



Report No: RES01429

INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT

RESTRUCTURING PAPER

ON A

PROPOSED PROGRAM RESTRUCTURING

OF THE

SUPPORTING THE FEDERAL POLICY FOR ENHANCING FOUNDATIONAL LITERACY PROGRAM

APPROVED ON NOVEMBER 27, 2024

TO THE

ARGENTINE REPUBLIC

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Education Global Practice
Latin America And Caribbean

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ABBREVIATIONS AND ACRONYMS

APRENDER	Argentina's National Standardized Assessment of Student Achievement
CFE	Federal Council of Education (<i>Consejo Federal de Educación</i>)
CUE	School ID Number (<i>Clave Única Educativa</i>)
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
IRI	Intermediate Results Indicator
MPL	Minimum Proficiency Level
PNA	National Literacy Plan (<i>Plan Nacional de Educación</i>)
POM	Project Operations Manual
PDO	Program Development Objective of the Operation
ReNPE	National Survey of Education Staff (<i>Relevamiento Nacional de Personal Educativo</i>)
RFA	Federal Literacy Network (<i>Red Federal de Alfabetización</i>)
SEDUC	Secretariat of Education (<i>Secretaría de Educación</i>)
SiNIDE	National Comprehensive Digital Educational Information System (<i>Sistema Integral de Información Digital Educativa</i>)
SINTyS	National Tax and Social Identification System (<i>Sistema de Identificación Nacional Tributario y Social</i>)
UALF	SEDUC's National Literacy Unit (<i>Unidad de Alfabetización</i>)
UHM	Extended School Day Program (<i>Programa Una Hora Más</i>)



BASIC DATA

Product Information

Operation ID	Operation Name
P505179	Supporting the Federal Policy for Enhancing Foundational Literacy
Product	Operation Acronym
Program-for-Results Financing (PforR)	AR Literacy MPA
Operation Status	Approval Date
Active	27-Nov-2024
Does this operation have an IPF component?	
Yes	
Environmental and Social Risk Classification (ESRC)	
Moderate	

ACCOUNTABILITY

Region/Country

Who is the primary beneficiary of this operation?	Beneficiary country/countries (borrower, recipient)
Country or Group of Countries	Argentina
Geographical Identifier	
Argentina	
Requesting Unit	
LCC7C (6297)	
Will regional institutions act as the borrower/implementer?	
No	

Implementing Unit

Responsible Unit (e.g. EECG1)	Practice Area (Lead)
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HLCED (9253)

Education

Contributing Practice Areas

Governance

OPERATION STATUS

Development Objective (DO)

Development Objective

To contribute to the improvement of foundational literacy and to the strengthening of coordination between the national and subnational levels of government in education

Disbursement Summary (in USD million)

Source of Funds	Net Commitment	Disbursed	Undisbursed	% Disbursed
IBRD	500.00	170.25	329.75	34.05
IDA	--	--	--	0
Grants	--	--	--	0

Policy Waivers

Does this restructuring trigger the need for any policy waiver(s)?

No

MULTIPHASE PROGRAMMATIC APPROACH (MPA)

Multiphase Programmatic Approach (MPA) Program Development Objective

Original MPA Program Development Objective (Approved as part of Approval on 27-Nov-2024)

To improve foundational learning outcomes in Argentina.

Current MPA Program Development Objective (Approved as part of Approval on 27-Nov-2024)

To improve foundational learning outcomes in Argentina.

Proposed MPA Program Development Objective

Multiphase Programmatic Approach (MPA) Status (Public Disclosure)

Status and Key Decisions (Public Disclosure)



The World Bank

Supporting the Federal Policy for Enhancing Foundational Literacy (P505179)





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I. PROGRAM STATUS AND RATIONALE FOR RESTRUCTURING

1. This document seeks Country Director approval for a Level 2 restructuring of the Supporting the Federal Policy for Enhancing Foundational Literacy Program (P505179, the “Program”). The proposed restructuring would modify the Results Framework to respond to the Borrower’s request to better align Program results and recognize education achievements in literacy with priorities of Argentina’s National Literacy Plan (*Plan Nacional de Educación*, PNA). The proposed adjustments strengthen the Program’s results orientation and support the sustained improvement of foundational literacy across Argentina.

A. Program Status

2. **Progress towards achievement of the Project Development Objective (PDO) is rated Moderately Satisfactory (MS).** The PDO is to contribute to the improvement of foundational literacy and to strengthen coordination between the national and subnational levels of government in education. Argentina’s National Standardized Assessment of Student Achievement (APRENDER) 2024 learning results were processed and published, and piloting for APRENDER 2026 was completed. Together with the provinces, SEDUC is analyzing the cut-off points and baseline in relation to the minimum proficiency level (MPL) in reading, which will determine the baseline for the key PDO indicators that measure improvement in learning outcomes.

3. **The Implementation Progress of the Program is rated Satisfactory (S), with all other key ratings rated MS or higher.** Since becoming effective in December 2024, the Operation has advanced steadily across the two result areas:

- a. **RA 1: Improving the quality of foundational literacy:** The 24 Jurisdictions submitted and began monitoring their 2025 Jurisdictional Literacy Plans, while the Extended School Day Program expanded to 61 percent of public primary schools. School-based training for supervisors concluded with 1,000 certified participants, complemented by the nationwide launch of training for more than 6,600 school principals. Over 8 million textbooks and 11 million children’s literature books have been printed and successfully distributed to public schools across the country.
- b. **RA 2: Strengthening federal financing, information, and evaluation systems for impact:** Connectivity efforts continued with the installation of 3,000 networks floors in primary and initial-level schools.. Near-universal student-level data registration was achieved through the National Comprehensive Digital Educational Information System (*Sistema de Identificación Nacional Tributario y Social*, SniDE), and the New Financing Mechanism for the *Libros para Aprender* program was implemented, linking transfers to registered students in SniDE.

4. **There has been implementation progress in two critical areas that were not originally captured in the Results Framework.** First, the establishment of a federal literacy governance structure and a network of approximately 7,000 schools that form the Literacy School Network (*Escuelas Alfa en Red*), now serve as the core territorial platform for prioritizing foundational literacy actions. This network lies behind the PNA’s strategy of differential, needs-based support across jurisdictions and monitoring through the Federal Literacy Network. Second, the sequencing of national information system reforms required to consolidate teacher-level data. This consolidation of a unified national registry of educational personnel in Argentina is a critical step for the full integration of teacher-level data into the SniDE.

5. **There have been challenges in the scope of activities and end targets on two intervention areas.** As implementation progressed, it became clear that two Disbursement-Linked Results (DLRs) that were designed to address gaps were overestimated: (i) the teacher-level certification target under DLR 4.1: while program implementation has advanced, the Secretariat of Education (*Secretaría de Educación*, SEDUC) has confirmed that the number of eligible



supervisors is lower than initially estimated; and (ii) the gap in school connectivity related to DLRs 6.3 and 6.4; an updated infrastructure survey shows the school connectivity gap is substantially smaller than anticipated at preparation, rendering the targets under DLI 6 no longer relevant.

6. **The Project's Financial Management (FM) arrangements will remain unchanged, in terms of budgeting, internal control, accounting and financial reporting, disbursement, and external audit. The same applies for procurement arrangements.** The SEDUC will continue to be responsible for the FM and Procurement of the Project. The restructuring does not modify the programs included in the Program's Expenditure Framework and the country systems are in place continuing to be adequate. Fiduciary actions included in the Program Action Plan also remained unchanged. The FM rating is currently rated as Satisfactory. There are no overdue audit reports for this operation. However, the 2024 audit report for the Improving Inclusion in Secondary and Higher Education (P168911) managed by SEDUC is overdue. The main reason for the delay is that the General Auditors Board (GAB) of the Supreme Audit Institution (Auditoría General de la Nación, AGN) is not operational due to vacancies that remain pending Congressional appointment. In accordance with AGN regulations, the endorsement of the GAB is required for audit reports to be officially issued. Even though the audit reports are finalized, they cannot be formally submitted until the GAB is fully constituted.

