Loan Agreement

(Strengthening Foundations for Learning Project)

between

REPUBLIC OF TUNISIA

and

INTERNATIONAL BANK FOR RECONSTRUCTION
AND DEVELOPMENT
LOAN AGREEMENT

AGREEMENT dated as of the Signature Date between REPUBLIC OF TUNISIA ("Borrower") and INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT ("Bank"). The Borrower and the Bank hereby agree as follows:

ARTICLE I — GENERAL CONDITIONS; DEFINITIONS

1.01. The General Conditions (as defined in the Appendix to this Agreement) apply to and form part of this Agreement.

1.02. Unless the context requires otherwise, the capitalized terms used in this Agreement have the meanings ascribed to them in the General Conditions or in the Appendix to this Agreement.

ARTICLE II — LOAN

2.01. The Bank agrees to lend to the Borrower the amount of eighty-one million two hundred thousand Euro (EUR81,200,000), as such amount may be converted from time to time through a Currency Conversion ("Loan"), to assist in financing the project described in Schedule 1 to this Agreement ("Project").

2.02. The Borrower may withdraw the proceeds of the Loan in accordance with Section III of Schedule 2 to this Agreement.

2.03. The Front-end Fee is one quarter of one percent (0.25%) of the Loan amount.

2.04. The Commitment Charge is one quarter of one percent (0.25%) per annum on the Unwithdrawn Loan Balance.

2.05. The interest rate is the Reference Rate plus the Variable Spread or such rate as may apply following a Conversion; subject to Section 3.02(e) of the General Conditions.

2.06. The Payment Dates are June 1 and December 1 in each year.

2.07. The principal amount of the Loan shall be repaid in accordance with Schedule 3 to this Agreement.

ARTICLE III — PROJECT

3.01. The Borrower declares its commitment to the objectives of the Project. To this end, the Borrower shall carry out the Project through its Ministry of Education (MoE) in accordance with the provisions of Article V of the General Conditions and Schedule 2 to this Agreement.
ARTICLE IV — EFFECTIVENESS; TERMINATION

4.01. The Effectiveness Deadline is the date one hundred twenty (120) days after the Signature Date.

ARTICLE V — REPRESENTATIVE; ADDRESSES

5.01. The Borrower’s Representative is its Minister of Development, Investment and International Cooperation.

5.02. For purposes of Section 10.01 of the General Conditions: (a) the Borrower’s address is:

Ministry of Development, Investment and International Cooperation
98, Avenue Mohamed V
Place Pasteur
1002 Tunis
Republic of Tunisia

and

(b) the Borrower’s Electronic Address is:

Facsimile:
216 71 799 069

5.03. For purposes of Section 10.01 of the General Conditions: (a) the Bank’s address is:

International Bank for Reconstruction and Development
1818 H Street, N.W.
Washington, D.C. 20433
United States of America; and

(b) the Bank’s Electronic Address is:

Telex: Facsimile:
248423(MCI) or 1-202-477-6391
64145(MCI)
AGREED as of the Signature Date.

REPUBLIC OF TUNISIA

By __________________________

Authorized Representative

Name: ZIED LADHARI

Title: Ministre du Développement, de l'Investissement et la Coopération Internationale

Date: June 7, 2018

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

By __________________________

Authorized Representative

Name: TONY VERHEIJDEN

Title: Représentant Résident

Date: June 7, 2018
The objectives of the Project are to improve learning conditions in public preschools and primary schools, and to increase access to public preschool education in Selected Districts.

The Project consists of the following parts:

Part 1. Improving quality and increasing supply of public preschool education

1. Strengthening the Borrower’s professional development program of preschool teachers through the carrying out of the following activities, including:

   (a) the provision of support for, *inter alia*: (i) the development of training modules for the training of trainers and preschool teachers; and (ii) the delivering of learning courses for the training of trainers and for preschool teachers; and

   (b) the provision of support to CIFFIP and CREFOC for the carrying out of the training of trainers and the training of preschool teachers and, when applicable, other relevant personnel on the Borrower’s professional development program of preschool teachers.

