Program Development Objectives

Program Development Objective (from Program-for-Results Appraisal Document)
The development objective of the Operation is to improve the effectiveness of elementary school teachers in Bihar.

Overall Ratings

<table>
<thead>
<tr>
<th>Name</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards achievement of PDO</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Overall Implementation Progress (IP)</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Overall Risk Rating</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
</tbody>
</table>

Implementation Status and Key Decisions

Enhancing Teacher Effectiveness in Bihar (ETEB) is a hybrid operation, consisting of two components: (i) a Program component using the Program for Results (PforR) instrument; and (ii) a Technical Assistance component, using the Investment Project Financing (IPF) instrument. An amount of US$50 million has been released as advance under the Operation since effectiveness, and an additional amount of US$21 million has been released for disbursement linked results (DLRs) achieved so far.

The second Implementation Support Mission of the Enhancing Teacher Effectiveness in Bihar Operation took place during the period May 29 to June 01, 2017. During this mission, the team conducted a series of discussions with the State project counterparts on the implementation progress. Overall, the progress of the Program since the earlier mission has been slower than expected. The key procurement agency, BSEIDC, has made progress in the upgradation of infrastructure of the Teacher Education institutions (District Institutes of Education and Training, and Primary Teacher Education Centers). However, the total turnaround time for procurement of critical services has been higher than estimated, and as a result, acquisition of some of the key service providers (Teacher Education Management Information System, Continuous Professional Development strategy, improvements in teaching-learning materials, etc.) towards meeting program objectives has been delayed. While the procurement under PforR component (using country systems) has been satisfactory, the progress on procurement of key agencies responsible for program implementation strengthening under technical assistance (IPF) has been lagging and are at a poor stage. This is affecting critical DLI achievements – since the Independent Verification Agency has not been hired yet, some of the DLIs cannot be verified, even if achieved.

Three key challenges remain: (i) delays in the hiring of services, including PMU, adversely impacting the implementation timelines and disbursements; (ii) vacancies in Teacher Education institutions resulting in under-utilization of the resources invested in infrastructure upgradation of learning centres; (iii) teacher training capacity constraints due to lack of national government's approval to conduct training courses at 100 training institutions also impacting achievement of one of the DLI targets.

All the Year 0 (2014-15) Disbursement Linked Results (DLRs) and 2 out of 5 Year 1 (2015-16) DLRs have been achieved, the Government of Bihar (GoB) has submitted the required evidence in line with the verification protocols described in the Project Appraisal Document, and the corresponding amounts released. While the activities required towards achievement of the remaining 3 DLRs have also been completed, the independent verification of these DLR achievements has not been completed as per protocol, pending procurement of a third party verification agency. These 3 results are infrastructure upgrade of at least 40 TE institutions, commissioning a needs assessment study for the design of on-line programs for teachers' professional development, and adopting a framework for strengthening the corporate governance of BSEIDC.

All 6 of the Year 2 (2016-17) DLRs are delayed largely due to slow progress on procurement activities. A robust support mechanism has been put in place and agreed with GoB to ensure continued progress.
Data on Financial Performance

Disbursements (by loan)

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Currency</th>
<th>Original</th>
<th>Revised</th>
<th>Cancelled</th>
<th>Disbursed</th>
<th>Undisbursed</th>
<th>Disbursed</th>
</tr>
</thead>
<tbody>
<tr>
<td>P132665</td>
<td>IDA-55780</td>
<td>Effective</td>
<td>USD</td>
<td>250.00</td>
<td>250.00</td>
<td>0.00</td>
<td>71.12</td>
<td>178.88</td>
<td>28%</td>
</tr>
</tbody>
</table>

Key Dates (by loan)

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Approval Date</th>
<th>Signing Date</th>
<th>Effectiveness Date</th>
<th>Orig. Closing Date</th>
<th>Rev. Closing Date</th>
</tr>
</thead>
</table>

