



COTE D'IVOIRE - Emergency Basic Education Support Project - GPEF Grant (P119328)

AFRICA | Cote d'Ivoire | Education Global Practice |
 Recipient Executed Activities | Emergency Recovery Loan | FY 2012 | Seq No: 10 | APPROVED | ISR29314 |

Implementing Agencies:

Key Dates

Key Project Dates

Bank Approval Date:04-Apr-2012

Effectiveness Date:15-Oct-2012

Planned Mid Term Review Date:14-Apr-2014

Actual Mid-Term Review Date:15-Jul-2014

Original Closing Date:30-Sep-2015

Revised Closing Date:30-Aug-2017

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The objectives of the Project are: (i) restoring and increasing access to basic education; (ii) rehabilitating and improving the conditions for teaching and learning; and (iii) restoring and strengthening institutional capacity to deliver quality basic education.

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

No

Components

Name

Component 1: Restoring and increasing access to basic education services:(Cost \$19.25 M)

Component 2: Rehabilitating and improving the quality of teaching and learning:(Cost \$13.17 M)

Component 3: Restoring and strengthening institutional capacity to deliver quality basic education:(Cost \$8.98 M)

Overall Ratings

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

Implementation Status and Key Decisions



In accordance with the established OPCS guidelines, this final ISR evaluates the Project's performance during the pre- and post-restructuring periods across the three harmonized criteria of: (i) relevance of objectives/design and implementation; (ii) efficacy; and (iii) efficiency. The Project's performance is assessed in relation to each of these three criteria with an overall outcome rating calculated based on the proportion of the net grant disbursed during the pre- and post-restructuring periods. A more thorough and comprehensive analysis based on most up-to-date data will be presented in the ICR.

Project context

The Cote d'Ivoire Emergency Basic Education Support Project (EBESP -US\$41.2 million) funded by the Global Partnership for Education (GPE) was approved by the World Bank on July 2012 and became effective on October 2012. The project was approved at the end of ten years of socio political crisis which severely affected the education system. Investments in new primary school classrooms fell and maintenance was neglected due to fiscal constraints. The capacity to construct, repair and maintain schools also eroded as the performance of the construction industry deteriorated during the crisis. As a result, school places were becoming increasingly limited, not only because of a lack of investment in new schools, but also because the number of functioning classrooms was reduced as they fell into disrepair. In addition to the immediate emergency needs Cote d'Ivoire was also facing some serious challenges in the development of its education system, as a result of the decade of crisis and instability, but also the inability to implement key reforms due to political instability.

During its implementation, the Project experienced three restructuring. The main characteristics of each restructuring is presented below, with greater detail on revisions to design presented in Table 2. : (1) on August 18th 2015: this restructuring introduced changes in the results framework, in components and costs, in the grant closing date from September 30, 2015 to September 30, 2016, and reallocation between disbursement categories; (2) on October 5th 2016, this restructuring extended the grant closing date from September 2016 to August 2017; and (3) on May 10th 2017, a restructuring introduced changes to the results framework, in components and costs as well as a reallocation among disbursement categories, as described below:

Restructuring 1. (August 2015)

- 54 percent disbursed at time of restructuring.
- The closing date was extended by 12 months (from September 30, 2015 to September 30, 2016)
- US\$3 million in grant proceeds were reallocated from categories 2 and 3 to category 1 (The reallocation was possible because of (i) Cost savings from textbooks under component 2, and (ii) an overestimation of funds needed for component 3 toward construction costs). Funds allocated for Category 1 increased by 15 percent and were used towards construction costs.
- The PDO target for the "number of classrooms rehabilitated at primary level" was revised downwards from 500 to 267 to reflect realities on the ground (some schools for "rehabilitation" were temporary structures).

Restructuring 2 (October 2016)

- 83 percent disbursed at the time of restructuring.
- The closing date was extended by 11 months (from September 2016 to August 2017).
- Two subcomponents were proposed to be cancelled (school feeding program and EMIS platform).
- Because GPE Board Approval was given in October 2016, this was an Interim Restructuring. Changes to RF were mentioned but not proposed since they were dependent on GPE approval. They were approved by GPE in late October and proposed in a third restructuring.