2. Providing support for: (a) the preparation, acquisition and distribution of instructional materials for use in preschool classrooms; and (b) the provision of training in the use of instructional materials.

3. Implementing a preschool quality assurance mechanism through the carrying out of the following activities, including:

   (a) the provision of advisory services for the design and development of a quality measurement tool to measure both the quality of the learning environment and child development in preschools; and

   (b) the provision of training on the use of the quality measurement tool to measure both the quality of the learning environment and child development in public preschools.

4. Increasing the supply of public preschool classrooms through, *inter alia*, the construction and equipment of preschool classrooms within public primary schools in Selected Districts, including the construction of corresponding sanitary blocks and the installation of playgrounds.

Part 2. Improving learning conditions in public primary school

1. Strengthening school leadership through the carrying out of the following activities, including:
(a) (i) the design of a professional development program on leadership and school management for primary school directors/deputy directors; (ii) the elaboration of training modules for the training of trainers and for the training of primary school directors/deputy directors; and (iii) the delivery of learning courses for the training of trainers and for primary school directors/deputy directors;

(b) the provision of support to the CIFFIP and CREFOC for carrying out the training of trainers, the training of primary school directors and, when applicable, other relevant personnel on the professional development program developed on leadership and school management for primary school directors/deputy directors;

(c) the development and reproduction of training materials in print and digital format for the professional development program developed on leadership and school management for primary school directors/deputy directors;

(d) the purchase of digital tools for primary school directors to carry out distance learning activities; and

(e) the provision of Primary School Grants to Eligible Primary Schools to implement school improvement activities selected pursuant to the criteria and procedures established in the POM.

2. Upskilling primary school teachers through the carrying out of the following activities, including:

(a) (i) the design of a professional development program for untrained teachers in primary education; (ii) the development of training modules for the training of trainers and for the training of primary school teachers; and (iii) the delivery of learning courses for the training of trainers and for primary school teachers;

(b) the provision of support to the CIFFIP and CREFOC for carrying out the training of trainers, the training of primary school untrained teachers and, when applicable, other relevant personnel on the professional development program developed under Part 2.2(a) of the Project;

(c) the development and reproduction of training materials in print and digital format for the professional development program developed under Part 2.2 (a) of the Project; and

(d) the purchase of digital tools for primary school untrained teachers to carry out distance learning activities.

3. Improving the quality of instructional support to primary school teachers through the carrying out of the following activities, including:

(a) the preparation of instructional materials for primary school inspectors and pedagogical counsellors on techniques for teacher coaching;
(b) the reproduction and distribution of the instructional materials for primary school inspectors and pedagogical counsellors;

c) the provision of support to the CIFFIP and CREFOC for carrying out the training of trainers, the training of primary school inspectors and pedagogical counselors and, when applicable, other relevant personnel on the techniques for teacher coaching developed under Part 2.3(a) of the Project; and

d) the purchase of digital tools for primary school inspectors and pedagogical counsellors to carry out distance learning activities.

4. Promoting literacy-rich classroom environments through, inter alia, the purchase of selected reading materials and digital reading resources for reading corners in primary school classrooms.

5. Rehabilitation of primary schools in Selected Districts, including small repair-type works and equipment of classrooms.


1. Managing primary school teachers’ professional development through the design and implementation of a digital tool for better management and tracking of individual teacher professional development pathways.

2. Implementing learning assessments to strengthen primary school teachers’ instruction through, inter alia: (a) the design and implementation of adequate learning assessments in primary school; (b) based on the learning assessments carried out under (a) above, the preparation and implementation of appropriate interventions; and (c) the printing of materials and reports to disseminate the results of said learning assessments.

3. Providing financing of payments under the Eligible Expenditure Program (EEP) in support of improving learning conditions in public preschools and primary schools through, inter alia: (a) the carrying out of training activities to strengthen the capacity of MoE’s relevant personnel; (b) the carrying out of activities to support public primary school maintenance; and (c) the carrying out of activities to support the development of distance learning platforms and training modules, all in accordance with the provisions set forth in Section III of Schedule 2 to this Agreement.

