Project Information Document (PID)

Concept Stage | Date Prepared/Updated: 01-Feb-2019 | Report No: PIDISDSC25639

BASIC INFORMATION

A. Basic Project Data

Country	Project ID	Parent Project ID (if any)	Project Name
Mali	P168786		Mali Education Quality for Improved Learning Project (P168786)
Region	**Estimated Appraisal Date**	**Estimated Board Date**	**Practice Area (Lead)**
AFRICA	Mar 04, 2019	Jan 30, 2020	Education
Financing Instrument	**Borrower(s)**	**Implementing Agency**	
Investment Project Financing	Republic of Mali	Kinane AG Gadeda	

Proposed Development Objective(s)

The project development objective is to increase equitable access to the second cycle of basic education in underserved regions, to improve teaching and learning conditions in basic education, and to enhance the resilience of the education system, with a focus on girls

PROJECT FINANCING DATA (US$, Millions)

SUMMARY

Total Project Cost	45.70
Total Financing	45.70
of which IBRD/IDA	0.00
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing

Trust Funds	45.70
Miscellaneous 1	45.70

Environmental and Social Risk Classification	Concept Review Decision

Moderate	Track II-The review did authorize the preparation to continue

Other Decision (as needed)

B. Introduction and Context

Country Context

1. **Rapid population growth is the biggest challenge in reducing poverty and improving social services in Mali.** Mali is a land-locked country in the Sahel region in West Africa and has a national territory that spans 1,240,000km. The population is currently estimated at 18 million (2016), with an annual population growth rate of about 3.2 percent[1]. Mali's population is extremely young with the median age standing at 16.2 years compared to the global average of 30 years; as many as 11.7 million Malians (66 percent of the population) are estimated to be under the age of 24 (Public Expenditure Review (PER), 2017). Under moderate projections, this number will reach nearly 18 million by 2030, and double by 2045. This young population will put enormous pressure on the education system and the labor market. Although sparsely populated, with only 10 percent of its people living in the north, high population growth rates and drought have fueled food insecurity, poverty, and instability. The delivery of services in such a large territory is challenging, affecting geographic equity and social cohesion. Whether the population growth will be able to generate economic growth will depend on many factors, chief among them the younger population's foundational cognitive and non-cognitive skillsets and training levels.

2. **Despite continued and growing security concerns in the country, there is renewed hope for Mali.** Presidential elections were peacefully conducted in June 2018, legislative elections are scheduled in June 2019, and local government elections took place in November 2016. Peace negotiations between government and two rebel coalitions, known as the "Platform" and "Coordination" groups in the North resulted in an agreement signed on 15 May and on 20 June 2015, with the international community represented in the peace agreement implementation oversight committee. The agreement includes important provisions to strengthen decentralization and integrate former armed groups into Mali's army as well as a development zone and program of accelerated development (*Programme de Développement Accéléré du Nord*). It is a promising development for the country and anticipates support from development partners to identify immediate and longer-term recovery and development priorities, as well as accompany their implementation. Yet security, critical to poverty reduction and economic recovery, remains fragile, with attacks by armed groups on the UN force and the Malian army continuing, mostly in the North.

3. **Despite volatile security conditions, economic performance continues to be relatively strong.** Mali is a vast country with a highly undiversified economy. Since 2011, real GDP grew by 1.7 percent in 2013 and 7.2 percent in 2014 (PER, 2017). The medium-term economic outlook is promising, with expected growth rates of 5.3 percent and 5.2 percent in 2016 and 2017, respectively. Thanks to increased agricultural production and rainfall, the primary sector growth accelerated from 6.9 percent in 2015 to 7.6 percent in 2016. The tertiary sector growth has been robust (at about 6 percent since 2014) following renewed dynamism in the Information Communications Technology (ICT) sector. Economic growth is projected to stay robust at about 5 percent over the medium term, in line with Mali's long-run potential growth

[1] General Population Survey (2009). *Recensement Général de la Population et de l'Habitant réalisé en 2009*

rate. Agricultural growth is underpinned by favorable weather and positive effects from input subsidy reform. Services growth will continue in telecoms, transport, and trade. Inflation is projected to be moderate for as long as agricultural production keeps food prices controlled. Yet, regardless of the 2015 peace agreements, the north is still difficult for the government to control, and insecurity has spread to the center and southern regions.

