previous and ongoing operations into their design. Furthermore, the Bank’s vast experience on improving information management systems, evaluation, and decision-making in the sector can be a great value added in the form of technical assistance, as it can draw from international experience and best practices to improve government systems.

2. **No additional partners are expected.** However, the Inter-American Development Bank (IDB) has been partially supporting the activities under Results Area 1 since June 2019 through its *Programa de Apoyo a la Equidad y Efectividad del Sistema de Protección Social en Argentina* (AR-L1302). The objectives of the IDB support are to fund PROGRESAR scholarships and contribute to the monitoring and information system of the program for: (i) strengthening of academic trajectories of students supported by the PROGRESAR scholarships; (ii) a more efficient incorporation of former AUH beneficiaries into the PROGRESAR Scholarships system; and (iii) contributing to early dropout alert systems. The total amount of support of the IDB component related to PROGRESAR Scholarships is around US\$0.5 million, which ended in 2021.⁵⁵ The objectives of the IDB operation were aligned with the development objectives of the World Bank support, and there was dialogue and articulation between both projects to ensure that there was no overlap in the supported activities.

Rationale for Public Sector Provision/Financing

3. Three factors provide a strong rationale for public sector financing of the interventions supported by the Program. First, individual acquisition of education generates positive externalities on society by making individuals more engaged and responsible citizens and increasing the overall level of productivity and growth in the economy. To the extent that individuals do not take these benefits into account when making education investment decisions, public sector investments can lead to efficiency gains. Second, there is imperfect information that makes individuals unaware of the importance of education in future labor opportunities and, even if they are aware, financial constraints might prevent them from financing these investments in the credit market. Third, the education system has the potential to promote equality of opportunities. Since dropout through secondary and higher education is particularly relevant for students from disadvantaged households, any policy aimed at reducing financial and non-financial barriers

⁵⁵ Project Monitoring Report AR-L1032 Jan-Dec 2021 [<https://www.iadb.org/en/project/AR-L1302>].



at these educational levels will benefit vulnerable groups and is therefore desirable from an equity perspective.

Technical Soundness

4. **Technical Soundness.** This section presents a review of the available literature to provide further evidence that the Operation’s design is technically sound, based on international best practices, and in line with evidence-based interventions.

5. **Financial support (Conditional Cash Transfers, merit- and need-based scholarships) for school completion: a large body of evidence finds that scholarship programs almost always improve school participation outcomes (enrollment, attendance, completion, and dropout) and can, in some cases, improve student learning.** The 2018 improvements and modifications to PROGRESAR Scholarships, which promote more inclusion, merit-based benefits, and Strategic Careers in higher education, have also been identified in the literature as effective interventions for education outcomes. Evidence suggests that interventions that increase the benefits of attending school (such as scholarships) increase time in school,⁵⁶ while those that increase the benefits of higher effort and better academic performance (such as merit-based scholarships) improve learning outcomes. The significantly positive effects on school participation are found in Brazil,⁵⁷ Colombia,⁵⁸ Cambodia,⁵⁹ China,⁶⁰ Honduras,⁶¹ Malawi,⁶² Mexico,⁶³ Nicaragua,⁶⁴ and Pakistan.⁶⁵ In Malawi and Nicaragua, estimates calculated several years after the end of the program show that scholarship beneficiaries had higher cognitive skills, as measured by test scores. In contrast, in other countries (Cambodia, China and Colombia), there is no evidence of impacts on learning. Only one of the interventions to increase demand for education in developing countries has consistently worked to increase test scores across multiple contexts: merit-based scholarships.⁶⁶ Overall, the findings indicate that merit-based scholarships can effectively increase test scores and attendance, while need-based scholarships tend to affect mainly enrollment and attendance, but not test scores. However, there can be an equity issue, as merit-based scholarships typically reach students who are already better off, which highlights the importance of combining this merit-based scholarship with strong targeting mechanisms. Evidence on the effect of merit-based scholarships for higher education students is also promising, though the results are more mixed.⁶⁷ In particular, a few rigorous recent evaluations have shown large impacts. For instance, Angrist et al (2017) show that scholarships significantly boosted college enrollment and persistence. Four years after award receipt, randomly selected scholarship winners were 13 percentage points more likely to be enrolled in college.

⁵⁶ Glewwe & Muralidharan (2015,), Damon et al (2018)

⁵⁷ De Janvry et al (2012)

⁵⁸ Barrera-Osorio et al (2011)

⁵⁹ Barrera-Osorio & Filmer (2013)

⁶⁰ Mo et al (2013)

⁶¹ Galiani and McEwan (2013)

⁶² Baird et al (2011)

⁶³ Schultz (2004;); Behrman et al, 2009, 2011

⁶⁴ Braham et al (2013)

⁶⁵ Chaudhury and Parajuli (2010)

⁶⁶ Kremer, Miguel and Thornton (2009), Friedman et al (2011), Blimpo (2014)

⁶⁷ Dynarski (2008), Castelman (2014), Scott-Clayton (2011b), Scott-Clayton & Zafar (2016), Bettinger et al (2016); DesJardins & McCall (2014), DesJardin et al, (2010), Sjoquist & Winters (2012, 2015)



6. **Non-financial support is also critical to strengthen the transition to higher education. This is particularly relevant for disadvantaged students who are the first generation in their family to have access to higher education and may lack support to make informed decisions and basic skills to succeed in higher education.** Information-based programs that provide key data to students and parents have been shown to improve career choices in higher education. A recent RCT in Chile shows that providing information to future higher education students, through an online platform, on the potential earnings (and fee costs) corresponding to different enrollment choice particularly helped students from low socioeconomic backgrounds enroll in degrees with higher returns.⁶⁸ The introduction of additional incentives for “strategic” careers (most high in demand) to guide new students’ decision-making could reinforce the effects of providing this information. Studies that analyze the role of financial aid in supporting strategic career (STEM) attainment in the U.S. find that eligibility for need-based financial aid increased STEM credit completion by 20 to 35 percent among academically ready students in a large, public higher education system.⁶⁹ Evidence from basic education also highlights the potential of information-based interventions. An RCT in the Dominican Republic finds that providing students with information on earnings differences by education reduced dropout by 7 percent in the subsequent year, and increased school completion by 0.2 years.⁷⁰ Similarly, informing fourth grade students and their parents of earning differences by education levels in Madagascar increased average attendance by 3.5 percentage points.⁷¹

7. **Socioemotional support and low-cost behavioral interventions are also essential to support students struggling with the more complex curriculum and environment of higher education.** During the transition to a new education level, students can face frequent social setbacks and feelings of anxiety and isolation. Interventions that provide self-administered short programs on motivation and belonging have shown that college students benefit when they understand that challenges in the transition to college are common and improvable, and thus, that early struggles need not portend permanent lack of belonging or potential.⁷² In addition, a RCT showed that providing services that helped students set goals and acquire financial aid between their transition from high school to college increased college enrollment by 3 percentage points (even more for low-income students).⁷³ Recent experimental evidence in the U.S. found that brief, one-time messages to students increased recurring tutoring attendance, leading to relevant changes in students’ study habits.⁷⁴

8. **Standardized student assessments are a key ingredient to shift the focus to learning and support students’ trajectories.** The benefits of education—cultural, economic, and social—accrue to society only when learning occurs.⁷⁵ For example, an increase of one standard deviation in scores on international assessments of reading and mathematics achievement levels has been linked to a 2 percent increase in annual growth rates of GDP per capita.⁷⁶ For governments to learn what policies worked to improve

⁶⁸ Neilson et al (2018)

⁶⁹ Castelman et al (2018)

⁷⁰ Jensen (2010)

⁷¹ Nguyen (2008)

⁷² Yaeger et al (2016); Walton & Cohen (2011)

⁷³ Castleman & Page (2015)

⁷⁴ Pugach & Wilson (2018.)

⁷⁵ OECD, 2010

⁷⁶ Hanushek and Woessmann, 2007, 2009



learning and to avoid “flying blind,” they need credible data.⁷⁷ The Operation would support the strengthening of the student evaluation system. In a recent paper, Bergbauer, Hanushek and Woessmann (2018) find that the sole fact that countries adopt a standardized student assessment and make results of the evaluations public is associated with improvements in student achievement. As part of the Operation, the SEIE would improve the assessment results report that each school receives to provide principals with information on what students mastered and what competencies they need to improve. A recent RCT in La Rioja, Argentina found that providing schools with such information (together with a short training) improved student achievement between 0.28 and 0.38 of a standard deviation, which represents around one additional academic year of learning.⁷⁸

9. **The development of a formative assessment platform to be used by teachers for pedagogical purposes is in line with international best practices and policy recommendations for learning recovery, and would strengthen the national education evaluation system.** Teachers are the most important school-based determinant of student learning.⁷⁹ Research in Peru and Ecuador shows that teacher subject content knowledge⁸⁰ and pedagogical practices⁸¹ in the classroom are among the most important factors contributing to teachers’ value added. The Operation would strengthen the evaluation system in these dimensions by (i) developing a formative assessment platform that provides teachers with real-time student learning data and detailed information on the main gaps each student is facing; and (ii) provide content and pedagogical tools to address these gaps.