Restructuring 3 (May 2017)

- 96 percent disbursed at the time of this restructuring.
- Changes approved by GPE were included in this restructuring.
- The following changes were made to the results framework: (i) downward revision of the target for PDO-level indicator 1:- "total number of direct beneficiaries" to account for changes in number of classrooms rehabilitated; (ii) downward revision of the target for PDO-level indicator 2: "Students enrolled in primary schools built by the project" to account for changes in number of classrooms rehabilitated; and (iii) removal of intermediate-level indicators xx: "Number of children receiving food supplies as a result of project intervention"; removal of indicator : "EMIS system in place and functioning"; upward revision of the target for the indicator : "Number of heads of DREN, school directors, inspectors"; and upward revision of the target for the indicator "Number of teachers trained in-service" and downward revision of target for indicator bb "Student teacher ratio" to account for actual enrolments growth.



- The scope of the operation changed as a result of the cancellation of the school feeding program.
- US\$3.745 million was reallocated from category 1 to categories 2 and 3.

Relevance of Objectives, Design and Implementation

Original Objectives. The original objectives were substantially relevant as they responded to key issues and challenges the education sector was facing at the time of appraisal, namely the limited access to quality primary and secondary education. The Project's objectives were also strongly aligned with the Government's strategic agenda as outlined in the Medium-Term Action Plan (2012-2014) and the President's Emergency Recovery Plan (*Plan Présidentiel d'Urgence*). The original objectives of the Project were also consistent with the Country Partnership Strategy (CPS, 2010-2013) which emphasized the importance of "continued progress in crisis recovery and improved prospects for sustained peace", as well as "improved basic social service delivery". While the original objectives were substantially relevant to address the country's needs, the project's target values were ambitious in light of the three-year implementation period. Therefore, the two extensions of project's closing date allowed for most of original targets to be reached or exceeded and for the smooth completion of the project. In light of the above, the relevance of the original objectives is rated *High*.

Original and Revised Design. The original design was informed by findings from education Country Status Report (CSR) developed in 2009, which highlighted the main characteristics of the education system in Cote d'Ivoire. The major issues identified included limited and inequitable access to primary and secondary education resulting mostly from supply constraints, poor quality and low internal efficiency (high repetition and dropout rates), low institutional capacity for systems management, and inadequate funding and sub-optimal allocation and management of resources, particularly at the school level. The project design benefited from lessons learned from other project in Cote d'Ivoire. As a result, unlike for the previous education project, the implementation of the EBESP was mainstreamed within the Ministry of National Education and Technical and Vocational Education and Training (MENETFP) and used the existing MENETFP structures. The design also considered lessons from similar projects in other countries. These lessons included the importance of capacity building to enhance community participation in project implementation, the need to strengthen monitoring and evaluation mechanism, as well as the need to set up relevant incentives to enhance girls' attendance. The Project's results chain was clear insofar as the activities and objectives supported across each of the Project's components were logically linked to the overall objectives, as described in Table 1. However, the original Project design did not fully take into consideration the time required to (i) identify the sites for classroom construction and the classroom to be rehabilitated and (ii) train local communities for school construction. Considering the above, the relevance of the original design is rated *Substantial*.

Table 1: Result chain of the Project

Results	Intervention
Inputs for access	Providing resources and training to communities to build and rehabilitate primary and lower secondary schools, mainly through a community based approach.
Inputs for teaching and learning	Providing funding for CAFOP (teacher training centers) both for new construction and rehabilitation In service teacher training Purchase of textbooks
Inputs for educational policies	Bank staff supervision and resources for consultants to develop key reforms for the sector. Equipment Training of administrative staff
Outputs	Completed primary and lower secondary schools and teaching training centers. Teacher trained Administrative staff trained Completed policy reforms and strengthened institutions
Intermediate Outcomes	Children attending schools built by the project Greater supply of qualified teachers Timely publishing of education statistics Establishment of a system for learning assessment at the primary level



	Use of evaluation assessments in the management of the system and education policies
Longer term Outcomes (yet to be measured)	Children better able to make life choices, better able to matriculate to higher levels of education. Teachers delivering higher quality instruction, institutions supporting teachers and students more effectively

Revised design : Two major changes were introduced at Restructuring 2: the cancellation of the school feeding program and of the Education Management Information System (EMIS)

The school feeding program was cancelled because the appropriate mechanisms were not in place to adequately monitor how money is spent for this activity, as indicated in the Finance Agreement :Schedule 2, Sect. I, F (a). The Government was supposed to put in place a policy note to institutionalize such a mechanism but had not done so. Consequently, the activity was dropped and the funds reallocated.