4. **Mali is ranked fourth to last in the newly launched World Bank Human Capital Index (2018).** Prior to the 2012 political and security crisis, Mali had succeeded in reducing poverty. Between 2001 and 2010, the country experienced an overall drop in national poverty from 56 percent to 43 percent. In 2013, the poverty rate rebounded to 45 percent. Regional differences also persist. Poverty is much lower in urban areas, with 90 percent of all poor households living in rural areas, and concentrated in the south, an area where the population density is highest. For instance, the Sikasso area has the highest incidence of poverty (83.2 percent)2. Drought (2012) and conflict (2012-2013) have only increased the incidence of poverty. The widespread poverty in Mali was exacerbated by the 2011 political crisis. Thirty (30) out of 100 Malian children are stunted and so at risk of cognitive and physical limitations that can last a lifetime. In addition to low health outcomes, only one in three Malians aged 15-24 years is literate. Today's children who start school at age 4 are expected to complete, on average, just 5.6 years of school by their 18th birthday. Mali is among the countries with the highest maternal mortality and an extremely high rate of adolescent fertility—with 169 children born to every 100 young women under the age of 20. Girls either never enroll or quickly drop out of school to help at home or get married. According to UNICEF, more than half of Malian girls are already married by the age of 18. The Human Capital Index (HCI, 2018) shows that Malians born today will only reach 32 percent of their productivity potential, due to deficiencies in human capital formation.

Sectoral and Institutional Context

5. **In the context of high levels of poverty, insecurity, and demographic growth, Mali has made progress in improving access to education overall.** Between 1999/2000 and 2015/16, the gross enrollment rate (GER) increased from 1.7 percent to 4.4 percent in pre-primary, from 57.4 percent to 77 percent in primary, from 21.5 percent to 54.2 percent in lower secondary, and from 7.4 percent to 17.7 percent in general secondary education. In addition, Mali has more than doubled access to technical secondary education, technical vocational education and training, and higher education. However, data from 2015/16 academic year clearly indicate that the current situation is still way far from universal coverage, particularly in basic education which remains compulsory for all as well as a sharp decline in performance, in comparison to GERs that were much higher before the crisis.

6. **While boys and girls have almost equitable access in pre-primary, girls are disadvantaged in all other levels of education.** In 2014/15, girls were 5 percent less likely to be enrolled in the first and second cycles of basic education (fondamental), 4 percent less likely to be enrolled in secondary education (general, technical, vocational) and 18 percent less likely to access higher education. The use of administrative data supports these same findings. Overall, girls benefit from a lower level of schooling with a GER of 72 percent in the first cycle of basic education (compared to 82.2 percent for boys), 47.5 percent in the 2nd cycle of basic (compared to 60.7 percent for boys) and 14.6 percent in general secondary education (compared to 20.7 percent for boys). Girls are routinely excluded from education, especially in rural areas where they are expected to help with household chores or are married in their early teens. According to UNICEF, more than half of Malian girls are already married by the age of 18. In addition, long distance to school, lack of resources,

[2] Based on the traditional (consumption) poverty measure (World Bank. 2015. *Priorities for Ending Poverty and Boosting Shared Prosperity: Mali Systematic Country Diagnostic.* Washington, DC: World Bank).

and lack of parental interest in education explain these low levels of girls' enrollment and transition to secondary (RESEN, 2017).

7. **Results from national and international assessments show weak learning outcomes.** Results obtained from the 2015 national student assessment show that the level of acquisition in Malian schools are generally very weak and need to be significantly improved. Nearly 80 percent of Malian students' complete basic education without the basic knowledge required. For example, only 41 and 38 percent of second grade students in Mali perform satisfactorily in reading comprehension and in math respectively, while the results of sixth grade students are 48 percent in French and 31 percent in math, respectively. PASEC assessments (2011-12) also show that more than half of second grade students and nearly 90 percent of fifth grade students do not acquired the expected skills for their levels. One in five Malian students in second grade cannot understand a sequence of simple sentences in writing and speaking, two-thirds cannot perform several complex tasks in reading and writing, and only a third of the students meet grade requirements.