Assessment of PROGRESAR’s Management and Information System⁸²

10. **Description.** The PROGRESAR Scholarship Program involves: (i) scholarship enrollment; (ii) application assessment; (iii) scholarship approval and award; and (iv) payment and accountability. The Program’s enforcement authority is the MoE through the *Secretaria de Cooperacion Educativa y Acciones Prioritarias*, which interacts with other agencies, including ANSES, which was the enforcement authority until early 2018 and with which the MoE signed a cooperation agreement for participation at certain stages. Below is a detailed description of each process and sub-process.

11. **Scholarship Enrollment.** The enrollment period opens annually from February 1 to March 31.⁸³ The application process begins when a potential recipient enrolls as a program applicant. Two different enrollment mechanisms exist, depending on whether the application is submitted for the Basic Education scholarship, for the Technical and Professional Education scholarship, or for the Higher Education scholarship. For Basic Education Scholarships, applications can be submitted in person at the Comprehensive Service Units (UDAI) of ANSES, but they can also be filed in the Mobile Service Units (UDAM) of the same agency, and more recently, online through the PROGRESAR website. To complete the application at the UDAI, the applicant must first make an appointment either online or by phone (line

⁷⁷ World Bank, 2018

⁷⁸ de Hoyos et al, 2018

⁷⁹ Hanushek and Rivkin (2010); World Bank (2018)

⁸⁰ Metzler and Woessmann (2012)

⁸¹ Araujo et al. (2016)

⁸² Based on an assessment carried out by the IDB in the context of the *Programa de Apoyo a la Equidad y Efectividad del Sistema de Protección Social en Argentina* (AR-L1302) and information provided by MoE.

⁸³ A second enrollment period began in 2020 and opens in August of each calendar year. The processes described below apply for all the yearly calls.



130). The application process requires filling in a form, which can be downloaded previously or be handed to the applicant in person. Together with the form, the applicant must submit a regular student certificate duly signed and stamped by the educational institution where he/she attends primary or elementary school. The data is manually entered into an ANSES platform. The ANSES staff checks the applicant's personal information, identity card, identity information in the People's Data Administration System (ADP), and that the stamp on the student certificate matches the authorized Single Institution Code (CUE). Once these checks are made, the process is approved. For more details on this process, see Figure A2.1. For enrollment in Basic Education and Higher Education scholarships, enrollment is through the MoE online platform, where the applicant must log in with a username and password. This username will be valid throughout the scholarship award process, since the Program will use this platform to communicate with the applicant (for instance, to notify the applicant of the need for additional information, the granting or denial of the scholarship, and the ways to file claims). By entering the username and password, the applicant can fill in a form with his/her personal data and information on the area and institution where he/she is enrolled and/or studying. For more details on this process, see Figure A2.2.

12. **Application Assessment.** The application assessment process ensures the fulfillment of the terms and conditions set forth under the executive order that initiated the program (No. 90/2018). For this purpose, the MoE requests certain information from ANSES and schools, Universities, and Tertiary Institutions to determine the eligibility of the enrolled applicants. The socioeconomic assessment process aims to verify the applicant's identity and validate personal and family economic status. At this point, the decision is made as to whether the applicant falls within the eligibility criteria established under the executive order that created the program (No. 90/2018). The socioeconomic assessment is performed by ANSES, taking into account the income level reported by the applicant and his/her family. The academic requirement verification is as follows for the different scholarships. For Basic Education scholarships who enroll through the in person channels, the regular student certificate submitted by the applicant at the enrollment stage is deemed as sufficient. For this reason, no additional step is taken at this point. The information requested from Basic and Higher Education scholarships applicants through the online enrollment form allows grouping of applicants by educational institution. To complete the applicants' academic assessment for scholarships, the MoE sends each university a TXT file for them to certify the applicant's current career, enrollment year, and progress. The basic education and tertiary institutions can access the information posted on the MoE web platform and certify the academic status of their applicants (i.e., year of entry, career, and approved subjects). Finally, in the case of Teacher Training scholarships, the applicants must pass an exam administered by the SEIE. Applicants who were granted this scholarship in the past must have passed 20 percent of the curricula subjects in each year covered by the scholarship.

13. **Scholarship approval and award.** The MoE receives information on the socioeconomic and academic assessments and, based on which it initiates an information consolidation step to conclude the process. At this point, the decision is made to grant or deny the scholarship or to identify inconsistencies for later clarification. The scholarship amount is determined through a ministerial resolution and is determined based on the incentives scheme of the scholarships.

14. **Payment and Accountability.** The funds from the scholarships are paid throughout 12 months and are collected monthly in arrears. The recipients for Basic and for the first year of higher education receive 80 percent of the scholarship amount. The remaining 20 percent is withheld and paid the following



year, once the requirements established under executive order No. 90/2018 are fulfilled.

15. **Pre-settlement.** The MoE keeps the recipient database at the SCEAP. Every month, it performs the pre-settlement process, which generates the list of scholars for the respective payment period, creating a TXT file that contains the personal data of the scholar, the payment period, and the items to settle. The pre-settlement process is sent to ANSES via an internal note (no amount indicated) and the TXT format file. Once this information is received, ANSES checks enrollment validity, existence of labor ID code (CUIL), and vital status of the individual according to the data contained in the ADP. ANSES updates its own file of PROGRESAR scholars (called Z2- PROGRESAR 2) based on the information submitted by the MoE. Once these checks are completed, ANSES creates an issuance and payment order file, and assigns a payment terminal for scholars who have not yet been assigned one. Assignment is performed based on the individual's address recorded in ANSES. The possible payment terminal options include Banks (*Nación* or others), *Correo Argentino*, Rural offices, or PIM (virtual wallet from *Nación Servicios*, via cell phone). Non-bank payment methods are available when scholars do not have easy access to a bank branch due to geographical location. ANSES sends the file to the scholar's payment area for a preliminary estimation of bank fees and notifies the MoE of the amount to pay. This includes the amount to pay to the scholars and the applicable fees charged by the bank.

16. **Payment.** The MoE then conducts the permanent updates and formalizes the payment order by sending a Note to the General Administration Directorate (DGA). The DGA generates an e-SIDIF file and submits it to the Ministry of Finance to allocate budget and send the funds to the *Banco de la Nación Argentina* account number 3793/42 (exclusive account for PROGRESAR Scholarships). With a second Note, it sends the updated file to the Fund Payment Department, which is responsible for processing the payment to scholars. Once the funds have been transferred from MoE to ANSES, the latter uses an account in the Central Bank of the Republic of Argentina (BCRA), which receives the funds coming from the already mentioned *Banco Nación* account, and from where it makes the payments to the payment network (mainly banks and *Correo Argentino*). The monthly payment operation lasts approximately 40 days. In a large number of cases, the funds are credited to the scholars' savings accounts on day 1 of the payment operation; however, in some cases, the funds are not directly credited, so the payer institution keeps the funds until the scholar collects them at any time during that period. Likewise, *Correo Argentino* keeps the funds available for collection during that period of time.

17. **Accountability of funds.** Once that period is completed, the monthly payment operation is deemed as closed, and both the banks and *Correo Argentino* must account for the received funds before the BCRA. For this purpose, they must submit a file stating the paid funds and the funds due for payment together with a note, which will be valid as a sworn statement for 100 percent of the funds sent. Likewise, the funds due for payment must be sent back to the BCRA account that originally made the transfer. At that point, the BCRA checks that the entities have reported the total number of cases they account for, the paid funds, the paid fees, the due amounts, and the unpaid fees. This accountability process before the BCRA can take up to 10 business days (or more in the case of *Correo Argentino*). The BCRA consolidates the information received by banks, posts the reported accounts into the system, and submits the information to ANSES. ANSES then consolidates the information on the results of the payment process, i.e., it makes a summary of the total funds transferred to the BCRA, how much was paid, how much was not paid, and the amount of paid and unpaid fees. Based on this information, an electronic file is created, and a Final Report is sent to the MoE, including the summary data for the payment process with a table



attached, specifying this information per payer institution and some additional data. Finally, ANSES takes the necessary steps to return the funds by instructing its Finance area to approve the return of funds. Thus, the Accounting area generates a Payment Order for the *Banco Nación* account 4982/45 (the account selected by the MoE for the return of funds). The Treasury area then executes the Payment Order and makes the payment to the MoE bank account. Figure A2.3 illustrates the scholarship payment process.