Risks

Systematic Operations Risk-rating Tool

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Rating at Approval</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political and Governance</td>
<td>--</td>
<td>● Substantial</td>
<td>● Substantial</td>
</tr>
<tr>
<td>Macroeconomic</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Sector Strategies and Policies</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Technical Design of Project or Program</td>
<td>--</td>
<td>● Low</td>
<td>● Low</td>
</tr>
<tr>
<td>Institutional Capacity for Implementation and Sustainability</td>
<td>--</td>
<td>● Substantial</td>
<td>● Substantial</td>
</tr>
<tr>
<td>Fiduciary</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Environment and Social</td>
<td>--</td>
<td>● Low</td>
<td>● Low</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
<tr>
<td>Other</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Overall</td>
<td>--</td>
<td>● Moderate</td>
<td>● Moderate</td>
</tr>
</tbody>
</table>

Disbursement Linked Indicators (DLI)

**DLI 1: Infrastructure: Ensuring requisite infrastructure of TE Institutions (Text)**

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inadequate infrastructure of TE institutions and no dedicated ICT facilities in to support teacher training.</td>
<td>--</td>
<td></td>
<td>(2014-15 Year 0) The target has been achieved and the World Bank has approved the GoB’s request for disbursement.</td>
</tr>
</tbody>
</table>
9 institutions (5 DIETs, 4 PTECs) have been upgraded in accordance with minimum standards
(2016-17 Year 2)
19 institutions (11 DIETs, 8 PTECs) have been upgraded in accordance with minimum standards

Contracts for nearly 25 DIETs have been awarded and one DIET is under retender. The works are at different stages of implementation.

Based on the status report provided it was observed that 3 sites there is issue of land; and in 3 sites work on one of the buildings could not be initiated due to ongoing classes/demolition issues.

Of the 22 PTECs, contracts for 20 have been awarded and one PTEC is under retender. One PTEC is observed to have Land issues and in 4 sites work in one of the buildings could not be initiated due to ongoing classes/demolition issues.

Contracts for all the four BITEs have been awarded and work is under progress in all the sites.

Of the 6 CTEs, contracts for 5 have been awarded and one CTE is under retender. One CTE is observed to have Land issues.

It was observed that only 11 works would be in a position to achieve completion within the next 3 months.

Tendering of nearly 185 BRCs has been initiated and it is expected that majority of the contracts would be awarded by June / July 2016.

### DLI 2: Institutional Capacity: Ensuring capacity enhancement of TE institutions for effective TE delivery (Percentage)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td>35.00</td>
<td>--</td>
<td>--</td>
<td>69.62</td>
</tr>
</tbody>
</table>

**Comments**

DLI Baseline information:

Baseline 1 (Filled-in teacher educator positions, shown in the above table) – 35% filled positions in DIETs, PTECs, and BRCs, many on ad-hoc basis

Baseline 2 (TEIDI, not shown in the above table) – SCERT, DIETs, PTECs, BITEs = 0.34; BRCs = 0.37

DRT had to fill in 1,008 of the 1,672 total teacher education cadre sanctioned positions.

By 2016-17, about 500 guest faculty have been hired (exact number pending from the Department). The task team is working with the government to ensure these hiring are converted into full time regular teacher educators.

Remaining vacancies = 1008 - 500 = 508; Percentage in position = (1672-508)/1672 = 69.62% [Figure includes guest faculty]
### DLI 3: Quality Improvement: Training of unqualified teachers and professional development of all teachers through ICT solutions.

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) 65,000 unqualified teachers in service (ii) No CPD undertaken for in-service teachers</td>
<td>--</td>
<td>(2014-15 Year 0) The target has been achieved and the World Bank has approved the GoB’s request for disbursement.</td>
</tr>
<tr>
<td>Date</td>
<td>--</td>
<td>--</td>
<td>(2015-16 Year 1) TNA study not shared by SCERT.</td>
</tr>
<tr>
<td></td>
<td>(2016-17 Year 2) NCTE has granted approval to run ODL program only in 66 TE institutions.</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

**Comments**

Approval to run ODL program has been granted only for 66 training institutions by the National Council for Teacher Education (NCTE), and the task team has escalated this issue to the Chief Secretary of Bihar to help in the process of obtaining necessary exemptions from the NCTE for Bihar. If the NCTE does not accept the state plea for accepting 100 TE institutions as recorded in the DLI matrix, the team may need to minimally revise the DLI matrix to reflect the above since this task is beyond the purview of the implementing agency. The FA will be amended accordingly with the revised DLI matrix in consultation with the legal team.

