

India : Gujarat Education Infrastructure and Technology Modernization Program

1. Project Information

Project ID:	P000479	Instrument ID:	L0479A
Member:	India	Region:	Southern Asia
Sector:	Education Infrastructure	Sub-sector:	N/A
Instrument type:	<input checked="" type="checkbox"/> Loan:250.00 US Dollar million <input type="checkbox"/> Guarantee	Co-financier(s):	World Bank
ES category:	B	Borrowing Entity:	Ministry of Finance, India
Implementing Entity:	Government of India		
Project Team Leader:	Pratyush Mishra (Responsible DG: Rajat Misra; Responsible Department: INF1)		
Project Team Members:	Jyosyula Siva Rama Krishna Sastry, OSD - Environment & Social Development Specialist; Christopher Damandl, Project Counsel; Shodi Nazarov, OSD - Financial Management Specialist; Rabindra Shah, OSD - Procurement Specialist; Hari Bhaskar, Back-up PTL; Zhaojing Mu, Project admin		
Completed Site Visits by AIIB:	Sep, 2022 Joint Review Mission with the World Bank		
Planned Site Visits by AIIB:			
Current Red Flags Assigned:	0		
Current Monitoring Regime:	Regular Monitoring		
Previous Red Flags Assigned:			
Previous Red Flags Assigned Date:			

2. Project Summary and Objectives

The objective of the program is to upgrade school infrastructure and help create an international-standard learning environment based on green and disaster-resilient architectural designs, while supporting acceleration of learning by strengthening decentralized management for improved education outcomes in Gujarat.

The program, co-financed with the World Bank (WB) (and referred to by WB as the Gujarat Outcomes for Accelerated Learning [GOAL] Program), will implement comprehensive reforms in the education sector based on a decentralized stakeholder-owned planning and management approach.

The program will upgrade the physical learning environment as well as digital infrastructure of participating schools. The program investments will also finance soft activities which will ensure the efficiency of the upgraded school infrastructure to bring the intended educational outcomes.

3. Key Dates

Approval:	Dec. 16, 2021	Signing:	Jan. 07, 2022
Effective:	May. 31, 2022	Restructured (if any):	
Orig. Closing:	Sep. 30, 2027	Rev. Closing (if any):	

4. Disbursement Summary (USD million)

Contract Awarded:		Cancellation (if any):	0.00
Disbursed:	53.63	Most recent disbursement (amount/date):	39.75/Oct. 18, 2022
Undisbursed:	196.38	Disbursement Ratio (%) ¹ :	21.45

5. Project Implementation Update

In-depth implementation has been undertaken in key results areas with strong state ownership of program design. Institutional mechanisms for implementation are well-embedded in government systems. The progress has been good in terms of results achievement, strong evidence-based, data-driven institutional and monitoring systems are in place.

Substantial financial commitments have been made under the Program. Work orders have been issued for INR 872 crores (US\$ 107 million) and another INR 1131 crores (US\$139 million) is in the pipeline for construction of classrooms and repairs of classrooms across schools, construction of smart classrooms, establishment of computer-aided learning centers, and training and capacity building of field level staff on decentralized planning.

In respect of E&S aspects, it is noted that out of five PAPs, 3 are completed or are on track while the remaining two are partially completed and need to be prioritized. The overall E&S performance has been assessed as 'Satisfactory'.

Components	Physical Progress	Environmental & Social Compliance	Procurement
Results Area 1: Decentralized Planning Systems Institutionalized.	State Implementation Society trained by a National/State Planning Institute for overseeing the planning and appraisal outcome based Annual Work Plans and Budgets (AWPB)	N/A	N/A
Results Area 2: Improved Foundational Learning Outcomes at the Lower Primary Level.	Baseline for grade level language proficiency for Grade 4 students to be established	N/A	N/A
Results Area 3: Strengthened	First teacher training needs assessment	N/A	N/A

¹ Disbursement Ratio is defined as the volume (e.g. the dollar amount) of total disbursed amount as a percentage of the net committed volume.