B. Rationale for Program restructuring

7. **The Government of Argentina has requested a revision of the Bank's portfolio to better align Bank financing with the country's strategic priorities, to recognize achieved results and better facilitate improved implementation.** The proposed restructuring is necessary to ensure that the Program's disbursements for calendar year 2025 can be completed as expected and that the Results Framework more accurately reflects the actual sequencing, pace, and institutional arrangements underpinning the implementation of Argentina's PNA as outlined in the program status above and explanation of the proposed changes below.

8. **The proposed changes maintain the Program Development Objective (PDO),** reinforce the results orientation of the Program, and support the Government's ability to sustain foundational literacy reforms with a more feasible, technically grounded, and chronologically coherent results framework.

II. DESCRIPTION OF PROPOSED CHANGES

9. **The proposed restructuring would adjust the Program as follows:**

- i. Introduction of new DLR 2.1b: A National Literacy Governance Structure and Literacy School Network has been established (US\$15 million).
- ii. Reduction of the target for certified jurisdictional supervisors in DLR 4.1 from 1,500 to 1,000 and the allocated financing from US\$15 million to US\$10 million.
- iii. Cancellation of DLR 6.3 and 6.4 and its associated financing of US\$20 million
- iv. Introduction of a new DLR 8.1.b: A unified and verified national teacher registry has been created (US\$10 million).
- v. Change in the name of Intermediate Results Indicator (IRI) 1.3 and its sub-indicator.

10. **Introduction of a new DLR in DLI 2: DLR 2.1b: "A National Literacy Governance Structure and School Literacy School Network has been established."** This new DLR strengthens the institutional framework and territorial coordination mechanisms underpinning the PNA. This involves the establishment of a dedicated implementing unit within



the SEDUC, the consolidation of a federal coordination mechanism for literacy policy, and the full operationalization of the Literacy School Network, a national platform of prioritized primary schools that anchors the PNA's school-level actions and enables differentiated, needs-based support across the 24 jurisdictions. The DLR will verify three institutional achievements:

- i. Creation of the Literacy Unit (*Unidad de Alfabetización*, UALF): A ministerial resolution establishing the UALF within the SEDUC. UALF will serve as the central coordinating body, ensuring alignment of policies, monitoring progress, and guiding the implementation of literacy programs nationwide.
- ii. Establishment of the Federal Literacy Network (*Red Federal de Alfabetización*, RFA): The formal creation and operationalization of the RFA, the national collaborative network that articulates literacy governance across the 24 jurisdictions. The RFA will be composed of three literacy focal points per jurisdiction, forming a structured learning community dedicated to strengthening provincial capacity, coordinating implementation, and promoting continuous improvement in foundational literacy.
- iii. Consolidation of the Literacy School Network (*Escuelas Alfa en Red*): Approximately 7,000 schools have been identified nationwide as priority primary schools for foundational literacy improvement, based on learning outcomes and contextual risk indicators. The formal list of Literacy Schools is established through a Federal Council of Education (*Consejo Federal de Educación*, CFE) Resolution, endorsed by all provincial Ministers of Education. SEDUC has also developed policy documents that define objectives, operational guidelines, and support strategies for the Literacy School Network, including dedicated school funds to strengthen pedagogical and institutional conditions, and a nationally financed training program for school principals to improve leadership for literacy. These schools represent the core territorial platform for prioritizing interventions under the PNA, serving as focal points for intensified support, and targeted pedagogical actions, including a digital tool for formative assessment, called *Acompañar*. The implementation of these governance structures has enabled targeted support and capacity building at the school level, with Alpha Schools receiving dedicated funding to acquire teaching and learning materials, and teachers receiving pedagogical training. Alpha Schools have benefited from tailored pedagogical resources and ongoing formative assessment, resulting in improvements in teachers' foundational literacy pedagogy.

11. **Reduction of the DLR 4.1 end target and corresponding allocated financing:** The number of jurisdictional supervisors to be trained is lower than the 1,500 originally estimated target. This adjustment follows SEDUC's recent national registry validation, which identifies fewer eligible supervisors than initially estimated. Consequently, the allocated financing for this DLR will be reduced from US\$15 million to US\$10 million, proportionately to the reduction in the target.

12. **Cancellation of DLR 6.3 and 6.4: The updated infrastructure survey revealed that the gap in school connectivity is significantly smaller than foreseen during preparation.** As a result, the targets associated with DLI 6 are no longer relevant. Eliminating DLR 6.3 and 6.4 will also allow the operation to reallocate to other priority areas without compromising its overall objectives, ensuring that resources are used where they will have the greatest impact. Consequently, the US\$20 million allocated for DLR 6.3 and 6.4 will be reallocated to the above proposed DLRs.

13. **Introduction of a new DLR in DLI 8: DLR 8.1b: A unified and verified national teacher registry has been created.** This DLR recognizes the Government's progress in initiating the first nationwide process to systematize, validate, and consolidate teacher-level information as a foundational step toward future integration into the SINIDE. This indicator measures the successful consolidation of a unified national registry of educational personnel in Argentina, based on the transfer and unification of jurisdictional designations, identity cross-checking through National Tax and Social Identification System (*Sistema de Identificación Nacional Tributario y Social*, SINTyS), construction of the complete teacher universe across 24 jurisdictions, and confirmation of staff lists by schools. It also includes the official launch and



initial implementation of the national digital teacher census to ensure that the foundational data infrastructure and processes for comprehensive workforce mapping are in place.

14. **As part of the restructuring, the wording of IRI 1.3 and its associated sub-indicator is adjusted to improve clarity and alignment with program implementation.** The indicator “Public primary schools that offer 25 hours of lessons by week in the context of the Una Hora Mas (UHM) Program (Percentage)” is revised to “Public primary schools that offer *at least* 25 hours of lessons per week in the context of the UHM Program (Percentage).” Similarly, the sub-indicator is updated from “Public primary schools categorized as Educación Intercultural Bilingue (EIB) offering 25 hours of lessons by week in the context of the UHM Program (Percentage)” to “Public primary schools categorized as EIB offering *at least* 25 hours of lessons per week in the context of the UHM Program (Percentage).” These wording adjustments ensure greater precision and consistency in the measurement of extended school-day provision.

III. PROPOSED CHANGES

Operation Information	Proposed Changes	Operation Information	Proposed Changes
Results	Yes	Reallocations	Yes
Disbursements Estimates	Yes	Loan Closing Date Extension	No
Development Objective	No	Loan Cancellations	No
Summary Description (Operation Abstract)	No	Financial Management	No
Legal Operational Policies	No	Procurement	No
MFD/PCE	No	Institutional Arrangement	No
Risks	No	Implementation Schedule	No
Legal Covenants	No	Other Change(s)	No
Conditions	No		
Implementation Modalities	No		
Disbursements Arrangements	No		
Clients	No		
Program Action Plan	No		

IV. DETAILED CHANGE(S)

COSTS & FINANCING



Is this an MFD-Enabling Project (MFD-EP)?

No

Last approved as part of PAD Data Sheet (Approval) on 27-Nov-2024

Is this project Private Capital Enabling (PCE)?