Figure A2.1. Basic Education Scholarship In-Person Enrollment Process
Performed in ANSES – MoE receives the final information directly from ANSES

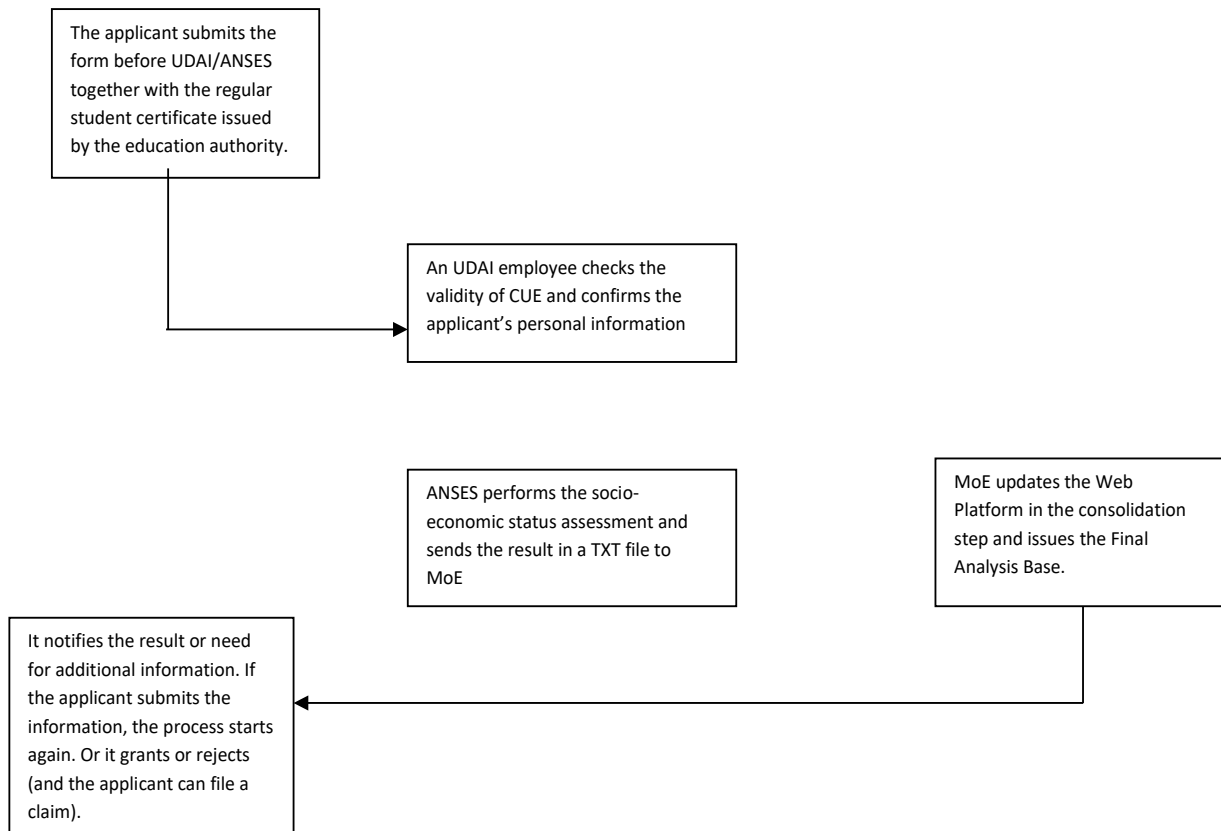




Figure A2.2. Online Enrollment Process for Basic and Higher Education Scholarships

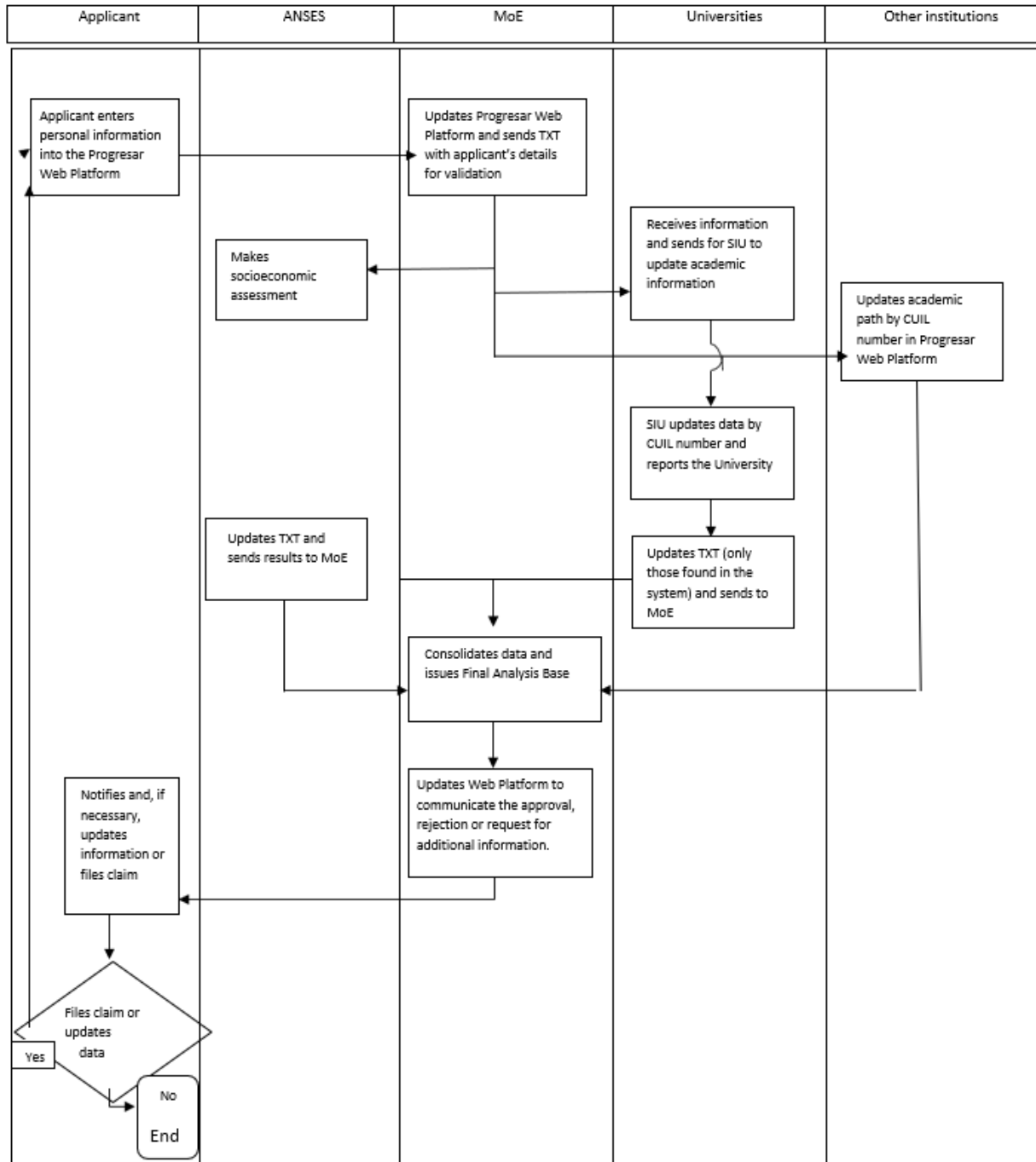
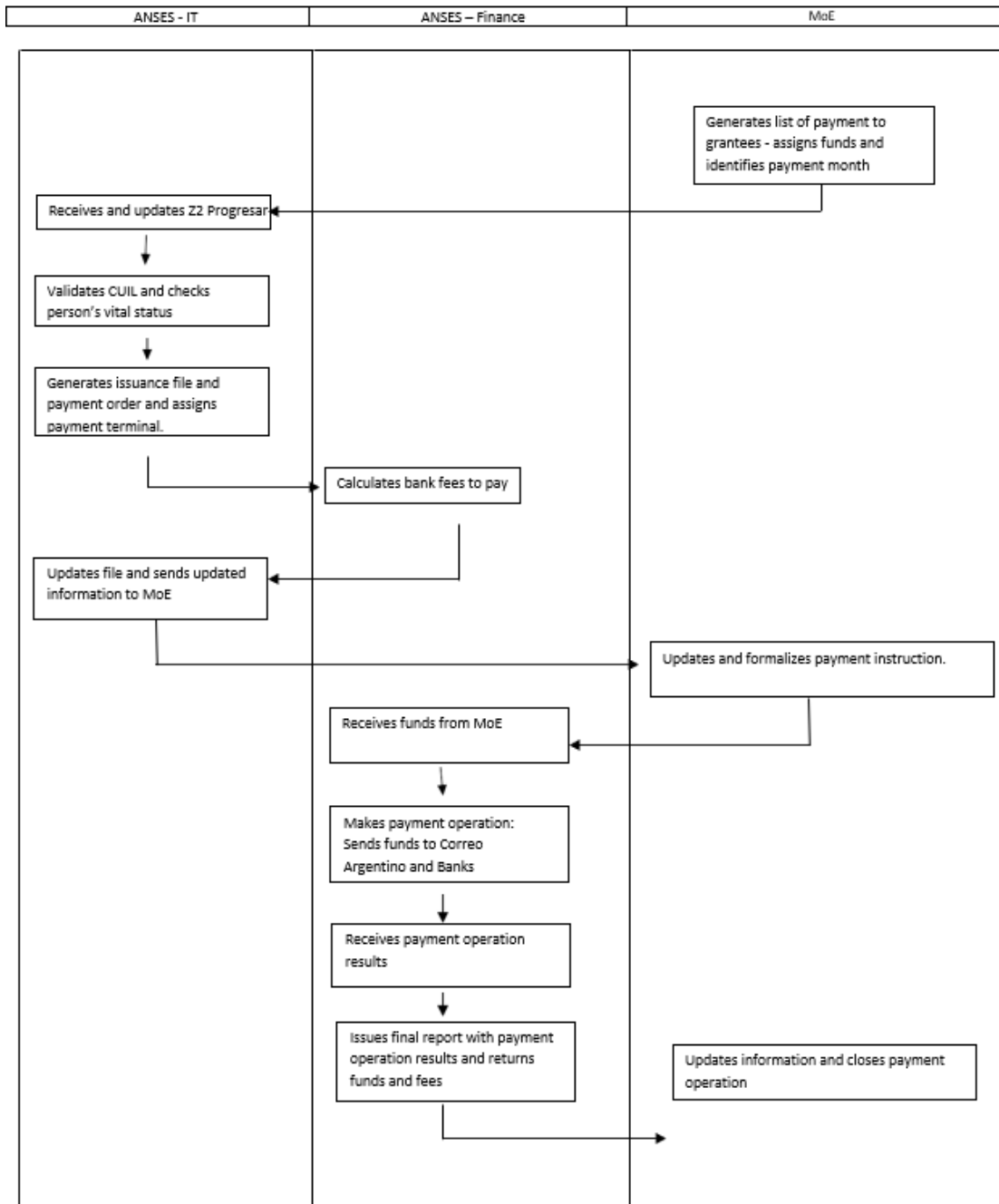