Teacher Development and School-Based Assessments for Classroom Performance.	completed, and baseline created		
Results Area 4: Improved Learning Environment in Schools.	(i) Inclusive state strategy for school learning environment development including functional school designs and facilities finalized; and (ii) Strategy with functional designs and staffing needs finalized to enhance training in 5 new DIETs	E&S screening has been completed for new schools/DIET buildings proposed under the Program	Tendering civil works in schools to happen in a phased manner. Identification and tendering documents covering construction and renovation of schools, STEM equipment, and learning by doing laboratories, and smart labs are under process.
Results Area 5: Resilient Recovery from COVID-19.	Over 60 percent of students provided with home-based learning materials/workbooks. Baseline assessment to measure COVID-19 related learning losses completed. Classroom and home-based remedial support provided. Training of 20 percent of educators in digital competencies completed.	N/A	N/A

Financial Management:

A budget provision of INR 1188.32 crores (US\$146 million) has been made for the state's SoE program for FY 2022-23. The Program will use the Public Financial Management System (PFMS) for the transfer of funds from GCSE to district-level units, block and cluster resource centers (BRCs, CRCs), and school management committees (SMCs). A single nodal account (parent account) has been opened by GCSE at the state level for the GOAL Program. Zero-balance child accounts linked to the parent account have been opened at the level of all districts, blocks, and clusters. An appointment of internal auditors is under process. Once selected, the internal auditor will verify and report compliance as part of the six-monthly audits. The review will include verification of the following: (i) All Bank accounts to which Program funds flow are registered with PFMS; (ii) Accounting policy was adopted and made operational for GOAL to account for transfers as advances, not expenditures, at all levels of implementation. The first external audit report of the GOAL Program for FY2021-22 ended March 31, 2022 is expected on December 31, 2022. As AIIB funds were disbursed in FY2022-23, the audit will not cover AIIB's financing. Therefore, the first external audit of Financial Statements covering AIIB financing will be for the fiscal year ending March 31, 2023 and due

on December 31, 2023.

6. Status of the Grievance Redress Mechanism (GRM)

Under the Right to Education Act 2009, the Government of Gujarat has authorized local authorities to perform the grievance redress mechanism function. The system also specifies the type of grievance, the authority charged responsibility for addressing grievances, maximum time allowed for addressing the grievance, the appellate authority and time allowed for grievance redress by the appellate authority. The type of grievance and related redress authority, time limits and appellate authority varies and is structured in a matrix form.

7. Results Monitoring

Progress of achievement of indicators is satisfactory.

Project Objective Indicators #1

Decentralized planning systems institutionalized

Year	Target	Actual	Comments, if any
Jan. 01, 2021	N/A	Limited use of Annual Work Plans and Budgets (AWPBs) based on data and process-based discussions with key stakeholders	Baseline
Apr. 01, 2022	17 District Planning Teams trained by a National/State Planning Institute on AWPB creation that includes partnerships with nongovernment organizations (NGOs)/non state actors	State Implementation Society trained by a National/State Planning Institute for overseeing the planning and appraisal outcome based AWPB	
Apr. 01, 2023	An additional 16 District Planning Teams trained by a National/State Planning Institute on AWPB creation that includes partnerships with NGOs/non state actors	N/A	
Apr. 01, 2024	Five district AWPBs approved, and show at least 75 percent utilization of funds sanctioned against Annual Work Plans and Budgets	N/A	
Apr. 01, 2026	An additional five	N/A	

	district AWPBs approved, and show at least 75 percent utilization of funds sanctioned against Annual Work Plans and Budgets		
Apr. 01, 2027	An additional five district AWPBs approved, and show at least 75 percent utilization of funds sanctioned against Annual Work Plans and Budgets	N/A	