No

Last approved as part of PAD Data Sheet (Approval) on 27-Nov-2024

LOANS

Reallocation Between Disbursement Categories

DISBURSEMENTS

Operation Dates & Projection Details

Reasons to change the full Disbursement date and/or the projection

Restructuring

Implementation Start Date

27-Nov-2024

Operation Closing Date

30-Apr-2029

Projected Date for Full Disbursement

01-May-2029

Expected Disbursements (in US \$) (Absolute)

Year	Original Estimation at Preparation (Approval Package – 27 Nov 2024)	Revised Estimation	Actual
FY2025	149,500,000.00	149,000,000.00	149,000,000.00
FY2026	128,000,000.00	115,000,000.00	20,000,000.00
FY2027	97,500,000.00	107,500,000.00	0.00
FY2028	62,000,000.00	92,500,000.00	0.00
FY2029	63,000,000.00	36,000,000.00	0.00

LEGAL



ANNEX 1: RESULTS

PDO Indicators by PDO Outcomes

Improvement in foundational literacy learning outcomes								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Result	Month/Year	Result	Date	Result	Date	Result	Month/Year
Proportion of 3rd grade students in public schools who achieve the Minimum Proficiency Level in Reading (MPLR) (Percentage)	To be determined, based on the APRENDER 3rd Grade assessment to be held in November 2024	Apr/2025	Baseline and Intermediate values will be determined based on the APRENDER 3rd Grade assessment that has been conducted November 2024 and recommendations are being finalized	22-Aug-2025	Baseline and Intermediate values will be determined based on the APRENDER 3rd Grade assessment that has been conducted November 2024 and recommendations are being finalized	22-Aug-2025	Baseline + 6 %	Apr/2029
Participating Jurisdictions that increase the proportion of 3rd-grade students in public schools achieving the Minimum Proficiency Level in Reading (MPLR) (Text) DLI	N/A	Nov/2024	Not applicable	22-Aug-2025	Not applicable	22-Aug-2025	18 Participating Jurisdictions have increased the proportion of students in public schools who achieve the MPLR in APRENDER 3rd grade reading assessment in 2028 compared to 2024	Apr/2029
Strengthened intergovernmental coordination in education								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	



	Result	Month/Year	Result	Date	Result	Date	Result	Month/Year
National Integral Educational Digital Information System (SInIDE) interoperable with the jurisdictional Education Management Information Systems (SIGEDs) (Text) DLI	The integration of teacher-level information into SInIDE and the implementation of the RENPE have been approved by CEF	Nov/2024	The RENPE (the first census of educational staff in the country since 2014) will be conducted during the year 2025.	22-Aug-2025	The RENPE (the first census of educational staff in the country since 2014) will be conducted during the year 2025.	22-Aug-2025	The SIGEDs of 20 Participating Jurisdictions has been made interoperable with SInIDE with respect to student-level data, teacher level data and data on student-level trajectories	Apr/2029
New results-based financing mechanism implemented to transfer PNA-related national funds to the Participating Jurisdictions ("NFM") (Text) DLI	The NFM based on formula and conditionalities, has been approved by SEDUC	Nov/2024	Target for 2025 has been achieved as NFM has ben used to transfer finances to Jurisdictions under the "Libros para Aprender" program, conditioning delivery of textbooks on the upload of student-level (nominal) data into the BNH.	22-Aug-2025	Target for 2025 has been achieved as NFM has ben used to transfer finances to Jurisdictions under the "Libros para Aprender" program, conditioning delivery of textbooks on the upload of student-level (nominal) data into the BNH.	22-Aug-2025	The NFM, based on formula and conditionalities linked to education results, has been implemented by SEDUC in all PNA programs in fiscal year 2028	Apr/2029
	Comments on achieving targets		Resolution SE 1041/25 established a new polynomial formula for the allocation of school funds to the Escuelas Alfa en Red based on class groups and enrollment data from the Base Nacional Homologada (BNH)					

Intermediate Results Indicators by Results Areas

Results Area 1. Improving the quality of foundational literacy				
Indicator Name	Baseline	Actual (Previous)	Actual (Current)	Closing Period



	Result	Month/Year	Result	Date	Result	Date	Result	Month/Year
Students supported with better education, in primary school (Number of people) CRI	0	Oct/2024	0	22-Aug-2025	0	22-Aug-2025	4,000,000	Mar/2029
	Comments on achieving targets		This information will be completed once the school year in Argentina concludes in December 2025.					
Students supported with better education, in primary school - Female (Number of people) CRI	0	Oct/2024	0	22-Aug-2025	0	22-Aug-2025	2,000,000	Mar/2029
Students supported with better education, in early childhood education (Number of people) CRI	0	Nov/2024	0	22-Aug-2025	0	22-Aug-2025	1,000,000	Apr/2029
Students supported with better education, in early childhood education - Female (Number of people) CRI	0	Nov/2024	0	22-Aug-2025	0	22-Aug-2025	500,000	Apr/2029
Revise Participating Jurisdictions implementing the National Literacy Plan (PNA) through their Jurisdictional Literacy Plans (PJAs) (Text) DLI	20 Participating Jurisdictions have signed Bilateral Agreements with SEDUC for the implementation of the PNA through their respective PJAs	Nov/2024	All 24 Participating Jurisdictions have submitted their 2025 Annual Operational Plans to SEDUC.	22-Aug-2025	All 24 Participating Jurisdictions have submitted their 2025 Annual Operational Plans to SEDUC.	22-Aug-2025	A Final Evaluation Report on the implementation of the PNA for the period 2024-2028 is produced by SEDUC	Apr/2029
	Comments on achieving targets		The Annual Operation Plans set out targets, indicators, regulatory frameworks, and actions for the literacy strategy, forming the basis for monitoring PNA implementation					
Foundational literacy-focused extension of the school day (Text) DLI	The foundational literacy-based flexible grouping modality of the UHM Program has been developed by SEDUC	Nov/2024	The foundational literacy-based flexible grouping modality of the UHM Program has been developed by SEDUC.	22-Aug-2025	The foundational literacy-based flexible grouping modality of the UHM Program has been developed by SEDUC.	22-Aug-2025	N/A	Apr/2029
Revise Public primary schools that offer at least 25 hours of lessons by week	75	Nov/2024	71	22-Aug-2025	71	22-Aug-2025	84	Apr/2029



in the context of the UHM Program (Percentage)								
Revise Public primary schools categorized as EIB offering at least 25 hours of lessons by week in the context of the UHM Program (Percentage)	31	Nov/2024	31	22-Aug-2025	31	22-Aug-2025	44	Apr/2029
Revise Jurisdictional- and school-level staff certified in the foundational literacy school-based training modality (Text) DLI	The contents of the courses for foundational literacy have been developed by SEDUC	Nov/2024	The contents of the courses for foundational literacy have been developed by SEDUC	22-Aug-2025	The contents of the courses for foundational literacy have been developed by SEDUC	22-Aug-2025	N/A	Apr/2029
Teachers certified in at least two of the four dimensions of the literacy process (Number)	0	Oct/2024	0	22-Aug-2025	0	22-Aug-2025	86,000	Mar/2029
	Comments on achieving targets		The National Institute for Teacher Training (INFoD) and the Literacy Unity (UALF) have developed and approved 10 self-assisted virtual courses for teacher trainees. The first cohort of teachers (21,500) are expected to start the courses by September.					
Literacy and language books and textbooks distributed to students (Percentage) DLI	0	Nov/2024	0	22-Aug-2025	0	22-Aug-2025	95% of students in eligible primary schools have received literacy and language books and textbooks in the 2028 school year	Apr/2029
Literacy and language books and textbooks distributed to eligible pre-school schools (Percentage)	0	Nov/2024	0	22-Aug-2025	0	22-Aug-2025	95	Apr/2029
	Comments on achieving targets		SEDUC is currently preparing a proposal for managing the distribution of books for pre-primary school level.					
Difference in average score between girls and boys in reading (Number)	To be determined, in April 2025, based on the results of the APRENDER 3rd grade evaluation (November 2024)	Nov/2024	10.40	22-Aug-2025	10.40	22-Aug-2025	Baseline -3%	Apr/2029
	Comments on achieving targets		Based on the results of the 2024 APRENDER 3rd grade assessment, the baseline has been determined by SEDUC.					