The Project made a strong contribution to the improvement of the quality of national education data and its timely availability. Since academic year 2011/2012, Cote d'Ivoire has successfully collected, analyzed and published national education data, a vast improvement and significant achievement over the dearth of data post-crisis. The statistics have also been widely distributed in the form of pocket sized booklets. The project also helped the government undertake a national learning assessments for Grade 1 to Grade 3 in reading and mathematics. However, the relevant subcomponent would not be able to produce a comprehensive EMIS, which is defined as a single platform that consolidates the entire set of databases (schools, human resources, pupils enrolled, etc.) and successfully links them together. Consequently, it was decided to remove this indicator from the result framework.

Considering the above, the relevance of the revised design is rated *Substantial*.

Original and Revised Implementation. The relevance of project implementation before restructuring was *Modest*. This can be attributed to the delays in the launching of classrooms' construction, due to the time required to identify the sites and to develop local communities' capacity.

After the first restructuring, the Project showed significant implementation progress, although important activities had to be completed. The Project had not been able to implement the school feeding activities, and the activity was dropped because the legal covenant on the production of a national strategy on school feeding was never fulfilled. Project financing was significantly affected by the increase in the exchange rate of the US dollar against the CFA Franc. Thus, the project benefited from additional resources of 4.05 billion CFA Franc in comparison to what was originally planned. This represented a challenge, as it contributed to lower the Project disbursement rate, compared to what it would have been without the increase in the exchange rate.

After the second restructuring, the disbursement rate of the project increased from 79 percent in October 2016 to 95 percent in April 2017. During the first years of implementation, The Project was affected by poor financial management and weak monitoring and evaluation. After the second extension of the closing date and the change of key staff of the PIU in September 2016, the Project team was replaced and they updated the Project accounting system and discovered a significant amount of over commitments in some categories. This led to the third restructuring of the project, in order to reallocate the Grant proceeds between categories and components. The update of the accounting system also contributed to a rapid increase of the disbursement rate with the registration of all commitments. The relevance of project implementation post-restructuring is rated *High*.

Efficacy (Achievement of Project Development Objectives)

The PDOs were fully achieved or exceeded as presented in Table 2, despite the low implementation progress at the Project starting

Efficacy during the pre-restructuring period. The initial project implementation period was characterized by significant delays in the implementation of most project's activities, and only few indicators of the result framework had been reached at this point.

The following progress was observed on classrooms construction and rehabilitation: (i) out of the 200 new primary school classrooms to be constructed under the project, 198 classrooms had been constructed and equipped with furniture; (ii) out of the 500 classrooms for rehabilitation, works in 267 classrooms had commenced; and (iii) 141 blocks of latrines were under construction; (iv) for community based approach out of the 747 classrooms in



249 locations, the construction of 606 classrooms had begun in 202 locations, and (v) the construction of lower secondary schools in rural areas had commenced in October 2014 but it was behind schedule.

In terms of *capacity building for improved quality, the attainment of most targets was also delayed*: (i) The learning assessment system was established but its utility was still rated 1 out of 3, (ii) out of 15,000 teachers to receive an in service training, only 887 had been trained, (iii) only 556 heads of DREN, school directors, inspectors and pedagogical advisors had been trained, against the Project target of 3,000; and (iv) for the rehabilitation of eight pre-existing teacher training centers (Centres d'Animation et de Formation Pédagogique – CAFOPs) and the construction of two new CAFOPs, only 19 percent of the work had been completed, out of the eight pre-existing centers, the refurbishing of three centers were completed while the rehabilitation of the other five centers was still underway.

On the basis of the above, efficacy during the pre-restructuring period is rated *Modest*.

Efficacy during the post-restructuring period. Following first and second restructurings, the pace of project implementation significantly improved (63 % of classrooms construction or rehabilitation were achieved after 1st restructuring, all the “colleges de proximite” were completed after 1st restructuring, 95 % of teachers trained in service were also trained after 1st restructuring as well as 93 % of heads of DREN, school directors, inspectors and pedagogical advisers trained in the project) and a large number of outputs were completed and the majority of outcomes were achieved, if not exceeded. Achievement of the PDO and implementation under the Project were both upgraded to Moderately Satisfactory (MS). The project experienced a significant improvement of its overall management, after the extension of the closing date by 11 months to August 30, 2017 in September 2016. The project disbursement rate has increased from 54percent to 79.13 percent after the first restructuring and from 79.13 percent in October 2016 to 95 percent in April 2017 before the second restructuring. Further, key PDO indicators had improved and a number of them have met their targets: (i) the number of additional qualified primary teachers as a result of project interventions reached 15,253 (against a target of 15200); (ii) the number of students enrolled in *colleges de proximite* constructed by the project stood at 2,400 (against the target of 2400); (iii) the number of classrooms built or rehabilitated was 1002 (against a target of 1000). The extension of the Project closing date had also allowed further progress on intermediate-level indicators, many of which met or exceeded their targets.