Part 4. Project Management

Supporting the Borrower (including its Project Implementing Unit (UGPO)) in the management, monitoring and evaluation of the Project (including the implementation of all technical, administrative, fiduciary and safeguard-related aspects), and the carrying out of relevant impact assessment studies as defined in the POM.
SCHEDULE 2

Project Execution

Section I. Implementation Arrangements

A. Institutional Arrangements.

1. The Borrower shall vest the overall responsibility for the implementation of the Project in the MoE, and to this end, shall, through the MoE:

   (a) (i) maintain, throughout Project implementation, the UGPO with composition and resources acceptable to the Bank and defined in the Project Operational Manual, to be responsible for day-to-day management of the Project (including the procurement, financial management and safeguards aspects); and (ii) no later than three (3) months after the Effective Date, or such other date as agreed by the Bank, appoint and thereafter maintain a Project coordinator under terms of reference described in the Project Operational Manual; and

   (b) no later than three (3) months after the Effective Date, or such other date as agreed by the Bank, establish, and thereafter maintain throughout Project implementation, the Project Steering Committee with composition acceptable to the Bank and defined in the Project Operational Manual, to provide strategic guidance and oversight of the Project.

2. The Borrower, through the MoE, shall: (a) carry out the Project in accordance with the requirements set forth in a manual acceptable to the Bank (Project Operational Manual or POM); and (b) not assign, amend, abrogate, or waive the POM or any of its provisions, except with the prior written approval of the Bank. In case of any conflict between the terms of the POM and those of this Agreement, the terms and conditions of this Agreement shall prevail.

B. Primary School Grants

1. For purposes of the provision of Primary School Grants under Part 2.1(e) of the Project, upon achievement of DLR#2.1 as described in Schedule 4 of this Agreement, the Borrower, through the MoE, shall, upon selection of an Eligible Primary School pursuant to the criteria and procedures established in the POM, enter into a standard agreement with the Eligible Primary School, under terms and conditions acceptable to the Bank (the Primary School Grant Agreement), including, inter alia: (a) the Eligible Primary School’s obligation to: (i) carry out its activities in compliance with the Anti-Corruption Guidelines, and when applicable, prepare an environmental and social information sheet in accordance with the ESMF, in form and substance satisfactory to the Bank, and to implement said activities in accordance with the relevant environmental and social information sheet; (ii) report to the UGPO on the progress of the implementation of the activity financed with the Primary School Grant, and to enable the UGPO, the Borrower and the Bank, if the Bank shall so request, to visit the primary school where the financed activities are implemented and administered; and (iii) to maintain records and accounts for expenditures incurred and financed with the Primary School Grant; and (b) the right of the Borrower to suspend,
cancel or request a refund of the Primary School Grant or a portion thereof in case of the failure of the Eligible Primary School to perform any of its obligations under the Primary School Grant Agreement.

2. The Borrower shall exercise its rights and carry out its obligations under each Primary School Grant Agreement in such manner as to protect the interests of the Borrower and the Bank and to accomplish the purposes of the Loan. Except as the Bank shall otherwise agree, the Borrower shall not assign, amend, abrogate or waive any Primary School Grant Agreement or any of their provisions.

C. Safeguards.

The Borrower, through MoE, shall ensure that the Project is implemented in accordance with the Environmental and Social Management Framework (ESMF) and the Resettlement Policy Framework (RPF). Except as otherwise agreed by the Bank, the Borrower, through MoE, shall not amend, abrogate, waive, or fail to enforce the ESMF or the RPF, or any of their provisions.

Section II. Project Monitoring Reporting and Evaluation

The Borrower, through MoE, shall furnish to the Bank each Project Report not later than forty-five (45) days after the end of each calendar semester, covering the calendar semester.