8. **The impact of the political and security crisis continues to reverberate today**. The crisis has negatively impacted the education system as a whole: firstly, the crisis has compromised access to education for thousands of school-age children, particularly in the north of the country, due to massive population displacements and school closures. Since the government gave the instruction to unconditionally accommodate displaced students in the South, classes became over-populated which created enormous problems in the classroom, principally affecting the quality of instruction. The crisis has also led to the destruction of school infrastructure and equipment. In Gao and Mopti for instance, schools were occupied by the armed groups and displaced populations and used as shelters, which led to the degradation and destruction of school infrastructure and equipment. In addition, several classrooms and administrative offices have been converted into animal shelters. In most schools in the occupied areas, instructional materials were deliberately damaged, and information technology and science laboratory equipment taken away. The crisis has also exacerbated the problem of teacher shortage in Mali and increased difficulties in effective teacher deployment and management. In the rural areas of the North, many teachers who were initially deployed had also been displaced due to insecurity and no longer want to return, thus aggravating the lack of teaching staff in these areas. In addition, several requests for transfer were made, resulting in a surplus of teachers in urban areas and especially in some of the northern cities. Although this phenomenon of under- and over-staffing of teachers between rural and urban areas predated the crisis, the security situation in the North has aggravated the situation.

9. **Growth in the number of school-aged children is to be the most pressing constraint on Mali's education sector in the coming years.** Even under moderate estimates, the number of youth and children between the ages of 5 and 19 is expected to increase from 7 million in 2015 to 9.4 million in 2025, a rise of almost 50 percent (PER, 2017). Currently, approximately 3 million youth and children are enrolled at primary, lower secondary, and upper secondary schools across Mali, suggesting that participation is under 50 percent. Even if Mali were to double capacity by 2025, participation would only go up to 66 percent, which is still a dismal outcome demonstrating that increasing resources available to the sector is insufficient to improve performance. Mali needs more schools, more qualified teachers, and updated teaching materials. All of these are directly linked to the availability of robust and sustainable funding. Assuming current gross enrollment rates held steady without any improvements or deteriorations, the growth of school age population would increase new enrollments just at the basic level by 1.4 million by 2025 (PER, 2017).

10. **Education remains the top priority sector of the government of Mali, continuing to be the largest source of public funding**. Mali has increased funding for education since 2004. In 2015, Mali spent approximately CFA 242 billion

(roughly USD 504 million) of public resources on current and capital expenditures in education (PER, 2017). Public education expenditures have accounted for an average 4.8 percent of GDP since 2010. It bears mentioning that in 2012, while the overall government expenditure declined due to the political crisis, the share of education expenditure in GDP remained relatively stable. The Malian government chose to protect education expenditures during economic downturns and the most recent political crisis, despite cutting expenditures in other sectors even when international donors walked away. As a result, in 2012 the share of education expenditure in all government spending increased to 27 percent while in other years, public education expenditures in total public expenditure (excluding debt service) hovered around 20 percent. However, the poor performance of Mali's education sector continues to directly relate to funding shortages and weaknesses in public management. While the government carries the bulk of the burden in funding the operating expenditures, donors still play a very important role in supporting capital investments, especially at the basic level.

11. **Building on its resilience, in 2015, the Government introduced a reform of the education sector in line with the Sustainable Development Goals (SDG).** This reform underlies the long-awaited education sector plan and its ten-year Education Sector Development Program Second-Generation for 2019-2028 (*Programme Decennal de Développement de l'Education Deuxieme Generation,* PRODEC II) with the ultimate objective of improving the quality of education delivery through a revamping of the education sector as a whole. The program covers all levels of education, from early childhood to basic education to tertiary education and aims to improve access and quality and enhance the governance of the education system. Gender is a crosscutting theme of the program and would be a key element of this project. This program is being supported by all the relevant education stakeholders, including the donor community. The level of funding needed continues to be very high compared to the current capacity.