The Table 2 below presents the Project's level of achievement across each of the sub-objectives stated in the PDO.

Table 2: Presentation of Projects outputs and PDOs achievement

PDO	Intermediate level indicators			PDO level indicators		
	Indicator	Target	Achievements		Target	Achievements
Restoring and increasing access to basic education	Number of girls receiving incentives	450	463	Number of additional classrooms built or rehabilitated at the primary level resulting from	1267	1272



				project interventions		
				Number of classrooms rehabilitated	267	270
				Number of classrooms built	1000	1002
				Direct project beneficiaries	53,080	53,280
				Percentage of female beneficiaries	45	47.5
				students enrolled in "colleges de proximite" constructed by the project	2400	2400
				students enrolled in primary schools built or rehabilitated by the project	50,880	50,680
Rehabilitation and improving the conditions for teaching and learning	Teachers trained in-service (16,500)	16,500	16,979	Teachers recruited or trained (pre service)	15,200	24,000
	Number of textbooks purchased and distributed	1,000,000	1,000,270			
	Student:teacher ratio in publicly financed schools	43:1	43:1			
Restoring and strengthening institutional capacity to deliver quality basic education	Number of heads of DREN, school directors, inspectors and pedagogical advisors trained	8,500	8,670	System for learning assessment at the primary level (Y/N)	Yes	Yes
	Number of COGES trained	3,000	8,500	Utility of the learning assessment system (Score)	3	3
				Timely annual production of	Yes	Yes



				reliable school statistics (Y/N)		

The overall rating for efficacy is Substantial. The restructurings and the Government's decision to replace the Project team has largely contributed to improve the project efficacy, to recover from the implementation delays and to achieve the PDOs and intermediate results by the Project Closing Date.

Efficiency

Efficiency during the pre-restructuring period: the initial implementation delays in project implementation and low progress observed during the pre-restructuring period resulted in a modest rate of implementation efficiency. While 54 % of the project proceed were disbursed a number of quantitative indicators were below half of their targets. The reason for the unbalance between disbursement and project outputs is the advances made to school management committees upon the signing of financing agreement for school/classrooms construction. The advances were made but the works were delayed.

As forecasted at appraisal stage, the unit cost for classroom construction with the community based approach stood at around FCFA 5 million per classroom, much lower compared to higher cost for classrooms built using other procurement methods. The Project approach allowed efficiency gains in public expenditures on capital investments. In addition, the Project contributed to the piloting of a new model of lower secondary schools, "colleges de proximité" in rural areas and to evidence the low student unit costs with the introduction of bivalent teachers. This has two-fold advantages, better efficiency and increased equity. The government will be able to expand the supply for secondary education service in rural areas at lower costs and parents in rural areas will no longer have to afford additional costs to enroll their children in distant secondary schools after completion of primary school.

In light of the above, efficiency during the pre-restructuring period was rated *Substantial*.

Efficiency during the post-restructuring period. The Project's efficiency during the post-restructuring period improved significantly. The vast majority of the project's outputs and outcomes were achieved or exceeded by the Project closing date.

On the basis of the above, efficacy during the post-restructuring period is rated *Substantial*.

Overall Outcome Rating and Net Disbursements (as of August 14, 2017)

As of the August 5th 2015, only US\$ 22.36 million had been disbursed. Between the first and the second restructuring, approximately US\$10.4 million of the grant was disbursed. In addition, US\$ 8.23 million had been disbursed after the first restructuring. The level 2 restructurings of the project were approved which extended the closing date by 23 months, reallocated funds across categories and introduced some modifications to the RF. The revisions of the RF did not materially change the intent and objectives of the Project. As of the writing of this ISR, the proportion disbursed up to the first restructuring amounts to 54 percent of the grant proceed, 29 percent from Restructuring 1 to Restructuring 2, and during the post-Restructuring 2 period amounts to approximately 17 percent.