#### DLI Baseline information:

(i) 65,000 unqualified teachers in service (ii) No CPD undertaken for in-service teachers

Preparatory actions needed to meet DLIs in subsequent years:

- For Year 2 (2016-17) state may prepare to have 100 TEIs ready to roll out ODL program
- ICT systems installation to be ready for at least 100 institutions with TEMIS ready to capture the same. In the meantime, open source Student Record Keeping system may be deployed.

### DLI 4: Accountability and Monitoring System: Ensuring Teachers’ management and performance is effectively monitored and evaluated.

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No system in place for planning and management of teachers and their performance</td>
<td>--</td>
<td>(2014-15 Year 0) [No DLI]</td>
</tr>
<tr>
<td>Date</td>
<td>--</td>
<td>--</td>
<td>(2015-16 Year 1) The target has been achieved and the World Bank has approved the GoB’s request for</td>
</tr>
</tbody>
</table>

---
### DLI 5: Teacher accountability: Teachers’ accountability at school level (Text)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Limited role of SMCs in monitoring school functioning and teacher attendance</td>
<td></td>
<td>(2014-15 Year 0) [No DLI]</td>
</tr>
<tr>
<td></td>
<td>- Teacher attendance in primary schools: 81%; - Teacher attendance in upper primary schools: 78%</td>
<td>(2015-16 Year 1) [No DLI]</td>
<td>(2016-17 Year 2) The target has not been achieved.</td>
</tr>
</tbody>
</table>

**Comments**

Preparatory actions needed to meet DLIs in subsequent years:

- Rapid development and deployment of TEMIS

### DLI 6: Strengthened Corporate Governance: Program Fiduciary Systems & Performance (Text)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(i) Inadequate Corporate Governance mechanisms in BSEIDC including procurement practices, mechanisms for compliant handling and; absence of a Robust procurement MIS; and (ii) DR&amp;T not in timely compliance with the Bihar</td>
<td></td>
<td>(2014-15 Year 0) [No DLI]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(2015-16 Year 1)</td>
<td>(2016-17 Year 2) The target has been achieved as per the GoB, but is pending validation by an independent verification agency.</td>
</tr>
</tbody>
</table>

**Comments**

DLI Baseline information:

(Note: This will be tracked in Period 5 (2019-20) as : (i) Teachers’ attendance in primary school has improved by 3% in Year 5 compared with baseline; and (ii) Teachers’ attendance in upper primary school has improved by 3% in Year 5 compared with baseline)

Preparatory actions needed to meet DLIs in subsequent years:

- SMC training modules may be prepared to train the SMCs on teacher performance and absence monitoring
Treasury and Finance Rules.  

(2016-17 Year 2)  
The target has not been achieved

<table>
<thead>
<tr>
<th>Date</th>
<th>--</th>
<th>--</th>
<th>--</th>
</tr>
</thead>
</table>

(Amount(USD))

<table>
<thead>
<tr>
<th>Value</th>
<th>--</th>
<th>--</th>
<th>--</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>--</th>
<th>--</th>
<th>--</th>
</tr>
</thead>
</table>

Results

Results Area

Intermediate Results Area

Physical infrastructure and use of ICT facilities in teacher education institutions

Monitoring and evaluation system for teachers

Fiduciary and Governance systems

Project Development Objective Indicators

1. Beneficiaries (elementary school teachers covered through the program including % of female teachers) (Number, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>400,000.00</td>
<td>412,000.00</td>
<td>424,958.00</td>
<td>475,000.00</td>
</tr>
</tbody>
</table>

| Date          | 29-Apr-2015   | --                | --               | 31-May-2020 |

Comments

Percentage of female teachers - 40%
2. Improved teacher performance effectively monitored through index based on scores (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>51.50</td>
<td>51.50</td>
<td>51.50</td>
<td>56.50</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>

Comments
As per RF, indicator to be tracked in 2017-18.