Key challenges facing the basic education sub-sector *(le Fondamental)*

12. **Despite the Government's ongoing efforts and existing education-sector initiatives, important challenges persist related to the quality of education delivered, equity, and the overall management of the sector.** A 2017 sectoral evaluation noted that Mali continues to have some of the lowest education indicators in the region. The key issues in the education sector remain: (i) inadequate and inequitable access to the full cycle of basic education, particularly for girls and poor populations; (ii) low education quality as shown by limited low learning outcomes; and (iii) weak governance of the sector.

13. **More specifically, Mali needs to overcome the following key challenges in line with the priorities of PRODEC II which would be the central focus of the proposed GPE-funded project:**

14. ***Unfinished access agenda*.** In 2015/16, the primary education GER and the completion rate have reached 77 percent and 58 percent respectively. In addition, an estimated 1.9 million primary school-age children are not in school, which represent nearly 40 percent of the primary school age population (2015/16). Both demand and supply factors explain this high rate of out-of-school population such as unaffordable costs of education to households, long distances to school, poor quality of physical facilities, high repetition, and lack of parental interest or perception that the existing education system does not lead to a job. Furthermore, high rates of chronic malnutrition and the low access to early childhood education mean that children also enter school poorly-prepared. As a result, learning outcomes are low and the poor quality of education provided is insufficient to compensate.

15. ***Uneven access and participation***. Significant disparities exist in access and participation across regions. Urban children and youth are more likely than rural children and youth to enroll and attend school. As shown in Figure 4, the primary GER in Bamako was 90 percent during the 2013-2014 academic year—20 percentage points above the national average reported in administrative summaries (PER, 2017). Similarly, at the lower secondary level, Bamako reported a GER of 94 percent — nearly twice the national level. Access to lower secondary among rural children and youth was growing much faster until 2011; by this time Mali had closed 60 percent of the urban-rural gap at this level (the gap went down from 50 percentage points to 20 percentage points). In 2013, participation among rural children and youth reverted to its 2009 level, but urban children and youth continued to gain ground. As one moves North, the participation metrics decline rapidly. The three northern regions of Gao, Kidal, and Timbuktu, and the neighboring Mopti have always lagged behind the nation in participation measures. These regions have fallen even further behind since the crisis in 2012. For example, in Timbuktu, at the primary level, the gross enrollment rate declined from 59 percent to 31 percent, and in Gao, from 39 percent to 15 percent. In Kidal, the education sector has nearly collapsed. Koulikoro, which surrounds Bamako, has a primary GER that is only 5 percentage points behind Bamako, but lags by 37 percentage points at the lower secondary level. In fact, Bamako and Kayes were the only areas that did not experience a decline in participation since 2011.

16. ***Great disparities across gender and household wealth***. The Malian education system is far more favorable towards male students and gender disparities are wider as one moves up the education ladder. At the primary level, the gender gap had been closing since 2001, however, this changed after the crisis (PER, 2017). Furthermore, enrollment increases progressively by household income. In 2011, the GER for children from the lowest income quintile was 56 percent at the primary level, 39 percent at lower secondary, and only 13 percent at upper secondary (PER, 2017). The poorer children did not benefit as much from the enrollment increases between 2001 and 2011. At the lower secondary level in particular, the GER for the poorest households went down to approximately 30 percent—a 10-point decline from 2011. The richest quintile had already achieved full primary access a decade prior and the rates remained around full access both in pre- and post-crisis periods.

17. **Insufficient classrooms and inadequate learning conditions.** Educational facilities are broadly inadequate. While there is only limited data on what actually happens in the classroom, an assessment of learning outcomes by civic organizations across Mali through the *Beekunko* Program (OMAES, 2014), which uses grassroots organizations to assess the basic reading and math skills of children aged 6-14, provides some insights. These grassroots assessments suggest that in about 12 percent of the classes observed on the day of the assessment, children were sitting on the floor, and in 18 percent of the classrooms, desks were holding more children than they are designed for. Desks were broken or in disrepair in 11 percent of the classrooms, and in one out of five classrooms, there was no schedule or timetable displayed for the children or the teacher. Similarly, only limited number of public schools have a school canteen, and few of them operate all year round. Moreover, Mali's education system faces a severe loss of instructional time as a result of teaching and learning conditions. A study concluded that students in Mali only benefited from 122 days of learning in 2009-10 out of a total of 172 official days planned by the MEAPLN, thus losing almost 30 percent of learning time. This is much lower than the median of Sub-Saharan Africa (SSA) (173 days) or the recommended annual 850-1,000 hours.