Figure A2.3. Payment Process



Economic Justification

18. This section presents the economic and financial analysis of the Project. The analysis will focus on the financing and strengthening of PROGRESAR Scholarships. These activities concentrate most of the



Project resources (73 percent).⁸⁴

19. **The Operation is expected to yield substantial economic and social benefits through its contribution to increased educational attainment, as well as through an improvement in educational quality.** The Operation is expected to reduce dropout in Secondary and Higher Education – especially among the poorest households – and therefore to increase the number of years of education in the population. From the individual point of view, the Operation would have a direct positive impact on lifetime earnings of the beneficiaries through an increase in their labor productivity. Other individual labor outcomes are also expected to be affected, since higher educational attainment facilitates labor market entry for youth and increases the probability of being employed and having a better job. From a social perspective, the Operation would raise human capital endowment, generating a positive impact on growth⁸⁵ and therefore reducing poverty rates. Moreover, since it is targeted to vulnerable populations, it would potentially influence the reduction of income inequality. Its impact on society goes beyond the individual's outcomes, since a more educated population has better health, less crime, higher democratic participation, more environmental consciousness, etc.⁸⁶ Since the programs involved also aim to improve educational quality, all these effects are largely augmented.⁸⁷

20. **The analysis will focus on the monetary private benefits deriving from an increase in the number of years of education of the beneficiaries.** Despite all the individual and social gains resulting from the Operation, many cannot be captured in the economic analysis since the available data do not allow it and there is limited evidence on the impact of conditional cash transfers on graduation. PROGRESAR should lead to an increase in the number of years of education. This approach would only capture the most readily quantifiable benefits, as better educated individuals also benefit from improved health and greater life satisfaction, and society enjoys the multiple positive externalities provided by a more educated population. Moreover, the positive effect of the Operation on education quality translates into an increase in the returns to schooling that is more difficult to predict and quantify and is therefore not included in the economic analysis. Bearing this in mind, the economic benefits that are computed are only a lower bound of the Operation's potential returns.

21. **Efficiency.** The Operation's efficiency is evaluated with a cost-benefit analysis that compares the estimated costs of each of the Components of the Program with the expected benefits associated to the PDOs. The net effect of the Project on beneficiaries is estimated using a present discounted value (PDV) approach. This approach entails estimating the stream of benefits and costs of schooling over the lifetime of a representative student with and without the Operation. Given the structure of benefits and costs presented, an Internal Rate of Return (IRR) is calculated, which is defined as the discount rate that equates the net present value of the investment per student with the net present value of all earnings differential over a student's life cycle. Both the PDV and the IRR of the Project allow us to assess whether it is a good investment from an economic point of view.

22. **Costs.** The cost per scholar of the PROGRESAR Scholarships requires several assumptions. While

⁸⁴ The remaining portion corresponds to the student evaluation activities and are not included in the estimations.

⁸⁵ As in an augmented Solow model.

⁸⁶ See Acemoglu and Angrist (2000) and Moretti (2004) for more on social returns to education.

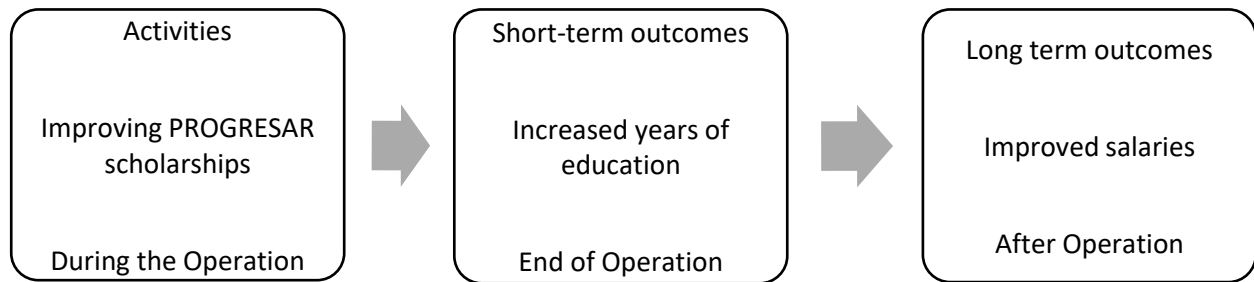
⁸⁷ See Patrinos and Saellariou (2008) and Bertschy et al. (2009) for more on the impact of quality on earnings and Hanushek and Woessmann (2008) for more on its effect on growth.



there is a total annual estimated cost of US\$846.8 million per year,⁸⁸ students are distributed among 4 modalities: youth aged 16-18 in Basic education, youth aged 18-24 in Basic education, students aged 18-30 in Tertiary non-university studies, and individuals aged 18-30 pursuing a University degree.⁸⁹ Assuming that PROGRESAR students remain constant during the years of the Operation in the level achieved in 2022, as well as their distribution across the different modalities of the program, 389,655 students aged 16-18 and 339,054 aged 18-24 would receive the scholarship in Basic education, while 538,944 students would benefit from the program in Higher Education each year.⁹⁰ Under this scenario, the yearly cost per scholar of the PROGRESAR Scholarships remain fixed at US\$640 per scholar. The program resources are equally divided among the different types of beneficiaries, since the amount of the scholarship is the same for everyone except for those students who are renewing their strategic career scholarship and those who are in the last years of Nursing, who obtain a slightly higher amount than the rest.^{91,92}

23. **Benefits.** The benefits from the Operation are summarized in Figure A2.4. As previously explained, the social benefits and improvements in quality affecting the returns to schooling are also not considered. Thus, the numbers presented in this economic analysis should be considered as a lower-bound estimate of the Operation’s benefits.

Figure A2.4. Framework of the Operation’s Benefits



24. **Estimating the impact of PROGRESAR Scholarships on short-term outcomes.** We rely on rigorous evaluations of the impact of education scholarships to get a sense of the range of the effect that PROGRESAR can have on education attainment and other short-term outcomes.⁹³ A review of the literature that evaluates the impact of scholarships is summarized in Table A2.3. Typically, the studies assess the effects of either merit-based or poverty-based scholarships on educational attainment (via enrollment and grade progression) and/or learning outcomes (captured by test scores).⁹⁴ Poverty-based

⁸⁸ Total annual cost is estimated from Current Budget data as of August 10, 2022 (lines 49 and 32, respectively), converted to US dollars at an exchange rate of 0.0072.

⁸⁹ There is also the *Progresar Trabajo* modality, which only represented 4% of beneficiaries in 2022.

⁹⁰ There would also be 56,043 individuals benefiting from *Progresar Trabajo*.

⁹¹ <https://www.argentina.gob.ar/educacion/progresar/montos-progresar>

⁹² This amount (US\$846.8 million/1,323,696 beneficiaries = US\$640 per scholar) is the same as the amount obtained using the per capita monthly stipends in September 1, 2022 local currency units (AR\$7,400) multiplied by 12 and converted to US dollars using the official exchange rate of 0.0072.

⁹³ There is no rigorous impact evaluation of PROGRESAR Scholarships.

⁹⁴ In the Table, we express the estimated effects on learning outcomes (always reported as standard deviations of the exam score) in terms of years of schooling. To that end, we use the PISA equivalence between learning outcomes and school attainment (0.41 standard deviations equals the effect of 1 year of schooling).



programs tend to deliver less promising results in terms of learning outcomes, but are still effective in increasing the educational attainment of beneficiaries.

Table A2.3. Summary of Evaluations of the Impact of Scholarships on Short-Term Outcomes

Study	Type of Scholarship	Level of Intervention	Effect on Educational Attainment	Effect on Test Scores
Filmer, D. & Shady, N. (2009). "School Enrollment, Selection and Test Scores". Development Research Group, The World Bank.	Poverty-based	Basic education (secondary)	0.24 years of schooling	not significant
Blimpo, M. P. (2014) "Team Incentives for Education in Developing Countries: A Randomized Field Experiment in Benin." <i>American Economic Journal: Applied Economics</i> 6(4): 90-109	Merit-based	Basic education (secondary)	-	0.66 years of schooling (0.27 sd)
Behrman, J., Parker, S., Todd, p., and Wolpin, K. (2015). "Aligning Learning Incentives of Students and Teachers: Results from a Social Experiment in Mexican High Schools." <i>Journal of Political Economy</i> 123 (2): 325-364.	Merit-based	Basic education (secondary)	-	0.41 years of schooling (0.17 sd)
Angrist, J., Autor, D., Hudson, S., and Pallais, A. "Evaluating Post-Secondary Aid: Enrollment, Persistence, and Projected Completion Effects." NBER working paper 23015.	Poverty and Merit-based	Higher education (college)	0.52 years of schooling	-
Duflo, E., Dupas, P. and Kremer, M. (2017). The Impact of Free Secondary Education: Experimental Evidence from Ghana.	Poverty and Merit-based	Basic education (secondary)	0.32 years of schooling (annualized)	0.09 years of schooling (0.15 sd annualized)

25. **There are limitations to using this literature review to estimate the impact of PROGRESAR on short-term outcomes.** First, the experiments evaluated in the literature have limited external validity. Second, PROGRESAR scholarships are different to the programs evaluated in the literature in several dimensions. For instance, the age group that is covered is different, and more importantly, the majority of PROGRESAR beneficiaries attend either tertiary university education or tertiary non-university. To the best of our knowledge, however, no rigorous evidence exists in developing countries on the impact of scholarships at the Tertiary level, while the existing evidence for developed countries is not conclusive.⁹⁵ In an effort to avoid possible upward biases in the estimation of the benefits, we used the lowest effect found in the literature. Under this conservative assumption, the impact of the financial support of PROGRESAR scholarships is estimated as 0.24 years of schooling per year of exposure to the program.