Section III. Withdrawal of Loan Proceeds

A. General.

Without limitation upon the provisions of Article II of the General Conditions and in accordance with the Disbursement and Financial Information Letter, the Borrower may withdraw the proceeds of the Loan to: (a) finance Eligible Expenditures; and (b) pay the Front-end Fee; in the amount allocated and, if applicable, up to the percentage set forth against each Category of the following table:

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount of the Loan Allocated (expressed in EUR)</th>
<th>Percentage of Expenditures to be financed (exclusive of Taxes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Goods, works, non-consulting services, consulting services, Training and Incremental Operating Costs under Parts 1, 2 (including Primary School Grants under Part 2.1 (e) of the Project), 3 (but excluding Part 3.3) and 4 of the Project</td>
<td>56,637,000</td>
<td>100%</td>
</tr>
<tr>
<td>(2) Payments for EEPs under Part 3.3 of the Project</td>
<td>24,360,000</td>
<td>100%</td>
</tr>
</tbody>
</table>
(3) Front-end Fee  

<table>
<thead>
<tr>
<th>(3) Front-end Fee</th>
<th>203,000</th>
<th>Amount payable pursuant to Section 2.03 of this Agreement in accordance with Section 2.07 (b) of the General Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL AMOUNT</td>
<td>81,200,000</td>
<td></td>
</tr>
</tbody>
</table>

B. Withdrawal Conditions; Withdrawal Period.

1. Notwithstanding the provisions of Part A above, no withdrawal shall be made:

   (a) for payments made prior to the Signature Date, except that withdrawals up to an aggregate amount not to exceed EUR4,872,000 may be made for payments made prior to this date but on or after the date twelve months prior to the Signature Date, for Eligible Expenditures under Category (2), provided that the Borrower shall have submitted the relevant EEP spending report for the referred period and such report shall have been found satisfactory by the Bank, in accordance with the provisions of the POM and the Disbursement and Financial Information Letter; or

   (b) for payments made under Category (2) until and unless the Borrower has furnished evidence satisfactory to the Bank with respect to the achievement of the respective Disbursement-Linked Results (DLRs) as referred to in Schedule 4 to this Agreement and the additional supporting documentation set forth in the Disbursement and Financial Information Letter;

2. Notwithstanding the provisions of Part B.1(b) of this Section, if any of the DLRs referred to in Schedule 4 to this Agreement has not been achieved, the Bank may, by notice to the Borrower: (a) reallocate all or a portion of the proceeds of the Loan then allocated to said DLR to any other DLR; and/or (b) cancel all or a portion of the proceeds of the Loan then allocated to said DLR.

3. The Bank and the Borrower may agree from time to time, by exchange of letters, to modify DLIs or corresponding amounts for the DLIs set forth in Schedule 4 to this Agreement.

4. The Closing Date is December 31, 2023.
SCHEDULE 3
Amortization Schedule

The Borrower shall repay the principal amount of the Loan as follows:

<table>
<thead>
<tr>
<th>Principal Payment Date</th>
<th>Installment Share (Expressed as a Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1, 2024</td>
<td>1.00%</td>
</tr>
<tr>
<td>December 1, 2024</td>
<td>1.00%</td>
</tr>
<tr>
<td>June 1, 2025</td>
<td>1.00%</td>
</tr>
<tr>
<td>December 1, 2025</td>
<td>1.00%</td>
</tr>
<tr>
<td>June 1, 2026</td>
<td>1.00%</td>
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<tr>
<td>December 1, 2026</td>
<td>1.00%</td>
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<tr>
<td>June 1, 2027</td>
<td>1.00%</td>
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<tr>
<td>December 1, 2027</td>
<td>1.00%</td>
</tr>
<tr>
<td>June 1, 2028</td>
<td>1.00%</td>
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<tr>
<td>December 1, 2028</td>
<td>2.00%</td>
</tr>
<tr>
<td>June 1, 2029</td>
<td>2.00%</td>
</tr>
<tr>
<td>December 1, 2029</td>
<td>2.00%</td>
</tr>
<tr>
<td>June 1, 2030</td>
<td>2.00%</td>
</tr>
<tr>
<td>December 1, 2030</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2031</td>
<td>4.00%</td>
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<tr>
<td>December 1, 2031</td>
<td>4.00%</td>
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<tr>
<td>June 1, 2032</td>
<td>3.00%</td>
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<tr>
<td>December 1, 2032</td>
<td>4.00%</td>
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<tr>
<td>June 1, 2033</td>
<td>2.00%</td>
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<tr>
<td>December 1, 2033</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2034</td>
<td>2.00%</td>
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<tr>
<td>December 1, 2034</td>
<td>4.00%</td>
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<tr>
<td>June 1, 2035</td>
<td>4.00%</td>
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<tr>
<td>December 1, 2035</td>
<td>4.00%</td>
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<tr>
<td>June 1, 2036</td>
<td>4.00%</td>
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<tr>
<td>December 1, 2036</td>
<td>4.00%</td>
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<tr>
<td>June 1, 2037</td>
<td>4.00%</td>
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<tr>
<td>December 1, 2037</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2038</td>
<td>2.00%</td>
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<tr>
<td>December 1, 2038</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2039</td>
<td>2.00%</td>
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<tr>
<td>December 1, 2039</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2040</td>
<td>2.00%</td>
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<tr>
<td>December 1, 2040</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2041</td>
<td>2.00%</td>
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<tr>
<td>December 1, 2041</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2042</td>
<td>2.00%</td>
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<tr>
<td>December 1, 2042</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2043</td>
<td>2.00%</td>
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<tr>
<td>December 1, 2043</td>
<td>2.00%</td>
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<tr>
<td>June 1, 2044</td>
<td>2.00%</td>
</tr>
<tr>
<td>Date</td>
<td>Rate</td>
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<tr>
<td>---------------------</td>
<td>-------</td>
</tr>
<tr>
<td>December 1, 2044</td>
<td>2.00%</td>
</tr>
<tr>
<td>June 1, 2045</td>
<td>2.00%</td>
</tr>
<tr>
<td>December 1, 2045</td>
<td>2.00%</td>
</tr>
</tbody>
</table>
## SCHEDULE 4

### Disbursement Linked Indicators

The DLIs and corresponding amounts may be adjusted from time to time by the Bank and the Borrower, based on the review pursuant to Section III.B.3 of Schedule 2 to this Agreement.