Period	Relevance (objectives/design)	Efficacy (achievement of PDO)	Efficiency	Rating	% of net grant disbursed during period	Weight by disbursement share
Before Restructuring 1	Substantial	Modest	Substantial	MU	54%	1.62
Restructuring 1 - Restructuring 2	Substantial	Substantial	Substantial	S	29%	1.45
After Restructuring 2	Substantial	High	Substantial	S	17%	0.85

Based on the project's performance during the pre- and post-restructuring periods, weighted by the portion of the net grant disbursed during each



period, the Overall Outcome Rating for the Project is *Moderately Satisfactory*.

Fiduciary and Safeguards Compliance

Financial Management (FM). FM under the Project is rated *Moderately Satisfactory*. Even if the project was affected by some financial management capacities issues during the first months of its implementation, annual audit reports were received on time, revealed no irregularities, and were of unqualified opinion. Interim unaudited financial reports were also submitted in a timely manner and in accordance with Bank procedures. In instances in which minor issues were identified, corrective actions were enacted by the Bank and the Government. Bank supervision missions were conducted regularly and where required, appropriate mitigation measures were put in place.

Procurement. Procurement under the Project was sound and is rated *Satisfactory*. From the start of the project to the point of this ISR, procurement performance remained strong. Despite delays the Project implementation, the project completed 725 bidding process out of 726 planned. The payment time for invoices also considerably improved from thirty-five (35) days on average before the second restructuring to fifteen (15) days. During implementation, the Project complied with the procurement procedures and there were no procurement issues.

Safeguards: Civil works commenced without completed environmental studies and thus an Environmental Audit and a Social Audit were conducted. Both studies were done and action plans to reverse the situation were established. However, the action plans were not implemented properly and in a timely manner. Civil works continued to be undertaken although the Environmental and Social Impact Assessment were not completed. Consequently, environmental and social safeguards are rated *Moderately Unsatisfactory*.

Sustainability. The adoption of different reforms introduced in the sector strategy through the project by different stakeholders and other development partners, will allow for consolidation of achievements made under this Project. The new model of lower secondary school in remote rural areas is being implemented by other development partners financing education sector, such as Millennium Challenge Corporation and AFD. The reform of initial teacher training led to the development of a new curriculum, as well as changes in the governance of the training centers. Furthermore, with the support of the project, sub-cycles in primary education have been created. With the community-based approach for construction in primary education, local communities were fully involved in the maintenance of the new infrastructure, in particular with the local water management committees they are highly committed to preserve the new system of potable water, which benefits participating schools as well as to surrounding villages.

The ratings for implementation progress and progress towards achievement of the project development objective (PDO) are both rated *moderately satisfactory*, given the achievement of result indicators and the significant improvement in project management as well as implementation of activities since the extension of the project.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Substantial	● Substantial
Macroeconomic	--	● Moderate	● Moderate
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● Substantial	● Substantial
Environment and Social	--	● Moderate	● Moderate



Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Moderate	● Moderate

Results

Project Development Objective Indicators

► Teachers recruited or trained (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	15,253.00	24,000.00	15,200.00
Date	02-Apr-2012	22-Jun-2016	28-Jul-2017	30-Aug-2017

► Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,260.00	1,272.00	1,267.00
Date	02-Apr-2012	31-Mar-2017	28-Jul-2017	30-Aug-2017

▲ Number of classrooms rehabilitated (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	258.00	270.00	267.00
Date	02-Apr-2012	31-Mar-2017	28-Jul-2017	30-Aug-2017

▲ Number of classrooms built (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,002.00	1,002.00	1,000.00



Date	02-Apr-2012	31-Jan-2017	28-Jul-2017	30-Aug-2017
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► Direct project beneficiaries (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	52,800.00	53,280.00	53,080.00
Date	02-Apr-2012	31-Mar-2017	28-Jul-2017	30-Aug-2017

▲ Female beneficiaries (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	47.00	47.50	45.00

▲ students enrolled in colleges de proximite constructed by the project (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,400.00	2,400.00	2,400.00
Date	02-Apr-2012	31-Jan-2017	28-Jul-2017	30-Aug-2017

▲ students enrolled in primary schools built by the project (Number, Custom Breakdown)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	50,400.00	50,880.00	50,680.00
Date	02-Apr-2012	31-Mar-2017	28-Jul-2017	30-Aug-2017

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	02-Apr-2012	23-Sep-2016	28-Jul-2017	30-Aug-2017

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3.00	3.00	3.00

► Timely annual production of reliable school statistics (yes/no) (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	YES	YES	Yes
Date	02-Apr-2012	23-Sep-2016	28-Jul-2017	30-Aug-2017