26. To translate the expected increase in years of schooling for a student into wage improvements, we will use the standard labor economics model to estimate the returns of education, namely the Mincer (1974) equation:

$$W_i = \hat{\alpha} + \hat{\beta}_1 S_i + X_i' \hat{\theta} + \hat{\varepsilon}_i$$

⁹⁵ Evidence from the U.S. on merit-based scholarships suggest either a positive effect on academic achievement (Dynarski 2008, Castelman 2014, Scott-Clayton 2011, Scott-Clayton and Zafar 2016, Bettinger et al. 2016) or no effect at all (DesJardins and McCall 2014, DesJardin et al. 2010, Sjoquist and Winters 2012, Sjoquist and Winters 2015). Quasi-experimental identification strategies on poverty-based scholarships find either positive or null effects (see Deming and Dynarski 2009 (US), Nielsen et al. 2010 (Denmark), Dearden et al. 2014 (UK) for positive effects and Baumgartner and Steiner 2005 (Germany) for null effects).



Where W_i is the logarithm of the hourly wage of individual i ; S_i is the years of schooling of i ; X is a vector of controls; $\hat{\alpha}$, $\hat{\beta}$, and $\hat{\theta}$ are the estimated parameters; and $\hat{\varepsilon}$ is the error term.

27. The yearly monetary benefit of the Project can be captured by the increase in the years of schooling times the estimated returns to education, as described in the following equation:

$$B_t = Y_t * \hat{\beta} * \Delta S_t$$

where B_t are the monetary benefits of the Project at time t , ΔS_t captures the impact in years of schooling; $\hat{\beta}$ corresponds to the returns to education, and Y_t stands for the expected labor income in year t for a student without the Project.

28. The Mincer equation for Argentina is estimated using microdata from EPH corresponding to the second semester of 2021. For the estimation, the set of controls we include comprises a gender dummy, potential experience, potential experience squared, regional dummies, a wage-earner dummy, and six sectorial variables. The parameters in the equation are estimated by Heckman full maximum likelihood using individuals aged 25–55. The selection equation includes the same covariates in the wage equation plus number of children, number of children interacted with the gender dummy, a marriage indicator, and a school attendance binary variable. However, alternative estimations of the returns to schooling in Argentina are used to check the robustness of the results. We use the yearly labor income per capita (US\$) as the reference income Y_i .⁹⁶ Multiplying this Y_i by the estimated returns in the Mincer equation $\hat{\beta}$ and the estimated impact on short-term outcomes ΔS_t we obtain the yearly benefits of the Operation per student B_t .⁹⁷ which are summarized in the Table below. The benefits of PROGRESAR total US\$139 per year.

Table A2.4. Benefits Per Student Each Year by Program Component and Results Area

	Expected labor income without the Operation	Return to education	Impact in years of schooling	Yearly benefits of the Operation
	Y_t	β	ΔS_t	B_t
PROGRESAR Scholarships	\$6,676	0.087	0.240	\$139

Sources: (1) Expected labor income without the project computed as the average monthly labor income in nominal LCU (computed from SEDLAC microdata - second semester 2021) * 12 * average nominal exchange rate in second semester of 2021: \$55000.96*12*(1/98.8641). (2) Return to education estimated from a Mincer equation estimated by Heckman full maximum likelihood. (3) Impact in years of schooling of comes from the minimum effect found in the literature of scholarships.

29. **Cost-benefit analysis.** The last step of the analysis is to compare costs and benefits. Using a discount rate, the yearly cost per student is brought to the present, as well as the whole stream of yearly future benefits B_t . We assume that students benefiting from the oOperation enter the workforce at age 25 and retire at age 64 (after 40 years of work) earning US\$ B_t per year more than their peers. For those in the Basic Education (16-17) modality, it is assumed that they enter the labor market 2 years earlier.⁹⁸

⁹⁶ Other alternatives are explored in the sensitivity analysis.

⁹⁷ An implicit assumption in this estimation is that the hours of work are not affected by the Operation.

⁹⁸ We assume that the benefits of the Operation start after 8 years for PROGRESAR. Moreover, all the computations are expressed per year of investment to avoid additional assumptions regarding the number of years of exposure to the program.



With a conservative discount rate (5 percent), the Net Present Value of the income benefits of the average Operation beneficiary are compared with its cost, and the IRR is computed. Table A3.5 summarizes the results. Results from the economic analysis suggest that benefits from PROGRESAR scholarships are around 3 times its cost: 3.1 times for youth aged 16-18 in Basic Education and 2.8 for youth aged 18-24 in Basic Education or students enrolled in Higher Education. The Benefit/Cost ratio is similar for the different levels since the cost of the scholarship is the same for each level and the returns to education are assumed to be linear. However, when the presence of heterogeneous impacts on short-term outcomes (i.e., a non-linear return to education) is allowed, the Benefit/Cost ratio would be greater in Higher Education. Specifically, it would ascend to 2.0 for youth aged 16-18 in Basic Education, 1.7 for youth aged 18-24 in Basic Education, 2.6 for students enrolled in tertiary non-university programs, and 3.3 for students enrolled in university programs.

Table A2.5. Results of the Economic Analysis

	Benefit/Cost Ratio	Internal Rate of Return
PROGRESAR scholarships Basic Education (16-17)	3.1	13%
PROGRESAR scholarships Basic Education (18-24)	2.8	11%
PROGRESAR scholarships Higher education	2.8	11%

Assessment of the Program Expenditure Framework

30. The scope of the proposed Operation would be to support a subset of Government Programs over a three-year period, clustered around two results areas under a PforR Operation (US\$299.25 million). The total cost of the activities under the Operation is estimated at about US\$2,550.9 million, of which US\$299.25 million would be financed through a Bank loan (12 percent).

31. The PforR supports two Results Areas selected as priorities by the MoE to foster access and completion at the basic and higher education levels and to strengthen the student evaluation systems in the education sector. To reach these objectives, the MoE is implementing two programs, which together conform the PforR Program: (i) the PROGRESAR Scholarship program; and (ii) the APRENDER student learning assessment system, and the SINIDE/SGE information system.

32. Results Area 1. Improving the Management and Monitoring of PROGRESAR Scholarships (US\$220 million). This Results Area will finance the provision of education scholarships to beneficiaries and the carrying out of program activities to: (i) ensure that education institutions submit on time the academic certifications for scholarship applicants so that their eligibility can be assessed during the inscription period and the conditionality on enrollment can be enforced; (ii) improve the progression of students in their careers; (iii) improve the effectiveness of the Strategic Career incentives in place in Higher Education; (iv) design and implement an action plan to overcome non-financial barriers for education progression and completion, including the dissemination of tools through a website; (v) develop an action plan for a phased implementation of an academic certification system for Basic Education scholars; (vi) support scholars to overcome non-financial barriers for education progression and completion; and (vii) improve the efficiency of PROGRESAR scholarships award and liquidation processes.

33. Results Area 2. Supporting the National Student Evaluation System (US\$79.25 million). This Results Area finances the census-based APRENDER student evaluations and the carrying out of a program



of activities to: (i) increase the coverage of APRENDER, focusing on the Participating Provinces that report lowest coverage; (ii) develop and implement a formative assessment platform for teachers to diagnose and monitor learning and support learning recovery; (iii) support the use of the APRENDER school reports to enhance pedagogical practices; and (iv) increase the use of education information systems to support education trajectories.

Table A2.6. World Bank Financing – Expenditure Framework

Component	US\$ Program (Bank funds)				
	Dec-23	2024	2025	Jul-26	Total
Component 1: Support to PROGRESAR Scholarships and the national evaluation system (PforR)	441	865	865	423	2594
	(110)	(95)	(74.3)	(20)	(299.25)
Results Area 1: PROGRESAR Scholarships	423	847	847	423	2540
	(80)	(75)	(55)	(10)	(220)
Results Area 2: Strengthen education evaluation systems	18	18	18	0	54
	(30)	(20)	(19.25)	(10)	(79)
<i>Front-end fee</i>	0	0	0	0	0
	(0.75)	0	0	0	(0.75)
Total	442	865	865	423	2595
	(110.8)	(95)	(74.25)	(20)	(300)



ANNEX 3: FIDUCIARY SYSTEMS ASSESSMENT – ADDENDUM

1. **Executive Summary.** An assessment was carried out on the proposed Additional Financing (AF) Program to develop an addendum to the fiduciary systems assessment for the parent Operation (P168911).⁹⁹ There are no additional programs included in the Expenditure Framework within the scope of the AF. There are no changes in the financial management systems assessed during preparation of the parent Operation. Country systems in place continue to be adequate. On the Procurement side, the national framework of procurement processes and procedures continues to be solid and transparent. Procurement implementation arrangements remain unchanged with respect to the parent Program. At the time of this assessment, no procurement processes have been carried out. Thus, to date the Anti-Corruption Guidelines (ACGs) have not been applied and there have not been any cases of fraud and corruption reported to the Program Implementation Unit (PIU) and/or investigations carried out.