<table>
<thead>
<tr>
<th>Disbursement Linked Indicator Description</th>
<th>Disbursement Linked Result</th>
<th>Amount of Loan Allocated (expressed in EUR)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DLI#1: Quality assurance mechanism for public preschool education established</td>
<td>DLR#1.1: The MoE has adopted a national plan describing the main challenges identified and outlining key actions to improve the quality of public preschool services. DLR#1.2: The MoE has formally adopted the quality assurance mechanism for public preschool education. DLR#1.3: Number of public preschools that have received feedback on their performance using the quality assurance mechanism adopted under DLR#1.2, from a baseline of 0 public preschools.</td>
<td>DLR#1.1: EUR1,624,000</td>
</tr>
<tr>
<td>DLI#2: Public primary schools receive and manage funds to improve quality</td>
<td>DLR#2.1: The Borrower has adopted the required legislation allowing eligible public primary schools to receive and manage their own budget, as further described in the POM DLR#2.2: (a) The MoE has approved and circulated the guidelines for the preparation of budget to eligible public primary schools; and (b) following appropriate training to public primary schools' principals on the budget processes, eligible public</td>
<td>DLR 2.1: EUR812,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DLR#2.2: EUR812,000 Formula: For each eligible public primary school having prepared a budget proposal in accordance with the MoE’s approved guidelines, EUR8,120 may be made available for withdrawal by eligible public</td>
</tr>
<tr>
<td>DLI#3: Improved teacher classroom practices</td>
<td>DLR#3.1: The MoE has adopted a core professional development program for: (a) public preschool teachers, and (b) primary school teachers; each (a) and (b) under terms of reference defined in the POM (including a face-to-face and a distance learning component and continuous coaching to be provided by public primary schools' inspectors and pedagogical counselors).</td>
<td>DLR# 3.1: EUR1,624,000 Formula: (a) EUR812,000 may be made available for withdrawal by the Borrower upon the adoption of a core professional development program for public preschool teachers under terms of reference defined in the POM; and (b) EUR812,000 may be made available for withdrawal by the Borrower upon the adoption of a core professional development program for public primary school teachers under terms of reference defined in the POM</td>
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<tr>
<td></td>
<td>DLR#3.2: The information management system for professional development (developed under terms and conditions described in the POM) is fully operational to monitor and manage professional development activities for: (a) public preschool and primary school teachers; and (b) public primary school directors</td>
<td>DLR#3.2: EUR 1,624,000 Formula: (a) EUR812,000 may be made available for withdrawal by the Borrower upon the use by MoE of the information management system for professional development to monitor and assign professional development activities to public preschool and primary school teachers; and (b) EUR812,000 may be made available for withdrawal by the Borrower upon the use by MoE of the information management system for professional development to monitor and</td>
</tr>
<tr>
<td>DLR#3.3, 3.4 and 3.5: Number of trained public preschool and primary school teachers that have demonstrated skills learned through the core professional development program approved under DLR#3.1, during a given calendar year, from a 0 baseline.</td>
<td>assign professional development activities to public primary school directors.</td>
<td>EUR 1,624,000</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>DLR#3.3: EUR324,800 Formula: At least 30% of a random sample of trained public preschool and primary school teachers have demonstrated skills learned through the core professional development program approved under DLR#3.1, from a 0 baseline.</td>
<td>DLR#3.4: EUR487,200 Formula: At least cumulative 40% of a random sample of trained public preschool and primary school teachers have demonstrated skills learned through the core professional development program approved under DLR#3.1</td>
<td>DLR#3.5: EUR812,000 Formula: At least cumulative 50% of a random sample of trained public preschool and primary school teachers have demonstrated skills learned through the core professional development program approved under DLR#3.1.</td>
</tr>
<tr>
<td>DLI#4: Strengthened measurement and use of learning outcomes to inform policy</td>
<td>DLR#4.1: The Borrower has: developed and adopted a policy framework authorizing and providing guidelines for the elaboration of a national standardized learning assessment for public primary schools under terms and conditions described in the POM.</td>
<td>DLR#4.1: EUR1,624,000</td>
</tr>
</tbody>
</table>
DLR#4.2: The Borrower's CREs have developed adequate action plans which shall include the proposed targeted interventions aimed at supporting low-performing public primary schools based on results of the learning assessment carried out under Part 3.2 of the Project.

(b) EUR812,000 may be made available for withdrawal by the Borrower when at least 50 percent of public primary schools have shared results of student learning assessments with parents, from a baseline of 0.

DLR#4.3: Results of public primary school student learning assessments have been shared with the parents of public primary schools, as further described in the POM.

(a) EUR812,000 may be made available for withdrawal by the Borrower when at least cumulative 50 percent of public primary schools have shared results of student learning assessments with parents, from a baseline of 0.

(b) EUR812,000 may be made available for withdrawal by the Borrower when at least cumulative 80 percent of public primary schools have shared results of student learning assessments with parents, from a baseline of 0.

DLR#4.4: The Borrower's CREs have developed action plans to support low-performing public primary schools based on results of the learning assessment carried out under Part 3.2 of the Project.

(b) EUR812,000 may be made available for withdrawal by the Borrower when at least cumulative 80 percent of the CREs have developed action plans to support low-performing public primary schools based on performance results of the learning assessment carried out under Part 3.2 of the Project.

DLR#4.3: Results of public primary school student learning assessments have been shared with the parents of public primary schools, as further described in the POM.

(a) EUR812,000 may be made available for withdrawal by the Borrower when at least cumulative 50 percent of public primary schools have shared results of student learning assessments with parents, from a baseline of 0.