Project Objective Indicators #2

Improved school quality through performance evaluation and incentives

Year	Target	Actual	Comments, if any
Jan. 01, 2021	N/A	State proposes to institute a grading system to evaluate and incentivize school performance	Baseline
Apr. 01, 2022	30 schools move to Lighthouse status based on agreed selection criteria	Performance based grants mechanism with school selection process prepared and cleared	
Apr. 01, 2023	30 additional schools move to Lighthouse status based on agreed selection criteria and 30 schools from Year 1 maintain Lighthouse status	N/A	
Apr. 01, 2024	40 additional schools move to Lighthouse status based on agreed selection criteria and 60 schools from Years 1 and 2 maintain Lighthouse status	N/A	
Apr. 01, 2025	40 additional schools move to Lighthouse status based on agreed selection criteria and 100 schools from Years 1 to 3 maintain Lighthouse status	N/A	
Apr. 01, 2026	50 additional schools move to Lighthouse status based on	N/A	

	agreed selection criteria and 140 schools of Years 1 to 4 maintain Lighthouse status		
Apr. 01, 2027	50 additional schools move to Lighthouse status based on agreed selection criteria and all 190 Lighthouse schools from Years 1 to 5 maintain Lighthouse status	N/A	

Project Objective Indicators #3

Improved foundational learning outcomes at the lower primary level, gender disaggregated

Year	Target	Actual	Comments, if any
Jan. 01, 2021	N/A	Baseline assessment for foundational learning to be conducted/ established in Year 2	Baseline
Apr. 01, 2023	Baseline learning outcomes assessment for Grade 4 language completed	N/A	
Apr. 01, 2025	Up to two-percentage-point improvement in percentage of students achieving minimum proficiency in learning outcomes assessment for Grade 4 language	N/A	
Apr. 01, 2027	Up to an additional two-percentage-point improvement in percentage of students achieving minimum proficiency in learning outcomes assessment for Grade 4 language	N/A	

Project Objective Indicators #4

Strengthened teacher development for classroom performance

Year	Target	Actual	Comments, if any
Jan. 01, 2021	N/A	State yet to institute teacher training	Baseline

		needs assessments for guiding the customized delivery of teacher professional development	
Apr. 01, 2022	First teacher training needs assessment completed, and baseline created	First teacher training needs assessment completed, and baseline created	
Apr. 01, 2024	Second teacher training needs assessment completed, and grade-level learning hard spots identified through needs assessment reduced by 5 percent	N/A	
Apr. 01, 2027	Third teacher training needs assessment completed, and grade-level learning hard spots identified through needs assessment reduced by an additional 5 percent	N/A	

Project Objective Indicators #5

Improved learning environment in schools and teacher education institutes

Year	Target	Actual	Comments, if any
Jan. 01, 2021	N/A	State plans to upgrade the learning environment in 9,000 schools; and complete the construction and operationalization of five District Institutes of Education and Training (DIETs)	Baseline
Apr. 01, 2022	(i) Inclusive state strategy for school learning environment development including functional school designs and facilities finalized (ii) Strategy with functional designs and staffing needs finalized to enhance training in five new DIETs	(i) Inclusive state strategy for school learning environment development including functional school designs and facilities finalized; and (ii) Strategy with functional designs and staffing needs finalized to enhance training in 5 new DIETs	

Apr. 01, 2023	Strengthened child-friendly learning environment in 1,500 schools	N/A	
Apr. 01, 2024	Strengthened child-friendly learning environment in an additional 1,500 schools	N/A	
Apr. 01, 2025	(i)Strengthened child-friendly learning environment in an additional 1,500 schools (ii) Construction of superstructure of five DIETs complete with at least 75 percent staff in position in each DIET	N/A	
Apr. 01, 2026	Strengthened child-friendly learning environment in an additional 2,500 schools; including at least 150 Kasturba Gandhi Balika Vidyalayas (KGBVs)	N/A	
Apr. 01, 2027	(i)Strengthened child-friendly learning environment in an additional 2,000 schools (ii) Construction of five new DIETs completed and facilities made operational with 75 percent staff in position in each DIET	N/A	