2. **Planning and Budgeting.** Existing and additional programs follow a country system on planning and budgeting. The MoE has satisfactory procedures in place to plan Operation activities and prepare related budgets and to collect information from the units in charge of the different PforR Program Budget Lines. The plans and budgets have been realistic, based on valid assumptions, and prepared for all significant activities in sufficient detail to provide a meaningful tool with which to monitor subsequent performance (budget vs. actual variance analysis). Table A3.1 below shows the adherence of the budgeted Program Expenditure and its execution to Government Priorities.

Table A3.1: Budget vis-à-vis Actual Expenditures, 2019-2021

<i>Budget vis-à-vis Actual Expenditures, 2019-21-Results Area 1</i>			
	FY 19 ¹⁰⁰	FY 20	FY 21
Actual Expenditure (million AR\$)	10,539	10,119	43,559
Original Budget (million AR\$)	10,585	10,064	73,498
Budget Outturn (percent)	99.6	100 ¹⁰¹	59.3
<i>Budget vis-à-vis Actual Expenditures, 2019-21-Results Area 2</i>			
	FY 19 ¹⁰²	FY 20	FY 21
Actual Expenditure (million AR\$)	220	12	75
Original Budget (million AR\$)	239	36	47,6
Budget Outturn (percent)	92.4	34	100 ¹⁰³

3. **Treasury Management.** There are adequate arrangements for transferring Program funding from the Ministry of Economy to the MoE to ensure funds are made available in line with implementation plans and that funds are made available in an orderly and predictable. There have been no changes in the flow

⁹⁹ The fiduciary system assessment of the parent Operation was carried out in 2019. The addendum to the assessment was developed during preparation of the AF (from September 2022 to January 2023).

¹⁰⁰ FY19 expenditures include since Program approval on November 14, 2019 to December 31, 2019.

¹⁰¹ There are other budget lines with the same program, but different activities that allow to compensate between them. Budget outturn is 100 percent.

¹⁰² FY19 expenditures include since Program approval on November 14, 2019 to December 31, 2019.

¹⁰³ There are other budget lines with the same program, but different activities that allow to compensate between them. Budget outturn is 100 percent.



of funds assessed in the original fiduciary system assessment. It is concluded that the program uses a government treasury management system that works adequately.

4. **External Auditing.** There are two overdue audit reports affecting the MoE. The 2021 audited financial statements for the Parent Operation (P168911) were due on December 31, 2022. In addition, the final audit report for the closed Argentina Second Rural Education Improvement Project – PROMER II (P133195), which was also implemented by the MoE, was due on December 22, 2022. Both audit reports are still pending to be received by the Bank.¹⁰⁴

5. Both audits are being carried out by the Supreme Audit Institution (*Auditoría General de la Nación*, AGN), and the external auditors' work is closely monitored by the team. The PIU, in coordination with the auditors, prepared and submitted to the Bank action plans on the status of the audits, including completed activities, pending steps, and the estimated date for the audit reports submission. Although the audit work is progressing well, the AGN's January recess delayed the completion of the audit work and submission of the reports to the Bank. According to the submitted action plans, the 2021 audited financial statements for the parent Operation are expected to be received by March 20, 2023, while the final audit report for the closed PROMER II is expected to be submitted to the Bank no later than February 28, 2023. Close monitoring will be continue developed by the Bank, including regular communications and follow-up meetings with AGN and the MoE to check on the status of the overdue audits.

6. The parent Operation's first audited financial statements covered the period from Project effectiveness until December 31, 2020. The audit was carried out by AGN and faced challenges due to: (i) COVID-19 pandemic restrictions; and (ii) the MoE's and AGN's unfamiliarity with the PforR instrument. The original due date was June 30, 2021 but, due to the reasons described, the deadline was extended twice (to December 31, 2021 initially and then to September 30, 2022). Finally, the first audit report was presented to the Bank on October 4, 2022. Once the first audit report was issued, the auditors started the audit work on the 2021 financial statements. AGN expressed an unmodified audit opinion and it was deemed acceptable to the Bank. However, the auditors reported some internal control weaknesses, especially related to the award and payment process of PROGRESAR scholarships. AGN's recommendations resulted in the inclusion of actions to strengthen the internal control environment and were included in the AF design. In this regard, DLI 11 includes: (i) the elaboration of an approved action plan of awarding and payment of scholarships; (ii) manuals and protocols sent to the Bank for the improvements laid out in the action plan; and (iii) a report describing the implementation of the action plan. Furthermore, the provision of training to AGN to continue strengthening the external auditors on the PforR instrument is included in the Program Action Plan (PAP).

7. For the proposed AF, the external Financial Statement audit of the Program will be performed by an independent auditor and under Terms of Reference both acceptable to the Bank, and in accordance with International Organization of Supreme Audit Institutions (INTOSAI) rules and procedures, as AGN will perform the Project's audit.

¹⁰⁴ FM and WFA manager clearances to proceed to Board Approval for the Argentina: Additional Financing for the Improving Inclusion in Secondary and Higher Education (P179668), notwithstanding an overdue audit of the Parent Operation-Improving Inclusion In Secondary And Higher Education (P168911) and an overdue audit of the Closed Project-Argentina Second Rural Education Improvement Project - PROMER-II (P133195), were granted on January 13 and January 18, 2023, respectively.



8. Audited financial statements (and any accompanying Management Letter) will be furnished to the World Bank no later than six months after the end of each fiscal year. In accordance with the World Bank's Access to Information Policy, upon receipt of the annual audited financial statements of the Operation, they will be made available to the public by the World Bank (but not the Management Letter). The Borrower agrees to disclose the audited financial statements to the public.

9. **Internal Control.** The existing internal control is considered adequate. There is an adequate segregation of duties between the different activities of the Financial Management (FM) fiduciary staff. The Program's policies and procedures are documented in the Program Operations Manual (POM). The POM comprises descriptions, flow charts, policies, templates and forms, user-friendly tools, and techniques. The approval and authorization controls continue to be adequate and are properly documented and followed with adequate safeguarding of Project assets.

10. The Program is also subject to internal audit by the General Syndicate of the Nation (SIGEN), which is the Federal Government's internal audit agency under the jurisdiction of the executive branch, as well as by the Ministry's own Internal Audit Unit (IAU). The Operation has not yet been subject to an internal audit review by SIGEN and/or the IAU; however, the PIU expects that the Program will be included in the IAU's work program for 2023. Furthermore, actions to improve the Program's internal controls are included in DLI 11 to strengthen the internal control environment, as described in the paragraph above. There have been no cases of fraud and corruption relating to the Operation that have been reported to the MoE.

11. **Accounting and Financial Reporting.** The Operation makes use of both the Federal Government Software (UEPEX) designed for accounting and financial reporting of externally financed projects, as well as the e-SIDIF system to record the Operation's transactions and help provide the information for the Unaudited Interim Financial Reports (IFRs). The systems in place are strong and useful to record project transactions. The Operation's documented financial reporting responsibilities (that specify what reports are to be prepared, when they are to be prepared, and the periodicity of preparation and content) are being fulfilled. The IFRs have been submitted on a semester basis, with no major observations. The accounting and financial reporting work adequately within the Program.

12. **Disbursement arrangements.** Disbursement of Bank loan proceeds will be made at the request of the MoE upon achievement of DLIs. The loan proceeds will be disbursed upon the achievement of verified DLIs and are not dependent on or attributable to individual transactions or expenditures of the Program. There will be a total of 9 DLIs for the Operation. The financing amount allocated per DLI has been determined based on the relative importance of the indicator, to provide the incentive necessary to achieve the overall Program goals and outcomes.

13. **Verification protocols.** The verification protocols will respond to the nature of each DLI and ensure a credible method to assess their achievement. Verification of progress towards achieving the Operation's objectives and DLIs would be reviewed and assessed according to the verification protocols presented in Section IX. Verification will be carried out as follows: (i) for a set of Disbursement-Linked Results (DLR), the MoE will perform verification reports, to be validated by the World Bank; (ii) for the set of DLI2-DLI6, an independent verification agent will be selected to carry out verification of one or more DLR, based on the nature of each DLR.



14. Disbursement requests or Withdrawal Applications (WA) will be submitted to the Bank by the MoE using the Bank's e-disbursement (Client Connection) system. A copy of the Bank's official communication, confirming the DLI achievement, should be attached to the disbursement requests.

15. **Advances and Prior Results.** The AF does intend to use the functionality of PforR Advances. The Bank may make an advance payment of up to US\$45 million (maximum) for one or more DLIs that have not yet been achieved. To request an advance, the MoE attaches a "request for advance" letter to the WA, as per the example included in the Disbursement and Financial Information Letter. When DLIs are achieved, the amount of the advance is recovered from the amount due to be disbursed under such DLIs. The advanced amount recovered by the Bank is then available for additional advances ("revolving advance"). When an advance has been provided and the DLIs are achieved and verified, the advance is always recovered first. If the amount allocated to a DLI that has been achieved and verified is larger than the advance, then the Bank will disburse the amount in excess of the advance through a Reimbursement (DLI Payment). The Bank requires that the MoE refunds any advances (or portion of advances) if the DLIs have not been achieved (or have been partially achieved) by the program closing date. In addition, an amount of US\$40 million of the Operation will be disbursed on account of Prior Results Financing.