Overall Comments

Intermediate Results Indicators



► Number of girls receiving incentives (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	463.00	463.00	450.00
Date	02-Apr-2012	23-Sep-2016	28-Jul-2017	30-Aug-2017

► Teachers trained in-service (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	15,020.00	16,797.00	16,500.00
Date	02-Apr-2012	23-Sep-2016	28-Jul-2017	30-Aug-2017

► Number of textbooks purchased and distributed (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,000,270.00	1,000,270.00	1,000,000.00
Date	02-Apr-2012	23-Sep-2016	28-Jul-2017	30-Aug-2017

► Student:teacher ratio in publicly financed schools (disaggregated by region) (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	42:1	43:1	43:1	43:1
Date	02-Apr-2012	23-Sep-2016	28-Jul-2017	30-Aug-2017



▶ Number of heads of DREN, school directors, inspectors and pedagogical advisors trained (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	8,000.00	8,670.00	8,500.00
Date	02-Apr-2012	23-Sep-2016	28-Jul-2017	30-Aug-2017

▶ Number of COGES trained (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,790.00	5,232.00	3,000.00
Date	02-Apr-2012	23-Sep-2016	28-Jul-2017	30-Sep-2016

Overall Comments

Data on Financial Performance

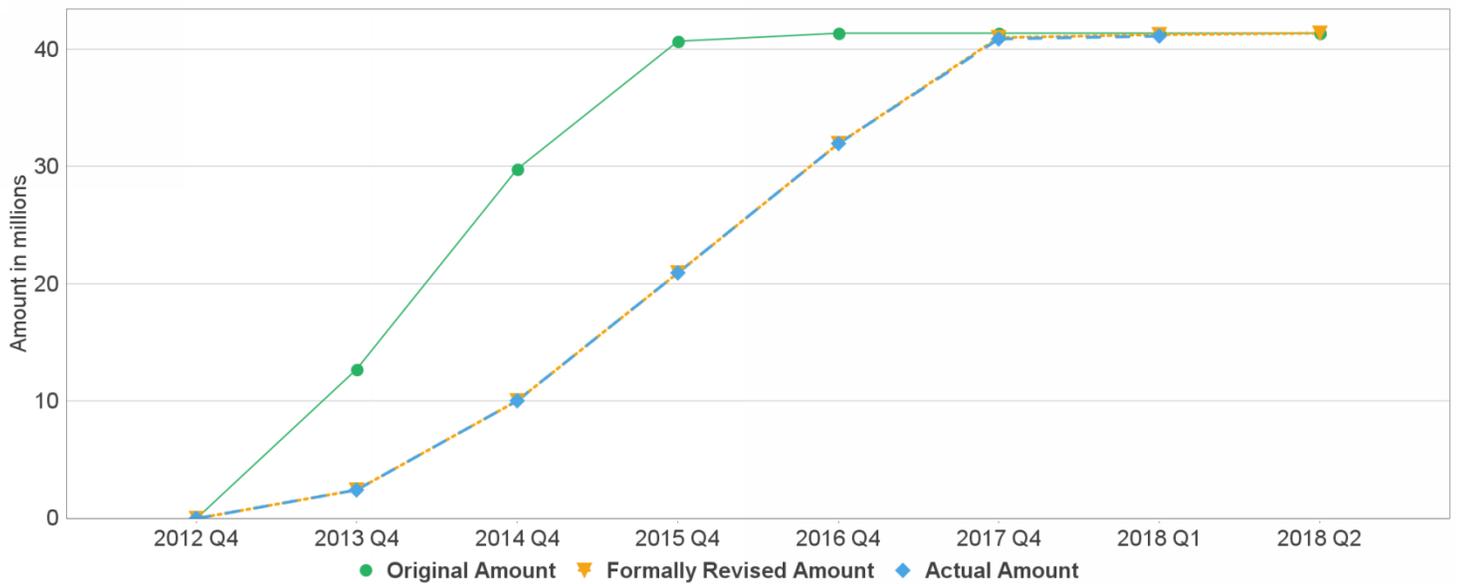
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P119328	TF-12500	Effective	USD	41.40	41.40	0.00	41.14	0.26	 99%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P119328	TF-12500	Effective	16-Jul-2012	16-Jul-2012	15-Oct-2012	30-Sep-2015	30-Aug-2017

Cumulative Disbursements



Restructuring History

Level 2 Approved on 18-Aug-2015 ,Level 2 Approved on 05-Oct-2016 ,Level 2 Approved on 10-May-2017

Related Project(s)

There are no related projects.