Intermediate Result Indicators #1

Results Area (RA) 1: Decentralized planning systems institutionalized: Performance grants instituted for schools to incentivize improved outcomes

Year	Target	Actual	Comments, if any
Mar. 31, 2020	N/A	State yet to institute a mechanism for providing performance-based grants to schools	
Mar. 31, 2022	(i)Performance-based grants mechanism with school selection process prepared and cleared with the World Bank. (ii) 300	Performance based grants mechanism with school selection process prepared and cleared	

	schools meet minimum performance criteria as per agreed standards		
Mar. 31, 2023	400 additional schools meet minimum performance criteria as per agreed standards	N/A	
Mar. 31, 2024	400 additional schools meet minimum performance criteria as per agreed standards	N/A	
Mar. 31, 2025	500 additional schools meet minimum performance criteria as per agreed standards	N/A	
Mar. 31, 2026	500 additional schools meet minimum performance criteria as per agreed standards	N/A	
Mar. 31, 2027	500 additional schools meet minimum performance criteria as per agreed standards	N/A	

Intermediate Result Indicators #2

Results Area (RA) 1: Decentralized planning systems institutionalized: School-level Annual Work Plan and Budgets (AWPBs) enhanced through community participation

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	Limited capacity of School Management Committees (SMCs) to participate in development of school plans	
Mar. 31, 2022	Modules developed for training of SMCs on process and evidence-based School Development Plans and AWPBs	Limited capacity of SMCs to participate in development of school plans	
Mar. 31, 2023	20 percent of SMCs trained on development of evidence-based	N/A	

	School Development Plans and AWPBs		
Mar. 31, 2024	An additional 10 percent of SMCs trained on development of evidence-based School Development Plans and AWPBs	N/A	
Mar. 31, 2025	An additional 10 percent of SMCs trained on development of evidence-based School Development Plans and AWPBs	N/A	
Mar. 31, 2026	An additional 10 percent of SMCs trained on development of evidence-based School Development Plans and AWPBs	N/A	

Intermediate Result Indicators #3

RA 2: Improved foundational learning outcomes at the lower primary level: Access to Early Childhood Education (ECE) Programs for preschoolers

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	State is yet to roll out a model of ECE managed by the Department of Education	
Mar. 31, 2022	(i) Package for training of ECE teachers/facilitators notified. (ii) 30 percent of teachers from schools with co-located Aanganwadis trained to provide academic support on ECE in each of the five selected districts	Package for training of ECE teachers/facilitators notified. 30 percent of teachers from schools with co-located Aanganwadis trained to provide academic support on ECE in each of the five selected districts	
Mar. 31, 2023	40 percent of teachers from schools with co-located Aanganwadis trained to provide academic support in ECE in each of the 10 additional selected districts	40 percent of teachers from schools with colocated Aanganwadis trained to provide academic support in ECE in each of the 10 additional selected districts	
Mar. 31, 2024	One year pre-school program rolled out in	N/A	

	1,000 schools		
Mar. 31, 2026	One year pre-school program rolled out in 1,000 additional schools	N/A	

Intermediate Result Indicators #4

RA 2: Improved foundational learning outcomes at the lower primary level: Strengthened state-level learning assessment systems