16. The General Conditions state that if after the Closing Date, the Borrower fails to provide the Bank evidence satisfactory to the Bank that the withdrawn loan balance does not exceed the total amount of Program Expenditures (payments made on or after the Signing Date but before the Closing Date), the Borrower shall upon notice from the Bank promptly refund to the Bank such excess the amount of withdrawn balances. Due to exchange rate pressures, there is a risk that the amount of Program Expenditures once converted to US dollars may be insufficient to cover the withdrawn loan balance in US dollars. This risk will be closely monitored during implementation, not only during supervision missions, but also by review of the semesterly IFRs, coupled with the flow of funds and accounting arrangements described below.

17. The Bank may decide, without formally extending the Closing Date, to disburse or approve the use of proceeds of the loan for WA received within six months after the Closing Date for DLIs achieved by MoE before the Closing Date. Upon request, the Bank may decide to extend the period for receipt of such WA.

18. **Procurement Exclusions.** There are no potential high-value contracts identified in the proposed AF. The proposed AF is not expected to finance any contract at or above prevailing Operations Procurement Review Committee (OPRC) thresholds, which are at minimum US\$75 million for goods, information technology and non-consulting services and US\$30 million for consulting services.

19. **Procurement Processes and Procedures.** The national framework of procurement processes and procedures continue to be solid and transparent. Decree N° 1.023/2001 is the main legal text regulating procurement in the country, contains the set of rules of the National Procurement System (*Régimen de Contrataciones de la Administración Nacional*), and regulates procurement of goods, works, and services. The provisions in the legal framework and procedures are based on clear and mandatory rules, and as the rest of the procurement legal framework it is available and freely accessible by the public at Office of National Procurement web site www.argentinacompra.gov.ar.



ANNEX 4: ENVIRONMENTAL AND SOCIAL SYSTEMS ASSESSMENT – Addendum

1. The purpose of this addendum is to revise the Environmental and Social Systems Assessment (ESSA) carried out for the Argentina Improving Inclusion in Basic and Higher Education Program for Results (PforR), as well as update its conclusions and recommendations on the environmental and social management systems that govern the different activities of the Program. As in the original ESSA prepared for the Parent Operation, the specific objectives of this addendum include: (i) identify the potential benefits, risks, and environmental and social impacts of the Program; (ii) review the policies and legal framework for the management of the environmental and social impacts of the Program; (iii) assess the institutional capacity of environmental and social management systems within the Program; (iv) evaluate the Program's performance, considering the basic principles of the PforR and identifying any relevant gaps; and (v) provide recommendations and develop a Program Action Plan (PAP) to address gaps and improve performance during the implementation of the Operation.

2. The key issues evaluated in depth in the addendum focus mainly on equitable access to the PROGRESAR Scholarship Program, especially by vulnerable groups. The original ESSA identified four groups that would face barriers to access the Program's benefits: students belonging to indigenous peoples, afro-descendant students, students with disabilities, and students from the LGBTIQ+ community. Within the framework of the Additional Financing and based on consultation processes that took place during the implementation of the Parent Operation, new groups were identified among the vulnerable population and were incorporated as prioritized groups under the Program: (i) female-headed single-parent households with children under 18 years old and (ii) refugees.

3. Throughout the Operation, actions have been implemented to reduce the identified barriers faced by the different groups mentioned above, but there are still opportunities for improvement and actions pending, particularly the incorporation of afro-descendant students as a prioritized group to access the scholarships. It is important to highlight, however, that the Ministry of Education is currently working with the Secretariat of Human Rights, who is implementing the Afro National Plan together with civil society organizations, to develop a strategy to ensure that this population becomes a prioritized group.

4. Environmental and social performance has been rated Moderately Satisfactory throughout implementation of the parent Operation, mainly due to delays in the implementation of the Environmental and Social Commitment Plan (ESCP). A few months after the parent Operation was signed, new national authorities were elected in the Argentine Government, resulting in changes to the PROGRESAR Program's design. In addition, the outbreak of the COVID-19 pandemic generated a socioeconomic crisis that affected the education sector, especially for the most vulnerable groups. The public health emergency declared in March 2020 caused the closure of schools, affecting 10.5 million school-aged children and 3.3 million higher education students. The ESCP was revised to incorporate the changes made to the Operation and, during 2022, the Ministry of Education made significant progress in the development of different instruments within the social and environmental framework. Although the implementing agency does not currently have an environmental and social management team to monitor the environmental and social aspects of the Operation, these are addressed by professionals from the different agencies within the Ministry of Education.



5. The ESSA did not identify any environmental risks. No direct negative environmental impacts are expected and indirect environmental impacts in the medium and long term are expected to be positive, based on improvements in educational level. The current legal and institutional framework and procedures are considered appropriate to avoid occupational health and safety disadvantages and to ensure sustainability in the use of resources and pollution prevention.

6. Regarding the Program Action Plan, some of the actions agreed under the Parent Operation were achieved, and similar actions are proposed under the Additional Financing to ensure access to the Program's benefits by vulnerable groups. Based on the analysis of the Program's environmental and social systems, the following actions and activities were agreed to continue improving its environmental and social management: (i) consolidation of an environmental and social team; (ii) progress in actions that promote the participation of afro-descendant groups; (iii) improve the Program's advertisement, focusing on the most vulnerable sectors; (iv) develop scholarship design that could enable access to benefits by vulnerable groups; (v) ensure the Program's continuity over time; and (vi) collection of data and development of specific analytical products that could help generate information on education in vulnerable contexts.

7. During the preparation and implementation of the Parent Operation, consultations were held with government and civil society actors related to the identified vulnerable groups. This process contributed to adjusting the communication strategies and scholarship requirements to facilitate access to scholarships. These actions will continue throughout the preparation and implementation of the Additional Financing.



ANNEX 5: MODIFIED PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement	Action
				Due Date			
Study of the estimation of the PROGRESAR Scholarships' coverage and development of a prioritization strategy to select beneficiaries	Technical		Dirección Nacional de Becas (MECCyT)	Due Date	31-Aug-2021	Study completed and delivered.	Marked for Deletion
Strengthening the Program's outreach strategy with a focus on vulnerable groups.	Environmental and Social Systems		Dirección Nacional de Becas (MECCyT)	Recurrent	Quarterly	Report on stakeholder engagement actions, including meetings with institutional and civil society representatives of vulnerable groups, communication channels to reach different targets, and outreach resources and campaigns implemented.	No Change
Enhancement of access to PROGRESAR scholarship for students belonging to vulnerable groups	Environmental and Social Systems		Dirección Nacional de Becas (MECCyT)	Recurrent	Semi-Annually	Report on enhancement of accessibility in the registration process for students with disabilities, establishment of student help desk, review requirements for different vulnerable groups to ensure their inclusion, establish prioritization criteria.	No Change
Creation of baseline on PROGRESAR scholars belonging to different	Environmental and Social Systems		Dirección Nacional de Becas (MECCyT)	Due Date	31-Jul-2020	Report with socioeconomic profile of students, with a focus on identifying students belonging	Marked for Deletion



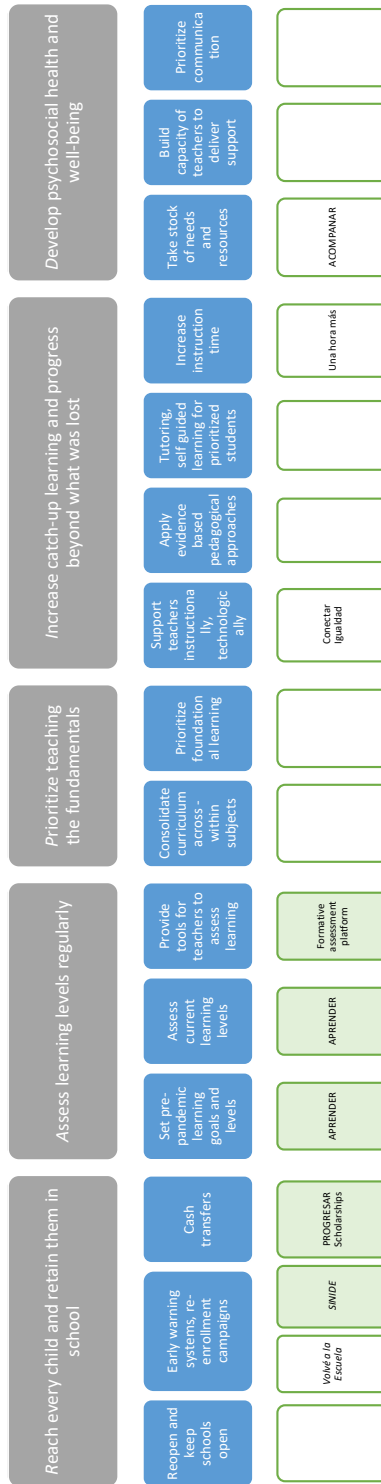
vulnerable groups						to vulnerable groups (i.e. indigenous peoples, afrodescendants, students with disabilities, LGBTIQ students).	
Creation of a Technical Table to coordinate technical assistance activities under Component 2	Technical		PIU	Due Date	30-Jun-2021	Document confirming the conformation of the Technical Table.	Marked for Deletion
The implementing agency (DNB), with the assistance of the requesting areas, shall determine the maximum thresholds related to quality (technical) and cost (financial) weight in the special conditions included in the bidding documents.	Fiduciary Systems		PIU	Recurrent	Yearly	Report identifying the maximum thresholds/weights determined, including a brief description and reasonableness of the decision adopted by procurement process.	Revised
Proposed The implementing agency, with the assistance of the requesting areas, shall determine the maximum thresholds related to quality (technical) and cost (financial) weight in the special conditions included in the bidding documents.	Fiduciary Systems		PIU	Recurrent	Yearly	Report identifying the maximum thresholds/weights determined, including a brief description and reasonableness of the decision adopted by procurement process.	
Prepare a manual as a reference document for all staff involved in	Fiduciary Systems		PIU	Other	During implementation	TBD	No Change