Results Area 2: Strengthening federal financing, information, and evaluation systems for impact								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Result	Month/Year	Result	Date	Result	Date	Result	Month/Year
Revise Internet connectivity readiness expanded in public Early Childhood Education (ECE) and primary schools (Number) DLI	0	Nov/2024	550	22-Aug-2025	550	22-Aug-2025	2,000	Apr/2029
	Comments on achieving targets		A number of technological floors that have been installed; SEDUC is finalizing the report and the consolidated numbers for submission					
New national standardized assessment to measure reading skills in 3rd grade (APRENDER 3rd grade) (Text) DLI	The APRENDER 3rd grade 2024 pilot has been carried out by SEDUC	Nov/2024	The results of the APRENDER 3rd grade 2024 assessment have been analyzed and published by SEDUC	22-Aug-2025	The results of the APRENDER 3rd grade 2024 assessment have been analyzed and published by SEDUC	22-Aug-2025	The APRENDER 3rd grade 2028 assessment has been carried out by SEDUC	Apr/2029
Jurisdictions that produce reports using student and teacher-level data to monitor their PJAs, submitted to the literacy Unit (Number)	4	Nov/2024	4	22-Aug-2025	4	22-Aug-2025	24	Apr/2029
	Comments on achieving targets		SEDUC's Literacy Unit (UALF) is monitoring the production of POAs for the 24 PJAs. Upon completion of the ReNPE, more Jurisdictions are expected to present reports using student—and teacher-level data					
Nominal information of students from public schools at the primary level in SInIDE (Percentage)	86	Nov/2024	86	22-Aug-2025	86	22-Aug-2025	98	Apr/2029
	Comments on achieving targets		SEDUC is finalizing integration of student-level data from participating Jurisdictions to the SInIDE.					
Support to SEDUC's policy design and planning and Operation management and evaluation								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Result	Month/Year	Result	Date	Result	Date	Result	Month/Year
Jurisdictions trained in Special Education to support students with disabilities in literacy instruction through flexible grouping within the UHM Program (Number)	0	Nov/2024	0	22-Aug-2025	0	22-Aug-2025	12	Apr/2029
	Comments on achieving targets		Data for this indicator is expected to be available in the next ISR.					
Cases registered in the complaints mechanism that are responded to and resolved in a timely manner (within one month) (Percentage)	0	Nov/2024	0	22-Aug-2025	0	22-Aug-2025	65	Apr/2029
	Comments on achieving targets		While the GM has not been established yet, SEDUC has set up an operational email channel and is managing queries through email					



Teachers who consider that the in-service training received is useful for implementing the PNA (Percentage)	0	Nov/2024	0	22-Aug-2025	0	22-Aug-2025	65	Apr/2029
	Comments on achieving targets		In-service teacher training courses have not taken place yet					

Disbursement Linked Indicators (DLI)

DLI Name		Baseline	Actual (Previous)		Actual (Current)		End Target
			Result	Date	Result	Date	
1 Participating Jurisdictions that increase the proportion of 3rd-grade students in public schools achieving the Minimum Proficiency Level in Reading (MPLR) (Text) Total Allocation:60,000,000.00	Value	N/A	N/A	22-Aug-2025	N/A	22-Aug-2025	18 Participating Jurisdictions have increased the proportion of students in public schools who achieve the MPLR in APRENDER 3rd grade reading assessment in 2028 compared to 2024
	Allocated Amount	0.00					30,000,000.00
Revise 2 Participating Jurisdictions implementing the National Literacy Plan (PNA) through their Jurisdictional Literacy Plans (PJAs) (Text) Total Allocation:100,000,000.00	Value	20 Participating Jurisdictions have signed Bilateral Agreements with SEDUC for the implementation of the PNA through their respective PJAs	20 jurisdictions have submitted to SEDUC their Annual Operating Plan(POA) for the implementation of theirrespective PJAs	22-Aug-2025	20 jurisdictions have submitted to SEDUC their Annual Operating Plan(POA) for the implementation of theirrespective PJAs	22-Aug-2025	A Final Evaluation Report on the implementation of the PNA for the period 2024-2028 is produced by SEDUC
	Allocated Amount	0.00					20,000,000.00



2 Foundational literacy-focused extension of the school day (Text) Total Allocation:0.00	Value	The foundational literacy-based flexible grouping modality of the UHM Program has been developed by SEDUC	The foundational literacybased flexible grouping modality of the UHM Program has been developed by SEDUC and is already being implemented in three Jurisdictions	22-Aug-2025	The foundational literacybased flexible grouping modality of the UHM Program has been developed by SEDUC and is already being implemented in three Jurisdictions	22-Aug-2025	
	Allocated Amount	0.00					
Revise 3 Jurisdictional- and school-level staff certified in the foundational literacy school-based training modality (Text) Total Allocation:40,000,000.00	Value	The contents of the courses for foundational literacy have been developed by SEDUC	The contents of the courses for foundational literacy have been developed by SEDUC	22-Aug-2025	The contents of the courses for foundational literacy have been developed by SEDUC	22-Aug-2025	N/A
	Allocated Amount	0.00					0.00
4 Literacy and language books and textbooks distributed to students (Percentage) Total Allocation:40,000,000.00	Value	0	0	22-Aug-2025	0	22-Aug-2025	95% of students in eligible primary schools have received literacy and language books and textbooks in the 2028 school year
	Allocated Amount	0.00					10,000,000.00
Revise 5 Internet connectivity readiness expanded in public Early Childhood Education (ECE) and primary schools (Number) Total Allocation:10,000,000.00	Value	0					
	Allocated Amount	0.00	0	22-Aug-2025	0	22-Aug-2025	0.00



6 New national standardized assessment to measure reading skills in 3rd grade (APRENDER 3rd grade) (Text) Total Allocation:75,000,000.00	Value	The APRENDER 3rd grade 2024 pilot has been carried out by SEDUC	The results of the APRENDER 3rd grade 2024 assessment have been analyzed and published by SEDUC	22-Aug-2025	The results of the APRENDER 3rd grade 2024 assessment have been analyzed and published by SEDUC	22-Aug-2025	The APRENDER 3rd grade 2028 assessment has been carried out by SEDUC
	Allocated Amount	0.00					15,000,000.00
National Integral Educational Digital Information System (SInIDE) interoperable with the jurisdictional Education Management Information Systems (SIGEDs) (Text) Total Allocation:70,000,000.00	Value	The integration of teacher-level information into SInIDE and the implementation of the RENPE have been approved by CEF	The integration of teacher-level information into SInIDE and the implementation of the ReNPE have been approved by CFE	22-Aug-2025	The integration of teacher-level information into SInIDE and the implementation of the ReNPE have been approved by CFE	22-Aug-2025	The SIGEDs of 20 Participating Jurisdictions has been made interoperable with SInIDE with respect to student-level data, teacher level data and data on student-level trajectories
	Allocated Amount	0.00					15,000,000.00
New results-based financing mechanism implemented to transfer PNA-related national funds to the Participating Jurisdictions ("NFM") (Text) Total Allocation:60,000,000.00	Value	The NFM based on formula and conditionalities, has been approved by SEDUC	The NFM has been launched and used for determining book allocation across the school system	22-Aug-2024	The NFM has been launched and used for determining book allocation across the school system	22-Aug-2024	The NFM, based on formula and conditionalities linked to education results, has been implemented by SEDUC in all PNA programs in fiscal year 2028
	Allocated Amount	0.00					10,000,000.00



ANNEX 2: REVISED DLI MATRIX (WITH INDICATIVE TIMELINE)

DLI N°	Prior Results (from CNR to signing date)	DLR 1 2025	DLR 2 2026	DLR 3 2027	DLR 4 2028
Results Area 1. Improving the quality of foundational literacy					
DLI 1. Participating Jurisdictions that increase the proportion of 3 rd -grade students in public schools achieving the Minimum Proficiency Level in Reading (MPLR) US\$60,000,000			10 Participating Jurisdictions have increased the proportion of students in public schools who achieve the MPLR in APRENDER 3rd grade reading assessment in 2026 compared to 2024 US\$30,000,000 Scalable (Minimum = 5 Jurisdictions)		18 Participating Jurisdictions have increased the proportion of students in public schools who achieve the MPLR in APRENDER 3rd grade reading assessment in 2028 compared to 2024 US\$30,000,000 Scalable (Minimum = 10 Jurisdictions)
DLI 2. Participating Jurisdictions implementing the National Literacy Plan (PNA) through their Jurisdictional Literacy Plans (PJAs) US\$100,000,000	20 Participating Jurisdictions have signed Bilateral Agreements with SEDUC for the implementation of the PNA through their respective PJAs US\$35,000,000 Scalable (Minimum = 12 Jurisdictions)	A) 20 jurisdictions have submitted to SEDUC the Annual Operating Plan (POA) for the implementation of their respective PJAs US\$20,000,000 Scalable (Minimum = 12 Jurisdictions) B) A national literacy governance structure and literacy school network has been established by SEDUC US\$15,000,000 Not-Scalable	A Mid-Term Evaluation Report on the implementation of the PNA for the period 2024-2026 is produced by SEDUC US\$10,000,000 Non-Scalable		A Final Evaluation Report on the implementation of the PNA for the period 2024-2028 is produced by SEDUC US\$20,000,000 Non-Scalable
DLI 3. Foundational literacy-focused extension of the school day US\$35,000,000	The foundational literacy-based flexible grouping modality of the UHM Program has been developed by SEDUC US\$15,000,000 Non-Scalable		20% of the public primary schools have adopted the flexible grouping modality of the UHM Program US\$10,000,000 Scalable (Minimum = 15%)	40% of the public primary schools have adopted the flexible grouping modality of the UHM Program US\$10,000,000 Scalable	