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	State planning on establishing an Assessment Cell to focus on management of student learning assessments; state has limited exposure to international-level student assessments	
Mar. 31, 2022	(i) Gujarat Assessment Center (GAC) for managing classroom, state and international level student assessments notified (ii) Partnership established with OECD for conducting PISA-Based Test for Schools	Gujarat Assessment Center (GAC) for managing classroom, state and international level student assessments, notified	
Mar. 31, 2023	Timely completion of baseline Grade 4 learning assessment by the GAC	N/A	
Mar. 31, 2024	(i) Review of state examinations with time-bound reform action plan completed and report published highlighting proposed reform agenda. (ii) State Assessment Center managed PISA-Based Test for Schools completed	N/A	
Mar. 31, 2025	Timely completion of mid-line Grade 4 learning assessment by the GAC	N/A	
Mar. 31, 2026	(i) State examinations aligned with international	N/A	

	competency-based learning standards. (ii) Partnership established with OECD for state's participation in PISA 2028		
Mar. 31, 2027	Timely completion of end-line Grade 4 learning assessment by the GAC	N/A	

Intermediate Result Indicators #5

Results Area (RA) 1: Decentralized planning systems institutionalized: District-based planning systems enabled through capacity-building support for decentralized education functionaries including school-related gender-based violence (SRGBV) prevention protocols, complaint and referral mechanisms implemented

Year	Target	Actual	Comments, if any
Jan. 01, 2021	N/A	Limited capacity for evidence-based planning and appraisal amongst state and district level education functionaries and no institutional mechanism to identify and address safety/harassment issues experienced by adolescent girls	
Apr. 01, 2022	(i) Stakeholder composition of District Planning Teams created and notified (ii) A state-level unit created and trained by a National/State Planning Institute for overseeing planning and appraisal process in districts (iii) Guidelines developed on SRGBV prevention for decentralized education functionaries	(i) Stakeholder composition of District Planning Teams created and notified; and (ii) A state level unit created and trained by a National/State Planning Institute for overseeing planning and appraisal process in districts	
Apr. 01, 2023	(i) Assessment of governance and public finance bottlenecks (with an emphasis on planning and budgeting) for improved service delivery at school level completed (ii)	N/A	

	Five District AWPBs analyzed and contextualized action plan created (including SRGBV interventions)		
Apr. 01, 2024	Prioritized action plan created to address constraints identified in the governance and public finance assessment report	N/A	
Apr. 01, 2025	(i) An additional five District AWPBs analyzed and contextualized action plan created (including SRGBV interventions) (ii) Training modules developed for refresher training of decentralized education functionaries (iii) Establishment and training on the grievance redress mechanism system for SRGBV to relevant stakeholders (teachers, students, administrators and parents)	N/A	
Apr. 01, 2026	An additional five District AWPBs analyzed and contextualized action plan created (including SRGBV interventions)	N/A	
Apr. 01, 2027	(i) State-level unit and all District Planning Teams retrained on process based AWPB creation (ii) At least 15 district AWPBs include a functional SRGBV prevention, reference and redressal mechanism	N/A	

Intermediate Result Indicators #6

RA 3: Strengthened teacher development and school-based assessments for classroom performance: Teacher training and management systems strengthened for performance tracking

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	Teachers have limited access to opportunities for need-based professional development	
Mar. 31, 2022	(i) State-level agency designated for carrying out periodic teacher training needs assessments. (ii) System created for teachers to record their training needs	State level agency designated for carrying out periodic teacher training needs assessments	
Mar. 31, 2023	20 percent of teachers provided with need-based teacher training	N/A	
Mar. 31, 2025	An additional 30 percent of teachers provided with need-based teacher training	N/A	
Mar. 31, 2026	An additional 30 percent of teachers provided with need-based teacher training	N/A	

Intermediate Result Indicators #7

RA 3: Strengthened teacher development and school-based assessments for classroom performance: Quality remedial program based on classroom-based assessments