contract management and train relevant people accordingly.							
Dirección de Contrataciones will indicate in the evaluation reports - in writing the eligibility verification carried out; On June 30th of each year, the implementing agency will send to the Bank the list of contracts awarded to firms and individuals	Fiduciary Systems		Dirección de Contrataciones	Recurrent	Yearly	Report certifying that evaluation reports include in writing the eligibility verification carried out. The Report will include the relevant documentation (copies of evaluation reports).	No Change
Promptly inform the Bank of any credible and material allegations of fraud and/or corruption regarding the Program as part of the overall Program reporting requirements.	Fiduciary Systems		PIU	Recurrent	Semi-Annually	Report identifying any credible and material allegations of fraud/and/or corruption. The Report will include the relevant documentation.	No Change
Provide training to AGN to continue strengthening the external auditors on the PforR instrument	Fiduciary Systems		Bank	Recurrent	Yearly	Evidence of relevant people trained accordingly, and more quality in the external audit reports.	New



ANNEX 6: GOVERNMENT OF ARGENTINA PROGRAMS ALIGNED WITH RAPID FRAMEWORK



Bank's RAPID Framework policy actions

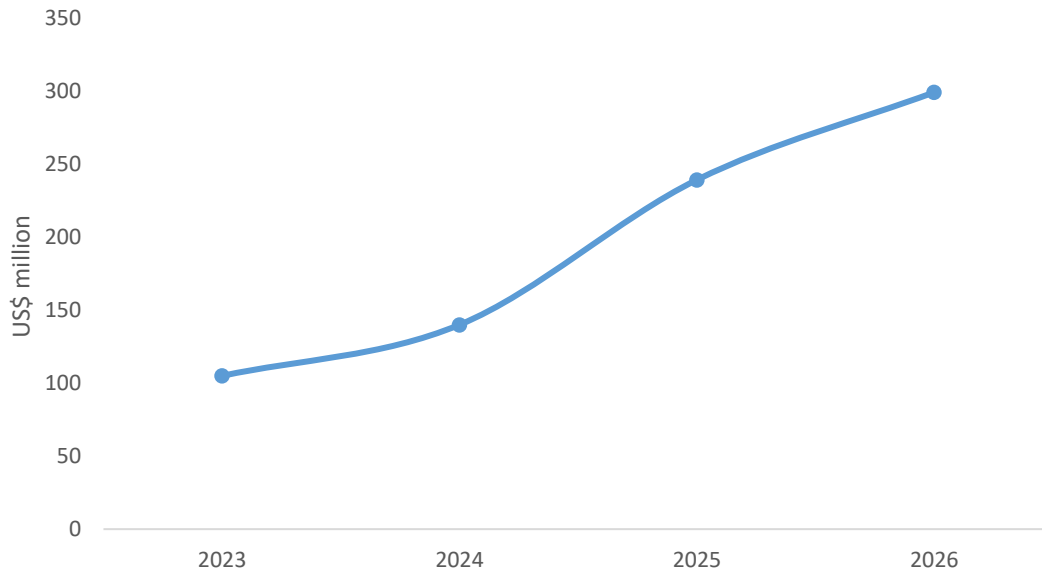
Government programs

Supported by the Bank



ANNEX 7: DISBURSEMENT PROJECTIONS

Figure A7.1. Cumulative Disbursement Projections, by year (US\$ million)



Note: Includes an advance of US\$45 million in 2023 and tentative achievement and verification times.



ANNEX 8: DLI MATRIX

Results Area	Total DLI amount in parent Operation (US\$ million)	Total DLI amount in AF (US\$ million)	DLI Baseline	Indicative timeline for DLI achievement (DLIs eligible for partial achievement are marked "Scalable")					
				DLR1 Mar. 2023	DLR2 Oct. 2023	DLR3 Mar. 2024	DLR4 Oct. 2024	DLR5 Mar. 2025	DLR6 Oct. 2025
Results Area 1: Improving the Management and Monitoring of PROGRESAR Scholarships									
DLI 1: Percentage of higher education scholarship candidates whose academic information has been provided by their academic institution	100	--	---	---	---	---	---	---	---
DLI 2: Percentage of higher education scholars that have renewed the scholarship	80	45	52.5% (2022)		54.5% US\$15 million (scalable, min 52.5%)		56% US\$15 million (scalable, min 54.5%)		57.5% US\$15 million (scalable, min 56%)
DLI 3: Percentage of first-year higher education scholars enrolled in Strategic Careers	40	45	41.0% (2022)		43.0% US\$15 million (scalable, min 41.0%)		44.5% US\$15 million (scalable, min 43.0%)		46.0% US\$15 million (scalable, min 44.5%)
DLI 4: Tools to diagnose and overcome non-financial barriers to educational progression and completion designed and implemented.	60	--	---	---	---	---	---	---	---
DLI 5: Academic certification system for basic education scholars implemented	10	--	---	---	---	---	---	---	---
DLI 8: Percentage of scholarship candidates from adult Basic Education schools (+18) that provide their academic information	0	30	82% (July 2022)		84% US\$10 million (scalable, min 82%)		86% US\$10 million (scalable, min 84%)		88% US\$10 million (scalable, min 86%)
DLI 9: Monitoring educational trajectories of Basic Education (16-17) scholars	0	40	No (July 2022)	Baseline report on scholars' attendance and	85% of candidates' schools provide		88% of candidates' schools provide	86% of scholars report attendance and	91% of candidates' schools provide



Results Area	Total DLI amount in parent Operation (US\$ million)	Total DLI amount in AF (US\$ million)	DLI Baseline	Indicative timeline for DLI achievement (DLIs eligible for partial achievement are marked "Scalable")					
				DLR1 Mar. 2023	DLR2 Oct. 2023	DLR3 Mar. 2024	DLR4 Oct. 2024	DLR5 Mar. 2025	DLR6 Oct. 2025
				academic performance US\$15 million	their academic information US\$5 million (scalable, min 80%)		their academic information US\$10 million (scalable, min 85%)	positive pedagogical assessment US\$5 million (scalable, min 83%)	their academic information US\$5 million (scalable, min 88%)
DLI 10: Actions to mitigate non-financial barriers to educational progression and completion	0	45	No (July 2022)	Program materials adapted for indigenous groups' access US\$10 million	Program materials adapted for access by visually impaired persons US\$5 million	Monitoring instruments for <i>Espacios PROGRESAR</i> developed and implemented US\$10 million	60% of scholars complete vocational and career guidance courses US\$10 million (scalable, min: 0%)	40% of scholars receive academic tutoring in <i>Espacios PROGRESAR</i> US\$10 million (scalable, min: 0%)	
DLI 11: Actions to improve the efficiency of scholarship award and payment processes	0	15	No (July 2022)	Improvement plan and actions completed US\$5 million		Operational manuals and protocols published US\$5 million		Implementation reports on improvement plan US\$5 million	
Results Area 2: Supporting the National Student Evaluation Systems									
DLI 6: Percentage of basic education students assessed through the APRENDER evaluation in the Participating Provinces with the Lowest Coverage	7.5	--	---	---	---	---	---	---	---
DLI 7: Development of a formative assessment platform.	2.5	30	No	Launch of formative assessment platform at the national level for grade 9 US\$10 million	Communication strategy for teachers published US\$5 million	Pilot report of grade 3 instruments completed US\$5 million		20,000 formative assessments applied in the platform US\$5 million	National report on platform use US\$5 million



Results Area	Total DLI amount in parent Operation (US\$ million)	Total DLI amount in AF (US\$ million)	DLI Baseline	Indicative timeline for DLI achievement (DLIs eligible for partial achievement are marked "Scalable")					
				DLR1 Mar. 2023	DLR2 Oct. 2023	DLR3 Mar. 2024	DLR4 Oct. 2024	DLR5 Mar. 2025	DLR6 Oct. 2025
								(Scalable, min: 0)	
DLI 12: Schools using results of the APRENDER school report to enhance pedagogical practices	0	30	No (July 2022)		Secondary schools' results reports available on time US\$10 million	Baseline report for Primary US\$5 million	Primary schools' results reports available on time US\$5 million		Primary baseline + 10pp US\$10 million (scalable, min: baseline)
DLI 13: Use of Integrated Digital Information System (<i>Sistema Integral de Información Digital Educativa, SINIDE</i>) data to support education trajectories	0	19.25	No (July 2022)		25% of schools in Provinces with SINIDE generate risk alerts US\$5 million (scalable, min 0%)		30% of schools in Provinces with SINIDE report actions based on alerts US\$5 million (scalable, min 0%)		National report on the use of SINIDE to prevent school dropout US\$9.25 million
TOTAL (US\$ million)	300	299.25	--	40	70	25	70	25	69.25
Cumulative (US\$ million)				40	110	135	205	230	299.25