Average Language Score (Percentage, Custom Breakdown)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>45.00</td>
<td>45.00</td>
<td>45.00</td>
<td>50.00</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>

Average Maths Score (Percentage, Custom Breakdown)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>58.00</td>
<td>58.00</td>
<td>58.00</td>
<td>63.00</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>

3. Percentage of teacher attendance (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>79.50</td>
<td>--</td>
<td>--</td>
<td>84.50</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>
**PDO Indicator 3: Percentage of teacher attendance (at Primary level) (Percentage, Custom Breakdown)**

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>81.00</td>
<td>--</td>
<td>--</td>
<td>86.00</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>

**PDO Indicator 3: Percentage of teacher attendance (at upper primary level) (Percentage, Custom Breakdown)**

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>78.00</td>
<td>--</td>
<td>--</td>
<td>83.00</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>

**4. Percentage of teacher positions in TE institutions filled (Percentage, Custom)**

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>35.00</td>
<td>--</td>
<td>69.72</td>
<td>75.00</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>

**Comments**

Baseline (Filled-in teacher educator positions, shown in the above table) – 35% filled positions in DIETs, PTECs, and BRCs, many on ad-hoc basis.

DRT had to fill in 1,008 of the 1,672 total teacher education cadre sanctioned positions.

By 2016-17, about 500 guest faculty have been hired (exact number pending from the Department). The task team is working with the government to ensure these hirings are converted into full time regular teacher educators.

Remaining vacancies = 1008 - 500 = 508; Percentage in position = (1672-508)/1672 = 69.62% [Figure includes guest faculty]
5. Additional qualified elementary teachers resulting from program interventions (cumulative: cumulative numbers include (i) 25,000 teachers certified through face- to- face regular D.EL Ed. course de (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>3,500.00</td>
<td>33,711.00</td>
<td>46,908.00</td>
<td>90,000.00</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>

Comments
Note: Number of graduated from the ODL program has increased by 13,197 from the previous year as per information provided by SCERT

Overall Comments

Intermediate Results Indicators

Indicator 1.1: Number of institutions with improved physical and ICT infrastructure (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>9.00</td>
<td>19.00</td>
<td>400.00</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>

Comments
As per RF, indicator to be tracked in 2017-18.

Indicator 1.2: ICT system for D.EL.Ed. elementary teacher certification program developed and used (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>--</td>
<td>--</td>
<td>50.00</td>
</tr>
<tr>
<td>Date</td>
<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
</table>
## Indicator 2.1: Teacher management and attendance effectively monitored and evaluated (Text, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>--</td>
<td>--</td>
<td>Policy framework for providing incentive to better performing teachers developed and approved by GoB for implementation.</td>
</tr>
</tbody>
</table>

Date: 29-Apr-2015

## Indicator 2.2: Improvement in Teacher Education Institutional Development Index scores (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.34</td>
<td>--</td>
<td>--</td>
<td>10.00</td>
</tr>
</tbody>
</table>

Date: 29-Apr-2015

Comments

Baseline for TEIDI – SCERT, DIETs, PTECs, BITEs = 0.34; BRCs = 0.37

As per RF, indicators to be tracked in 2017-2018

## Indicator 2.3: Student learning outcomes monitored (Text, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>N/A</td>
<td>--</td>
<td>Reading Comprehension – 208</td>
<td>Education Rep</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mathematics – 235</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Environmental Studies – 226</td>
<td></td>
</tr>
</tbody>
</table>

Date: 29-Apr-2015

Comments

Note:
The student learning outcomes are based on National Achievement Survey Class V Cycle 4 that was conducted in 2014. The reported value is the mean score of three subjects for children in Bihar schools. As per the survey:
Reading Comprehension – 208
Mathematics – 235
Environmental Studies – 226

NCERT has completed data collection for the Cycle 4 of NAS for Class 3 and 8; reports are under preparation.

Indicator 3.1: % of procurement complaints handled satisfactorily in a timely manner. Strengthened internal audit framework established (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
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<td>Value</td>
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<td>--</td>
<td>90.00</td>
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<td>29-Apr-2015</td>
<td>--</td>
<td>--</td>
<td>31-May-2020</td>
</tr>
</tbody>
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Overall Comments
Overall Comments: No Procurement complains reported