18. **Low numbers of and inadequate preparation of qualified teachers.** The insufficient number of teachers and low teacher training significantly hinder the success of Mali's education sector. Mali already has too few teachers and its teacher training capacity cannot meet the needs of the country. One study puts the projected needs at the basic education level at nearly 20,000 new teachers by 2020 (PER, 2017). This implies the country has to recruit 5,000 new

teachers every year. Its teaching institutes can only produce half of that. The training institutes are overcrowded and poorly managed, and still use curricula from 1980s. Territorial employment remains unattractive, particularly since the current system offer little incentives for serving in underserved areas. As a result, teacher quality is very low. This has been exacerbated by the very low entry level standards required by the teacher training institutes. Teachers are recruited after having completed a two-year teacher training (post-9th grade level) and after having passed the entrance examination to enter the civil service. With four years of training at the institutes, candidate teachers still have limited qualifications and incentive to become teachers. Moreover, once on the job, teacher absenteeism is also very high. The quality of the limited learning time available is adversely affected by a shortage of textbooks and other instructional materials and low teacher qualifications. It is not uncommon, however, to find teachers that have not mastered the content of primary level education.

19. **Weak French and math learning coupled with low literacy rates.** Overall mastery of science and math subjects is low. In math, 44 percent of the second graders show mastery of all skills, but many students cannot apply mathematical concepts beyond basic levels. Over a third of the students have difficulties in solving problems and in abstract thinking. Outcomes are even worse among older students: half the students at the end of their fifth-year lack basic skills in low-level math; the comparable rate for oral and written comprehension and writing is 16 percent. Among those students, only one in 10 have mastered all grade-appropriate skills in French and math. As illustrated by the increasing repetition rates and worsening schooling environment, it is likely that leaning outcomes have further decreased (CONFEMEN, 2014).

20. **Limited institutional capacity of decentralized entities.** The government has made tremendous efforts toward decentralization of school and sector management. Although the last law on decentralization which was approved in 1996 states roles and responsibilities for central and decentralized entities on paper, in practice however, responsibilities of local authorities are not always clear. For instance, some deconcentrated units of the Ministry of Economy, Finance, and Budget (*Ministère de l'Economie, des Finances et du Budget* — MEFB) and MEAPLN continue to carry out functions which are legally the responsibility of local authorities. As a result, the effective use of limited budget resources has been somewhat negatively affected by the centralization of the execution of some budget lines. In particular, the management of school funds has led to continued inefficiencies in the system with schools being deprived of essential teaching and learning materials. Managers of funds for school materials at the central level are often not aware of these schools' needs which have led to acquisition of materials which did not fully match schools' needs. In addition, the logistical problems related to the distribution of materials procured at the central level have been difficult and expensive to overcome.

Relationship to CPF

21. **Mali's current Country Partnership Framework (CPF, FY16-19) has three focus areas and the proposed project is fully aligned with its third focus area, which includes a key strategic objective to improve social services delivery and improve human capital development.** Moreover, the Systematic Country Diagnostic (SCD, 2015) for Mali rightly underlines the need to address low levels of human capital. The SCD identifies education as a key priority area for poverty reduction, shared prosperity and sustainability. Quality education is necessary to foster skills that are relevant to the labor market, including training for future teachers and administrators. Improving the educational level and employability of its mushrooming youth population are becoming increasingly important to aid the country in developing resilience to continuing political crisis, a largely untapped resource with the potential to raise the country's growth and productivity.