DLI N°	Prior Results (from CNR to signing date)	DLR 1 2025	DLR 2 2026	DLR 3 2027	DLR 4 2028
				(Minimum = 30%)	
DLI 4. Jurisdictional- and school-level staff certified in the foundational literacy school-based training modality US\$40,000,000	The contents of the courses for foundational literacy have been developed by SEDUC US\$15,000,000 Non-Scalable	1,000 jurisdictional-level staff overseeing targeted schools in Participating Jurisdictions have been certified in foundational literacy school-based training modality US\$10,000,000 Scalable (Minimum= 500)	6,000 school-level staff from targeted schools in Participating Jurisdictions have been certified in foundational literacy school-based training modality US\$15,000,000 Scalable (Minimum= 4,000)		
DLI 5. Literacy and language books and textbooks distributed to students US\$40,000,000		95% of students in eligible primary schools have received literacy and language books and textbooks in the 2025 school year US\$10,000,000 Scalable (Minimum = 70%)	95% of students in eligible primary schools have received literacy and language books and textbooks in the 2026 school year US\$10,000,000 Scalable (Minimum = 70%)	95% of students in eligible primary schools have received literacy and language books and textbooks in the 2027 school year US\$10,000,000 Scalable (Minimum = 70%)	95% of students in eligible primary schools have received literacy and language books and textbooks in the 2028 school year US\$10,000,000 Scalable (Minimum = 70%)
US\$275,000,000	US\$65,000,000	US\$55,000,000	US\$75,000,000	US\$20,000,000	US\$60,000,000
Results Area 2. Strengthening federal financing, information, and evaluation systems for impact					
DLI 6. Internet connectivity readiness expanded in public Early Childhood Education (ECE) and primary schools US\$10,000,000		Internet connectivity readiness has been expanded to 2,000 eligible public school locations US\$10,000,000 Scalable (Minimum = 1,600)			
DLI 7. New national standardized assessment to measure reading skills in 3 rd grade (APRENDER 3rd grade) US\$75,000,000	The APRENDER 3rd grade 2024 pilot has been carried out by SEDUC US\$25,000,000 Non-Scalable	The results of the APRENDER 3rd grade 2024 assessment have been analyzed and published by SEDUC US\$10,000,000 Non-Scalable	The APRENDER 3 rd grade 2026 assessment has been carried out by SEDUC US\$15,000,000 Non-Scalable	The results of the APRENDER 3rd grade 2026 assessment have been analyzed and published by SEDUC US\$10,000,000 Non-Scalable	The APRENDER 3 rd grade 2028 assessment has been carried out by SEDUC US\$15,000,000 Non-Scalable



DLI N°	Prior Results (from CNR to signing date)	DLR 1 2025	DLR 2 2026	DLR 3 2027	DLR 4 2028
DLI 8. National Integral Educational Digital Information System (SInIDE) interoperable with the jurisdictional Education Management Information Systems (SIGEDs) US\$70,000,000	The integration of teacher-level information into SInIDE and the implementation of the ReNPE have been approved by CFE US\$15,000,000 Non-Scalable	A) The student-level data from each of the SIGEDs of 20 Participating Jurisdictions has been integrated in the SInIDE US\$15,000,000 Scalable (Minimum = 12 Jurisdictions) B) A unified national registry of educational personnel has been consolidated by SEDUC, and a national digital census has been launched by SEDUC US\$10,000,000 Non-Scalable	The teacher-level data from each of the SIGEDs of 20 Participating Jurisdictions has been integrated in the SInIDE US\$15,000,000 Scalable (Minimum = 12 Jurisdictions)		The SIGEDs of 20 Participating Jurisdictions have been made interoperable with SInIDE with respect to student-level data, teacher-level data and data on student-level trajectories US\$15,000,000 Scalable (Minimum = 12 Jurisdictions)
DLI 9. New results-based financing mechanism implemented to transfer PNA-related national funds to the Participating Jurisdictions ("NFM") US\$60,000,000	The NFM, based on formula and conditionalities, has been approved by SEDUC US\$15,000,000 Non-Scalable	The NFM, based on formula and conditionalities, has been implemented by SEDUC in at least one (1) PNA program in fiscal year 2025 US\$15,000,000 Non-Scalable	The NFM, based on formula and conditionalities, has been implemented by SEDUC in at least two (2) PNA programs in fiscal year 2026 US\$10,000,000 Non-Scalable	The NFM, based on formula and conditionalities, has been implemented by SEDUC in at least three (3) PNA programs in fiscal year 2027 US\$10,000,000 Non-Scalable	The NFM, based on formula and conditionalities linked to education results, has been implemented by SEDUC in all PNA programs in fiscal year 2028 US\$10,000,000 Non-Scalable
US\$215,000,000	US\$55,000,000	US\$60,000,000	US\$40,000,000	US\$20,000,000	US\$40,000,000
US\$490,000,000	US\$120,000,000	US\$115,000,000	US\$115,000,000	US\$40,000,000	US\$100,000,000



ANNEX 3: MODIFIED VERIFICATION PROTOCOLS

DLI 2. Participating Jurisdictions implementing the National Literacy Plan (PNA) through their Jurisdictional Literacy Plans (PJAs)	
Description	<p>This indicator will measure the establishment, implementation, and monitoring of the PNA through the implementation of the PJAs. <u>Establishment</u>: each PJA will operate within the framework of Bilateral Agreements, a legal document signed between each jurisdiction and the Secretariat of Education (or another representative of the SEDUC), which must contain:</p> <ul style="list-style-type: none"> i. the commitments and responsibilities for the implementation, financing, monitoring, evaluation and compliance of the PJA, ii. that the PNA and the PJA have a duration of four years, iii. the commitment to carry out an annual reformulation of the annual plans in collaboration with the Federal Literacy Network (RFA), iv. that SEDUC may require the jurisdictions to provide the information and progress reports necessary to monitor and evaluate compliance with the actions committed to be carried out within the framework of this Agreement, v. the agreement to prepare, in the second half of 2028, based on the PJAs, an Implementation Report detailing the progress in meeting the goals proposed for the first four years of the PJAs, and vi. that participating jurisdictions will allow the designated Verification Agency to verify compliance with the actions and goals set forth in the DLIs of the Operation; <p>To facilitate the effective implementation of the PNA, the indicator will measure the establishment and effective functioning of the federal governance structure required to coordinate and implement the National Literacy Plan (PNA). It encompasses:</p> <ul style="list-style-type: none"> i. the formal creation of the UALF within SEDUC. ii. the establishment and functioning of the RFA; and iii. the consolidation and formalization of the Literacy Schools Network, including the publication of the official CFE Resolution establishing the list of Literacy Schools and the corresponding school fund resolution. <p><u>Implementation</u>: each year the jurisdictions will submit to the SEDUC an Annual Operational Plan (POA) for the implementation of their PJA based on a “Pre-established Model”, which will include the following sections: objectives and/or goals to be achieved for the annual period (linked to the main axes of the PNA), and actions to be implemented, including both those provided by the SEDUC and by the jurisdictions (e.g., teacher and supervisor training, textbooks and didactic guidance, reading learning assessments, jurisdictional educational information system (SIGED), Hora Más Program Program), etc.</p> <p><u>Monitoring</u>:</p> <ul style="list-style-type: none"> i. the jurisdictions will prepare Semi-Annual Progress Reports and a Final Implementation Report that will cover the period 2025-2027, and will include: progress towards the achievement of the proposed objectives and/or goals; the level of compliance and