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DLR#4.4: The Borrower's CREs have developed adequate action plans which shall include the proposed targeted interventions aimed at supporting low-performing public primary schools based on results of the learning assessment carried out under Part 3.2 of the Project.

(b) EUR812,000 may be made available for withdrawal by the Borrower when at least 50 percent of public primary schools have shared results of student learning assessments with parents, from a baseline of 0.

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(b) EUR812,000 may be made available for withdrawal by the Borrower when at least 50 percent of public primary schools have shared results of student learning assessments with parents, from a baseline of 0.

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(b) EUR812,000 may be made available for withdrawal by the Borrower when at least cumulative 80 percent of public primary schools have shared results of student learning assessments with parents, from a baseline of 0.

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<tr>
<th>DLI#5: Key investment programs in the education sector are prioritized</th>
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<tr>
<td>DLR#5.1: The Borrower has adopted a medium-term expenditure framework which shall include, <em>inter alia</em>, proposed budget allocations per type of expenditures in public primary education for the targeted period (as defined in the POM).</td>
<td>DLR#5.1: EUR1,624,000</td>
</tr>
<tr>
<td>DLR#5.2: The actual expenditures approved in public primary education during the first Borrower’s fiscal year covered by the medium-term expenditure framework are within 25 percent of the budget allocation approved in said medium-term expenditure framework.</td>
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<td>DLR#5.3: The actual expenditures approved in public primary education during the second Borrower’s fiscal year covered by the medium-term expenditure framework are within 25 percent of the budget allocation approved in said medium-term expenditure framework.</td>
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APPENDIX

Section I. Definitions

1. “Anti-Corruption Guidelines” means, for purposes of paragraph 5 of the Appendix to the General Conditions, the “Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants”, dated October 15, 2006 and revised in January 2011 and as of July 1, 2016.

2. “Category” means a category set forth in the table in Section III.A of Schedule 2 to this Agreement.

3. “CIFFIP” means Centre International de Formation des Formateurs et d’Innovation Pédagogique, the International Center for Training of Trainers and Educational Innovation.

4. “CNTE” means Centre National des Technologies en Education, the Borrower’s National Center for Information System.

5. “CRE” means Commissariat Régionale d’Éducation, a Borrower’s regional education office established in each of the Borrower’s Governorates.

6. “CREFOC” means Centre Régional de l’Éducation et de la Formation Continue, each Regional Education and In-service Training Center established within the Borrower’s territory.

7. “Disbursement Linked Indicator” or “DLI” means in respect of Category (2), each of the indicators related to said Category as set forth in the table in Schedule 4 to this Agreement.

8. “Disbursement Linked Result” or “DLR” means in respect of Category (2), each of the results related to said Category as set forth in the table in Schedule 4 to this Agreement, on the basis of the achievement of which, the amount of the Loan allocated to said result may be withdrawn in accordance with the provisions of Section III.B of Schedule 2 to this Agreement.

9. “Eligible Expenditures Program” or “EEP” means a set of defined expenditures within CREFOC’s, CRE’s, CIFFIP’s and CNTE’s respective budget including recurrent operating costs incurred by said entities for carrying out the Project activities under their responsibility.

10. “Eligible Primary School” means a public primary school in the Borrower’s territory selected in accordance with the criteria and procedures established in the POM, which will benefit from the provision of Primary School Grant under Part 2.1(e) of the Project.

11. “Environmental and Social Management Framework” or “ESMF” means the Borrower’s Environmental and Social Management Framework, acceptable to the Bank, published on the Borrower’s website on March 15, 2018 and on the Bank’s external website, on March 16, 2018, which contains, inter alia the environmental and social protection measures in respect of the Project, including: (a) measures for chance findings of physical cultural property; (b) protection of natural habitats and pest management; (c) guidelines for the
identification of existing environmental conditions and potential direct and indirect environmental impacts resulting from the carrying out of the Project; (d) guidelines for the carrying out of environmental assessments and the preparation, when applicable, of environmental and social management plans under Parts 1.4 and 2.5 of the Project, or environmental and social information sheets under Part 2.1(e) of the Project; (e) the recommendation of mitigation measures for each negative impact identified; and (f) measures for enhancing each identified positive impacts; as may be amended from time to time with the Bank’s prior written consent.