22. **The proposed project is also fully in line with the Government's vision as articulated in PRODEC II (2019-2028).** In the current post-crisis and insecurity context, the proposed project would also aim to ensure that students' basic needs are met allowing them to attend schools and learn. More specifically, building on ample literature on the positive effects of school feeding on the capacity to learn, school feeding interventions would be used as a productive safety net that can ensure the most vulnerable are given chances to improve their health, school attendance, and educational attainment[3]. In crisis and post-crisis situations such as in Mali, the provision of food to poor and food insecure people, and predominantly school children in food-insecure areas plays a critical role as a key safety net. Given that education has a high rate of return on investment for each year of education completed, increased educational attainment could have a significant and positive impact on poverty alleviation.

C. Proposed Development Objective(s)

The project development objective is to increase equitable access to the second cycle of basic education in underserved regions, to improve teaching and learning conditions in basic education, and to enhance the resilience of the education system, with a focus on girls

Key Results (From PCN)

23. Progress towards meeting the PDO would likely be measured through the following key results indicators:
- Number of additional female and male students enrolled in lower secondary education in targeted areas
- Percent increase of students who, by the end of Grade 2 (*CP2*), have achieved satisfactory scores in reading and math in targeted areas (disaggregated by gender)
- System established to regularly assess student performance in the classroom in targeted areas
- System put in place and functional to ensure continuous education delivery in targeted conflict areas

24. The final selection of PDO and intermediate indicators and targets for the proposed project would be defined further during the consultative project preparation process.

D. Concept Description

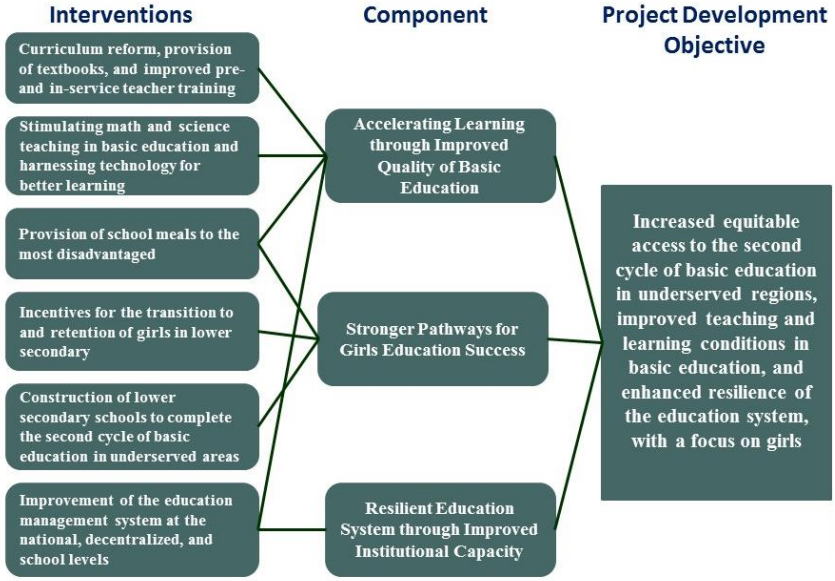
25. The Project would support the implementation of the new PRODEC II (2019-2028) and its design consists of a holistic approach to improving quality basic education. Based on the principles of selectivity and complementarity with ongoing operations financed by the Bank and other development partners in the sector, the proposed project would focus on the basic education sub-sector (*Le Fondamental*) while also supporting other sub-sectors that are critical to improving foundational skills (i.e. early childhood education and higher education with regards to teacher training). It is also expected that the project would be combined with the Mali Secondary Education Support Project currently under preparation for increased economies of scale and a more efficient project implementation. The project would complement ongoing efforts to improve the quality of education service delivery in Mali fully in line with the Government sub-sector priorities and would address: (i) access to equitable basic education with a focus on the most marginalized, namely girls and disadvantaged children in underserved areas; (ii) quality of basic education with a particular attention to science and mathematics teaching; (iii) provision of pre- and in-service teacher training; and (iv) institutional resilience

[3] Bundy, D., Burbano, C., Grosh, M., Gelli, A., Jukes, M., & Drake, L. (2009). *Rethinking School Feeding: Social Safety Nets, Child Development, and the Education Sector.* Washington, D.C.: World Bank.

and strengthening of education service delivery systems both at national and decentralized levels. In terms of coverage, the project would be national in scale even though some sub-components would be targeted towards select underserved areas for greater efficiency, equity, and in line with existing demand for basic education.