	<p>the execution time of the activities committed in the POAs; their own learning experiences and the exchange of experiences with the Federal Literacy Network; the results of the jurisdictional evaluations in accordance with what is committed in the POAs; and</p> <p>ii. SEDUC will prepare two Evaluation Reports: (a) Mid-Term Evaluation Report and, (b) a Final Evaluation Report</p> <p>The content of the Mid-Term Evaluation Report on the implementation of the PNA shall include:</p> <p>i. the systematization of the Semi-Annual Progress Reports of the jurisdictions for the year 2025,</p> <p>ii. a detailed description of the status of implementation of the following six (6) programs: Hora Más; Books and Teaching Materials; Teacher Training aimed at initial literacy; Connectivity; SInIDE, and learning assessments APRENDER 3rd grade; from July 2024 to June 2026</p> <p>The content Final Evaluation Report of the PNA shall include:</p> <p>i. the systematization of the Semi-Annual Progress Reports of the jurisdictions for the years 2025, 2026 and 2027,</p> <p>ii. a detailed description of the status of implementation of the following six (6) programs: Hora Más; Books and Teaching Materials; Teacher Training aimed at literacy; Connectivity; SInIDE, and learning assessments APRENDER 3rd grade; from July 2024 to June 2028</p> <p>iii. a chapter describing the methodological literacy strategies defined in their Annual Operational Plans, semi-annual reports and/or curricular designs, and/or PJA, for each jurisdiction (e.g., constructivism/psychogenesis; phonological/alphabetic, or any combination of these).</p>
Amount	US\$100,000,000
Scalability	See DLR 2.0 to DLR 2.4
Data source/ Agency	SEDUC / UALF
Verification Entity	World Bank (DLR 2.0, DLR 2.1.b) – SIGEN (DLR 2.1.a, DLR 2.2 and DLR 2.4)
Procedure	See DLR 2.0, DLR 2.1.a, DLR 2.1.b, DLR 2.2, and DLR 2.4
DLR 2.0. 20 Participating Jurisdictions have signed Bilateral Agreements with SEDUC for the implementation of the PNA through their respective PJAs	
Description	This DLR will measure the number of Bilateral Agreements signed between the jurisdictions and the Secretary of Education (or other representatives of the SEDUC) for the implementation of the PNA through the PJA of each Jurisdiction.
Amount	US\$35,000,000
Scalability	US\$21,000,000 for the first 12 Participating Jurisdictions with signed Bilateral Agreements and then US\$1,750,000 for each additional one
Data Source/ Agency	SEDUC / UALF
Verification entity	World Bank
Procedure	Submission to the World Bank of the copies of the Bilateral Agreements referred to in the description, duly signed by the parties
DLR 2.1.a 20 jurisdictions have submitted to SEDUC the Annual Operating Plan (POA) for the implementation of their respective PJAs	



Description	<p>This DLR will measure the number of jurisdictions that submit their POA to SEDUC for the implementation of their respective PJA. The content of the POA will be established based on a "Pre-established Model" based on the 6 axes of the PNA, namely:</p> <ul style="list-style-type: none"> i. Axis 1: Community Outreach Engagement ii. Axis 2: Literacy in the early years of schooling iii. Axis 3: Transversality of literacy iv. Axis 4: Initial and continuous teacher training v. Axis 5: Access to quality educational resources vi. Axis 6: Monitoring and evaluation <p>The content of the POA must include, at least, a description of the following two points: (i) the objectives and/or goals to be achieved for the annual period (linked to the axes of the PNA); (ii) the actions to be implemented during the year, including both those planned by the SEDUC and those planned by the jurisdictions (e.g., their own reading assessments, teacher training, and other actions to support the teaching and learning of literacy).</p>
Amount	US\$20,000,000
Scalability	US\$12,000,000 for the first 12 Participating Jurisdictions with POAs submitted to SEDUC and then US\$1,000,000 for each additional one
Data Source/ Agency	SEDUC / UALF
Verification entity	SIGEN
Procedure	A SIGEN report certifying that the POAs comply with the conditions specified in the description, including the specific annexes of the POA of each Jurisdiction.
DLR 2.1.b A National Literacy Governance Structure and School Literacy School Network has been established	
Description	<p>This DLR verifies the establishment and effective functioning of the federal governance structure required to coordinate and implement the National Literacy Plan (PNA). It encompasses: (i) the formal creation of the UALF within SEDUC; (ii) the establishment and functioning of the RFA; and (iii) the consolidation and formalization of the Literacy Schools Network, including the publication of the official CFE Resolution establishing the list of Literacy Schools and the corresponding school fund resolution.</p>
Amount	US\$15,000,000
Scalability	Non-Scalable
Data Source/ Agency	SEDUC / UALF
Verification entity	World Bank
Procedure	<p>To verify this DLR, the World Bank will review the documentation provided by SEDUC showing that all three components have been formally established and are operational. The following evidence must be submitted:</p> <p>(i) Creation of the Literacy Unit (UALF): copy of the Ministerial Resolution creating the UALF, and a document describing UALF's functions,</p>



	<p>and staffing structure.</p> <p>(ii) Establishment and functioning of the RFA: SEDUC will submit a synthesis report documenting the operationalization of the RFA, including a consolidated record of activities carried out since establishment, with:</p> <ul style="list-style-type: none">• dates and agendas of RFA meetings;• participation lists;• main technical topics addressed;• materials, guidance notes, and resources shared with jurisdictions; <p>(iii) Consolidation of the Literacy Schools Network: SEDUC will provide the following documentation: The administrative act or resolution endorsing the national list of Literacy Schools, approved by the ministers; policy documents describing the objectives, operational guidelines and support strategy for the Literacy Schools Network; the administrative act or resolution establishing the School Fund for Literacy Schools, including eligibility rules and allocation criteria, and some evidence of implementation activities (e.g., director training program, guidance notes, or support tools such as the Acompañar formative assessment platform).</p>
DLR 2.2. A Mid-Term Evaluation Report on the implementation of the PNA for the period 2024-2026 is produced by SEDUC	
Description	<p>This DLR will document the elaboration of a Mid-Term Report on the implementation of the PNA to be prepared by SEDUC that: (i) will cover the period July 2024 - June 2026; and (ii) it will take as its main input the 2 Semi-Annual Progress Reports prepared by each Jurisdiction corresponding to the year 2025.</p> <p>The content of the Mid-Term Evaluation Report on the implementation of the NAPA shall contain, at least:</p> <ol style="list-style-type: none">a systematization of the Semi-Annual Progress Reports for the year 2025 of the Participating Jurisdictions; anda detailed description of the status of implementation of the following six (6) programs: UHM Program; Books and Teaching Materials; Teacher Training aimed at literacy; Connectivity; SInIDE, and APRENDER 3rd grade Reading Assessment; from July 2024 to June 2026.
Amount	US\$10,000,000
Scalability	Non-Scalable
Data Source/ Agency	SEDUC / UALF
Verification entity	SIGEN
Procedure	A SIGEN report that assesses and certifies that the mid-term report prepared by SEDUC meets the conditions specified in the description.
DLR 2.4. A Final Evaluation Report on the implementation of the PNA for the period 2024-2028 is produced by SEDUC	
Description	<p>This DLR will document the preparation of a Final Evaluation Report on the implementation of the NAP to be prepared by SEDUC for the period July 2024-June 2028 and which will take as its main input the Semi-Annual Progress Reports prepared by each jurisdiction for the years 2025, 2026 and 2027.</p>



	<p>The PNA Final Evaluation Report shall include:</p> <ul style="list-style-type: none"> i. a systematization of the Semiannual Progress Reports of the Jurisdictions corresponding to the years 2025, 2026 and 2027; ii. a detailed description of the status of implementation of the following six (6) programs: UHM Program; Books and Teaching Materials; Teacher Training on literacy; Connectivity; SInIDE, and APRENDER 3rd grade Reading Assessments; from July 2024 to June 2028; iii. a chapter describing the methodological literacy strategies (e.g., constructivism/psychogenesis; phonological/alphabetic, or any combination of these) of each Jurisdiction, as defined in their semi-annual reports and/or curricular designs and/or PJAs.
Amount	US\$20,000,000
Scalability	Non-Scalable
Data Source/ Agency	SEDUC / UALF
Verification entity	SIGEN
Procedure	A SIGEN report that assesses and certifies that the Final Evaluation Report prepared by SEDUC meets the conditions specified in the description.