13. “Governorate” means an administrative subdivision of the Borrower’s territory.

14. “Incremental Operating Costs” means reasonable recurrent expenditures (none of which would have been encountered absent the Project), incurred in the account of Project implementation, including, inter alia, travel costs (i.e. accommodation and transportation); printing and publications; but excluding the salaries of the Borrower’s public servants and/or permanent employees.

15. “Involuntary Resettlement” means the impact of: (a) an involuntary taking of land under the Project, which taking causes affected persons to have their: (i) standard of living adversely affected; or (ii) right, title or interest in any house, land (including premises, agricultural and grazing land) or any other fixed or movable asset acquired or possessed, temporarily or permanently; (iii) access to productive assets adversely affected, temporarily or permanently; or (iv) business, occupation, work or place of residence or habitat adversely affected, temporarily or permanently; or (b) an involuntary restriction of access to legally designated parks and protected areas (including reserves) which causes an adverse impact on the livelihoods of the affected persons.

16. “Ministry of Education” or MoE” means the Borrower’s Ministère de l’Éducation, or any successor thereto.

17. “Primary School Grant” means a grant to be provided by the Borrower from the proceeds of the Loan to each Eligible Primary School to implement school improvement activities under Part 2.1(e) of the Project, selected pursuant to the criteria and procedures established in the POM.

18. “Primary School Grant Agreement” means the agreement referred to in Section I.B of Schedule 2 to this Agreement.


20. “Project Implementing Unit” or “UGPO” means Unité de Gestion par Objectif, established within MoE, and referred to in Section I.A.1(a)(i) of Schedule 2 to this Agreement.
21. "Project Operational Manual" or "POM" means the manual referred to in Section I.A.2 of Schedule 2 to this Agreement, to be adopted by the Borrower, at all times in form and substance acceptable to the Bank, setting forth the details of all operational arrangements for the implementation, monitoring and supervision of the Project, including: (a) the respective roles and responsibilities for the implementation of the Project; (b) the accounting, financial management, auditing and reporting arrangements; (c) the procurement arrangements, including the Procurement Plan; (d) the monitoring and evaluation procedures including the selected indicators for measuring Project performance; (e) the procedures and eligibility criteria governing the provision of Primary School Grants; (f) the DLI's and DLRs under Part 3.3 of the Project, including the procedures for verifying the achievement of said DLI; (g) the ESMF and RPF; and (h) all other relevant arrangements necessary for the carrying out of the Project.

22. "Project Steering Committee" means Comité de Pilotage, the Steering Committee located within MoE and referred to in Section I.A.1 (b) of Schedule 2 to this Agreement.

23. "Resettlement Policy Framework" or "RPF" means the Borrower's Resettlement Policy Framework, acceptable to the Bank, published on the Borrower's website on March 15, 2018 and on the Bank's external website, on March 16, 2018, outlining general implementation procedures, mitigation measures and monitoring procedures for Involuntary Resettlement under the Project, including the procedures for preparation and implementation of resettlement plans, when applicable, as said framework may be amended from time to time with the Bank's prior written consent.

24. "Selected Districts" means any of the Borrower's districts (délégations) selected to participate in the Project pursuant to the criteria and procedures established in the Project Operational Manual.

25. "Signature Date" means the later of the two dates on which the Borrower and the Bank signed this Agreement and such definition applies to all references to "the date of the Loan Agreement" in the General Conditions.

26. "Training" means expenditures (other than for consultants' services) incurred in connection with the carrying out of training, seminars, and workshops under the Project, including, inter alia: logistics, the reasonable travel cost (including transportation and lodging), per-diem of the trainers, and training materials.