26. The project is designed in close collaboration with education sector development partners, particularly those involved in the local education group (LEG) and the civil society. This inclusive approach is not only consistent with the guidelines and principles of the GPE which finances the operation, but also with the Government's coordinated arrangements and efforts to harmonize its education sector support.

Diagram 1: Project concept



27. The project would also support a series of promising innovations through the use of targeted and cost-effective smart solutions to improve the quality of teaching and learning. Evidence-based technological tools will be used across the education system, and more specifically at student, teacher, and system levels as described in Box 1.

Box 1. Harnessing Technology for More and Better Learning

Student level

- Initiation to Science, Technology, Engineering, and Mathematics through the development of robotics: finding local solutions to local problems through science and technology (*MaliRobots*)
- Student performance tracking: using digital solutions to regularly collect and analyze detailed information on what students have learned in the classroom for providing remedial education

Teacher level

- Remedial education to students with learning difficulties through the *Paquet Minimum Axe sur la Qualite* (PMAQ): using low-cost technological tools for teachers to effectively identify students who need such support
- Distance learning programs for community-based early childhood educators
- Digital innovations for schools in crisis: distance training programs for community-volunteers in conflict affected areas to address school closure
- Integration of the existing computerized teacher training monitoring system into a harmonized Education Management Information System (EMIS)

System level

- Technology-based school feeding tracking system: expanding the digital monitoring application developed for the school feeding programme, primarily verifying attendance of the participating children (*Real Time Data*)
- Technological solutions to ensure the convergence of the multiple data systems scattered in the different departments and units within the Ministry of Education into a holistic and integrated EMIS (*Actionable Analytics*)
- *Geo-Enabling for Monitoring and Supervision* (GEMS): using simple and low-cost technology for remote supervision, and monitoring and evaluation
- *Iterative Beneficiary Monitoring* (IBM): improving project efficiency and increasing beneficiary satisfaction and engagement through the collect of data from direct beneficiaries for timely course correction

28. The project would consist of three components and related sub-components are described below:

29. **Component 1: Accelerating Learning through Improved Quality of Basic Education (US$22 million).** This component aims to improve the quality of basic education by directly supporting activities enhancing the inadequate teaching and learning conditions in public schools and promoting science and math teaching. The component would consist of three sub-components, fully responding to the Government's request for a comprehensive approach in addressing quality of basic education.

***Subcomponent 1.1. Curriculum Reform and Instructional Materials* (US$8 million)**
Subcomponent 1.2. Equipping Teachers and Building School Networks for Improved Results (US$8 million)
Subcomponent 1.3. Harnessing Technology for Improved Learning (US$6 million)

30. **Component 2: Building Stronger Pathways for Girls Education Success (US$18 million).** This component would directly respond to the unfished access agenda and address the critical challenges of the low enrollment, transition, and retention of girls in lower secondary (*Second cycle du Fondamental*). The component would also include school health and nutrition programs in line with the education sector's post-crisis recovery efforts. The component would consist of two sub-components, aligned with the Government's priority focus areas as highlighted in the education sector plan.

Subcomponent 2.1. Improved Conditions for Girls Participation and Completion of Basic Education (US$14 million)
Subcomponent 2.2. Incentivizing Transition and Retention of Girls in Lower-Secondary Schools (US$4 million)

31. **Component 3: Strengthening the Resilience and Governance of the Basic Education System (US$5.7 million).** This component aims to strengthen decentralized education management system, institutional capacity and monitoring and evaluation (M&E) system as well as project management. The component consists of three sub-components:

Subcomponent 3.1. Community Innovations for Improved Resilience and Better School Management
Subcomponent 3.2. Actionable Analytics for Improved Data-Based Decision Making
Subcomponent 3.3. Project Management

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No

Summary of Screening of Environmental and Social Risks and Impacts

The environmental and social risk and impacts likely to be generated from the project activities are site-specific, limited in number and can be mitigated with measures that are readily identifiable.

Note To view the Environmental and Social Risks and Impacts, please refer to the Concept Stage ESRS Document**.**

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