DLI 4. Jurisdictional- and school-level staff certified in the foundational literacy school-based training modality

Description	<p>This indicator documents the process of developing the content of the literacy training courses created by the SEDUC Literacy Unit within the framework of the implementation of the PNA and the use of a sub-set of the courses developed for the implementation of a certification process in foundational literacy school-based training modality for jurisdictional level (technical teams and supervisors) and level school (institutional referents) in schools prioritized by the PNA.</p> <p>The process of developing the content of the courses involves a total of 10 in-service training courses available online and considered fundamental to the teaching of literacy. These courses are aimed at strengthening and improving the pedagogical, didactic, institutional and methodological aspects of the literacy process and cover 4 dimensions: (i) orality; (ii) reading; (iii) writing; and (iv) literacy trajectories. The design of these courses will be carried out in 2024 in order to be used for the first time in 2025. In 2026, an additional course related to topics related to climate change mitigation and/or adaptation will be incorporated. The National Institute of Teacher Training (INFoD) is the entity in charge of developing the content of these courses. The approval of the content of the courses will be made by Administrative Act (Administrative Note of the INFoD implemented by Resolution of the SEDUC). Online training modality will allow to mitigate climate change risks by reducing GHG emissions that otherwise are associated with traveling to the training sites.</p> <p>Starting from the first year of implementation of the Operation, and based on the contents defined in the Administrative Act of 2024, the indicator will document the implementation of a certification process for a specific group of personnel at the jurisdictional level and at the school level through training in foundational literacy using the school-based training modality. This</p>
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	training strategy covers the institutional, collective and individual dimensions of teacher professional development, and presents objectives aimed at strengthening comprehensive and quality teaching and learning with a focus on the different dimensions that are part of the literacy process and management. This training will be delivered in hybrid mode (virtual and face-to-face). The recipients of the training will be linked to or belong to schools targeted based on criteria determined by level of literacy criticality and socio-economic level.
Amount	US\$40,000,000
Scalability	No
Data Source/ Agency	SEDUC / INFoD
Verification entity	World Bank (DLR 4.0, 4.1) / SIGEN (DLR 4.2)
Procedure	See DLR 4.0, DLR 4.1 and DLR 4.2
DLR 4.0. The contents of the courses for foundational literacy have been developed by SEDUC	
Description	This DLR documents the Administrative Act (INFoD Administrative Note implemented by SEDUC Resolution) that will put into effect the 10 literacy training courses referred to in the DLI description.
Amount	US\$15,000,000
Scalability	Non-Scalable
Data Source/ Agency	SEDUC / INFoD
Verification entity	World Bank
Procedure	Submission of the Administrative Act to the World Bank, containing the information referred to in the description.
DLR 4.1. 1,000 jurisdictional-level staff overseeing targeted schools in Participating Jurisdictions have been certified in foundational literacy school-based training modality	
Description	This DLR will measure the total number of staff at the central jurisdictional level - including, among others, technical teams (e.g. area managers) and supervisors of public schools - who will be certified in literacy under the school-based training modality. To obtain the certification, each of these individuals is expected to complete the annual training course that includes the 4 dimensions of the literacy process mentioned in the DLI description, in addition to a component related to school-based literacy training management. Certification conditions criteria will be determined by INFOD. The recipients of the training will be linked to the targeted schools, selected based on criteria determined by level of literacy criticality and socio-economic level.
Amount	US\$10,000,000
Scalability	US\$5,000,000 for the first 500 certified jurisdictional-level staff overseeing targeted schools in Participating Jurisdictions and then US\$10,000 for each additional certified jurisdictional-level staff



Data Source/ Agency	SEDUC / INFoD
Verification entity	World Bank
Procedure	A SIGEN report that includes individual level list of the trained personnel and their respective certifications and the list of the targeted public schools (categorized by Jurisdiction and geographical location within the Jurisdiction) linked to the aforementioned personnel, in accordance with the specifications established in the description.
DLR 4.2. 6,000 school-level staff from targeted schools in Participating Jurisdictions have been certified in foundational literacy school-based training modality	
Description	This DLR will measure the total number of staff of targeted public schools – in particular, institutional referents including, among others, principals, vice-principals, and career teachers – who will be certified in literacy under the school-based training modality. To obtain the certification, each of these individuals is expected to complete the annual training course that includes the 4 dimensions of the literacy process mentioned in the DLI description, in addition to a component related to management and situated training. Certification conditions criteria will be determined by INFOD. The recipients of the training will be staff belonging to the targeted schools, selected based on criteria determined by level of literacy criticality and socio-economic level.
Amount	US\$15,000,000
Scalability	US\$10,000,000 for the first 4,000 school-level staff from targeted schools in Participating Jurisdictions and then US\$2,500 for each additional certified school-level staff
Data Source/ Agency	SEDUC / INFoD
Verification entity	SIGEN
Procedure	A SIGEN report that includes the individual level list of trained personnel and their respective certifications and the list of state-run public schools (categorized by jurisdiction and geographical location within the jurisdiction), to which they belong, in accordance with the specifications established in the description.
DLI 6. Internet connectivity readiness expanded in public ECE and primary schools	
Description	<p>This DLI will measure the number of additional locations of public schools at the initial and primary levels with adequate internal school infrastructure in operation for Internet connection ("Technological Floor"), in accordance with the minimum standards established.</p> <p>The indicator documents the group of locations that are not currently connected. Educ.ar has identified a list of at least 2,000 locations of public schools at the initial and primary education levels that are not currently connected, which will be considered as the universe for verification purposes ("Eligible Schools"). The list of "Eligible Public Schools Locations" will be attached as an annex to the POM. The objectives of the indicator are cumulative.</p> <p>The minimum standards established for a location to be considered connected are Internet service with the installation of a "Technology Floor" with local network infrastructure (UTM, switch, access point and CISCO Meraki technology routers) that reaches</p>



	<p>100 x 100 coverage of the primary level educational establishments in the locality. Continuous availability, Internet service quality, and energy efficiency are ensured with Cisco Meraki telecommunications technology, including remote management, use of Software as a Service (SaaS), and Infrastructure as a Service (IaaS) to eliminate data centers, and Power over Ethernet (PoE) technology to avoid after-hours power use, minimizing GHG emissions associated with travel and redundant energy. For the internal infrastructure of a location to be considered operational and adequate, it must meet the following minimum standards according to the characteristics of the establishments:</p> <p>(i) Local network infrastructure and equipment (UTM, switches, access points and routers with CISCO Meraki technology) according to one of the following types:</p> <ul style="list-style-type: none"> a) LARGE TECHNOLOGICAL FLOOR OR LOCAL NETWORK Type 1 OR USAP NETWORK (UTM-SWITCH and APP): Local network whose network architecture is made up of: UTM (Unified Threat Management equipment), SWITCH and APs (Access Point) and intended for the properties of more than 120 students. b) MEDIUM TECHNOLOGICAL FLOOR OR LOCAL NETWORK Type 3 (GAP) and 4 (GSAP): Type 3 Local Network (GAP) whose network architecture is made up of: GATEWAY Z3 and AP (Access Point) and is intended for Campuses with more than 30 and up to 60 students). Local Network Type 4 (GSAP) Local Network whose network architecture is made up of: GATEWAY Z3, SWITCH 8 mouths and 2 (two) APs and is intended for Campuses with up to 120 students. c) SMALL TECHNOLOGICAL FLOOR OR LOCAL NETWORK Type 2 or Z3: whose network architecture is made up of: GATEWAY Z3 + Edutacs and intended for Gardens and premises with up to 30 students. <p>(ii) Physical connection of the equipment/devices with distribution and configuration of Bandwidth so that coverage is reached, with the requirements established through the access points, to the entire establishment, guaranteeing connectivity to all users. The availability of network service through centralized management and monitoring through the Meraki network. All equipment and devices will include energy efficient telecommunications technology. To protect digital infrastructure from climate change disasters, measures have been integrated into the installation of equipment, including lifting equipment, installing in cabinets, away from windows, electrical protection, proper grounding, etc.</p>
Amount	US\$10,000,000
Scalability	See DLR 6.1
Data Source/ Agency	SEDUC / SSIEE – Educ.ar
Verification entity	SIGEN
Procedure	See DLR 6.1
DLR 6.1. Internet connectivity readiness has been expanded to 2,000 eligible public school locations	
Description	This DLR will measure the number of locations of eligible public schools locations at the initial and primary level with a technological floor implemented according to the minimum standards established.
Amount	US\$10,000,000
Scalability	US\$8,000,000 for the first 1,600 eligible public school locations and then US\$5,000 for each additional one



Data Source/ Agency	SEDUC / SSIEE – Educ.ar
Verification entity	SIGEN
Procedure	SIGEN will prepare, based on information from SEDUC and Educ.ar, a technical report verifying the implementation of technological floors according to the "minimum standards established" in a representative sample of eligible schools.
DLI 8. National EIS (SInIDE) interoperable with the jurisdictional EISs (SIGEDs)	
Description	<p>This DLI will document the integration of the nominal information of students and teachers of public primary schools, consisting of the following data:</p> <p>Nominal data of students: National Identity Document (DNI), Name, Surname, Date of Birth, Sex, Nationality, Country and Province of Residence, Country and Province of Birth, Code of the Educational Unit (CUE), Level, Modality and Grade (if applicable), of each of the students in each jurisdiction;</p> <p>Nominal teaching data: DNI, Name, Surname, Position, CUE, Annex, designation, review status and activity status, of each of the teachers in each jurisdiction</p> <p>In addition, the integration of information on the educational trajectories of the students will be included, which includes their attendance, grades, movements between centers, years of study and sections. As for teachers, it is expected that their personal data, magazine status and activity status will be continuously updated. A jurisdiction shall be considered interoperable when it includes the data of at least 85 per cent of students and teachers in public primary schools.</p> <p>Since student data is digitized and available in the jurisdictional SIGED, it prevents the loss of physical records typically stored in schools due to floodings or other natural disasters.</p>
Amount	US\$70,000,000
Scalability	See DLR 8.0, DLR 8.1, DLR 8.2, and DLR 8.4
Data Source/ Agency	SEDUC / SSIEE
Verification entity	World Bank (DLR 8.0, DLR 8.1.b) – SIGEN (DLR 8.1.a, DLR 8.2, DLR 8.4)
Procedure	See DLR 8.0, DLR 8.1.a, DLR 8.1.b, DLR 8.2, and DLR 8.4
DLR 8.0. The integration of teacher-level information into SInIDE and the implementation of the ReNPE have been approved by CFE	
Description	This DLR will consist of an Administrative Act of the CFE that approves: (i) the integration of the nominal information of teachers to the SInIDE and (ii) the implementation of the ReNPE during 2025
Amount	US\$15,000,000
Scalability	Non-Scalable
Data Source/ Agency	SEDUC / CFE
Verification entity	World Bank
Procedure	Submission of the Administrative Act to the World Bank



DLR 8.1.a The student-level data from each of the SIGEDs of 20 Participating Jurisdictions has been integrated in the SInIDE	
Description	<p>This DLR will document the timely integration of the nominal information of primary level students from public schools, which includes the following data: DNI, Name, Surname, Date of Birth, Sex, Nationality, Country and Province of Residence, Country and Province of Birth, CUE, Level, Modality and Grade (if applicable), of each of the students in each jurisdiction. A jurisdiction shall be considered to comply with the above-mentioned integration requirement when at least 85 per cent of the pupils are included in the national database.</p> <p>Integration is understood here as the availability of the jurisdictional data of the students, so that they can be incorporated into the SInIDE. To reach this point, the student records are first digitized and made available in the jurisdictional EISs</p>
Amount	US\$15,000,000
Scalability	US\$9,000,000 for the first 12 Participating Jurisdictions and then US\$750,000 for each additional one
Data Source/ Agency	SEDUC / SSIEE
Verification entity	SIGEN
Procedure	SIGEN will prepare a verification report, where the achievement of the DLR will be reported based on a report prepared by SEDUC/SSIEE that will inform the detail of the required contents as appropriate.
DLR 8.1.b A unified and verified national teacher registry has been created	
Description	<p>This DLR recognizes the government's progress in launching and implementing the first nationwide process to systematize, validate, and consolidate teacher-level information as a foundational step toward future integration into SInIDE. It measures the successful completion of key preparatory stages of the ReNPE, including the construction of the national teacher universe, verification of identity records, school-level confirmation of staff lists, and the official launch and initial implementation of the national digital teacher questionnaire.</p>
Amount	US\$10,000,000
Scalability	Non-Scalable
Data Source/ Agency	SEDUC / SSIEE
Verification entity	World Bank
Procedure	<p>SEDUC/SSIEE will submit a consolidated technical report documenting the completion of the foundational stages of the ReNPE process. The report must include, at least, the following:</p> <p>i) Documentation of Stage I (Pre-Relevamiento) of ReNPE</p> <p>A technical report summarizing:</p> <ul style="list-style-type: none"> • Transfer and unification of jurisdictional designations into a preliminary national registry. • Identity verification procedures conducted through SINTyS • Construction of the preliminary national teacher universe (universo docente), including summary statistics showing the percentage of teaching personnel included at the pre-relevamiento stage.



	<p>(ii) Evidence of launch and Initial Implementation of the Teacher Survey, including:</p> <ul style="list-style-type: none"> • Evidence of dissemination to teachers (emails, directives, circulars, or platform notices). • Screenshots and system logs showing activation of the questionnaire on the web platform. • Dashboard screenshots showing initial participation metrics (e.g., number of accesses, number of questionnaires initiated).
DLR 8.2. The teacher-level data from each of the SIGEDs of 20 Participating Jurisdictions has been integrated in the SInIDE	
Description	This DLR will measure the integration in a timely manner of the nominal information of teachers at public schools, which includes the following data: DNI, Name, Surname, Position, CUE, Annex, review status of each of the teachers in each jurisdiction. A jurisdiction shall be deemed to comply with the above-mentioned integration requirement when at least 85 per cent of schoolteachers are included in the national database.
Amount	US\$15,000,000
Scalability	US\$9,000,000 for the first 12 Participating Jurisdictions and then US\$750,000 for each additional one
Data Source/ Agency	SEDUC / SSIEE
Verification entity	SIGEN
Procedure	SIGEN will prepare a verification report, where the achievement of the DLR will be reported based on a report prepared by SEDUC/SSIEE that will inform the detail of the required contents as appropriate.
DLR 8.4. The SIGEDs of 20 Participating Jurisdictions has been made interoperable with SInIDE with respect to student-level data, teacher level data and data on student-level trajectories	
Description	<p>This DLR will measure the integration of:</p> <p>The nominal information of primary level students of state-run public schools, which includes the following data: DNI, Name, Surname, Date of Birth, Sex, Nationality, Country and Province of Residence, Country and Province of Birth, CUE, Level, Modality and Grade (if applicable), of each of the students in each jurisdiction</p> <p>Information on students' educational trajectories, including attendance, grades, movements between schools, years of study, and sections.</p> <p>The nominal information of the teachers, which provides for the continuous updating of their personal data, designation, status of the journal and condition of activity.</p> <p>A jurisdiction's EIS will be considered interoperable when it includes the data of at least 85 percent of students and teachers in public schools.</p> <p>Interoperability between jurisdictional EIS and the national SInIDE creates an integrated data management system.</p>
Amount	US\$15,000,000
Scalability	US\$9,000,000 for the first 12 Participating Jurisdictions and then US\$750,000 for each additional one
Data Source/ Agency	SEDUC / SSIEE
Verification entity	SIGEN



Procedure	SIGEN will prepare a verification report, where the achievement of the RVD will be reported based on a report prepared by SEDUC/SSIEE that will inform the details of the required contents as appropriate.
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