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	State is yet to roll out a statewide remedial education program for concurrent identification and correction of learning gaps	
Mar. 31, 2022	Completion of digital device mapping to support statewide rollout of ICT-supported Periodic Assessment Tests (PAT) that provide student, subject and school-wise reports on learning gaps and corresponding remedial education plans	Completion of Digital device mapping to support statewide roll out of Information and Communication Technology (ICT)-supported Periodic Assessment Tests (PAT) that provide student, subject and school wise reports on learning gaps and	

		corresponding remedial education plans.	
Mar. 31, 2023	20 percent of schools covered under ICT-supported PAT that provide student-, subject- and school-wise reports on learning gaps and corresponding remedial education plans	N/A	
Mar. 31, 2025	An additional 40 percent of schools covered under ICT-supported PAT that provide student-, subject- and school-wise reports on learning gaps and corresponding remedial education plans	N/A	
Mar. 31, 2027	An additional 20 percent of schools covered under ICT-supported PAT that provide student-, subject- and school-wise reports on learning gaps and corresponding remedial education plans	N/A	

Intermediate Result Indicators #8

RA 3: Strengthened teacher development and school-based assessments for classroom performance: Improved technology-enabled infrastructure in educational institutions

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	State plans to strengthen DIETs to provide teachers with access to opportunities for digitally enabled, remote professional development	
Mar. 31, 2022	Mapping of digital infrastructure requirement at DIETs completed, and package of essential infrastructure defined	State plans to strengthen DIETs to provide teachers with access to opportunities for digitally enabled, remote professional development	

Mar. 31, 2023	Eight DIETs operating with the minimum basic package of digital infrastructure required to support online professional development for teachers	N/A	
Mar. 31, 2024	An additional eight DIETs operating with the minimum basic package of digital infrastructure required to support online professional development for teachers	N/A	
Mar. 31, 2025	An additional eight DIETs operating with the minimum basic package of digital infrastructure required to support online professional development for teachers	N/A	
Mar. 31, 2026	An additional three DIETs operating with the minimum basic package of digital infrastructure required to support online professional development for teachers	N/A	
Mar. 31, 2027	An additional three DIETs operating with the minimum basic package of digital infrastructure required to support online professional development for teachers	N/A	

Intermediate Result Indicators #9

RA 4: Improved learning environment in schools: Performance-based selection of schools for learning environment and technology infrastructure improvement

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	State yet to initiate an enrollment and performance-based, inclusive model for selection of schools for infrastructure and facilities upgradation	

Mar. 31, 2022	Based on enrolment and performance-based criteria, 1,500 schools selected for infrastructure and facilities upgradation	Inclusive state strategy for school learning environment development including functional school designs and facilities finalized	
Mar. 31, 2023	Based on enrolment and performance-based criteria, an additional 1,500 schools selected for infrastructure and facilities upgradation	N/A	
Mar. 31, 2024	Based on enrolment and performance-based criteria, an additional 1,500 schools selected for infrastructure and facilities upgradation	N/A	
Mar. 31, 2025	Based on enrolment and performance-based criteria, an additional 2,500 schools selected for infrastructure and facilities upgradation	N/A	
Mar. 31, 2026	Based on enrolment and performance-based criteria, an additional 2,000 schools selected for infrastructure and facilities upgradation	N/A	

Intermediate Result Indicators #10

RA 4: Improved learning environment in schools: Improved enrollment in residential schools for out-of-school girls and girls from vulnerable groups

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	About 25,000	
Mar. 31, 2023	Enrollment increased by 5,000	N/A	
Mar. 31, 2024	Enrollment increased by an additional 5,000	N/A	
Mar. 31, 2025	Enrollment increased by an additional 10,000	N/A	
Mar. 31, 2026	Enrollment increased by an additional 10,000	N/A	
Mar. 31, 2027	Enrollment increased by an additional 20,000	N/A	

Intermediate Result Indicators #11

Results Area 5: Resilient recovery from COVID-19 :COVID-19 response strategies built-in for systemic resilience

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	State has instituted a continuous learning plan as part of its COVID-19 response strategy	
Mar. 31, 2022	(i) At least 60 percent of students provided with home-based learning materials/workbooks designed to provide remedial support for reducing learning deficiencies (ii) Baseline assessment to measure COVID-19- related learning loss completed (iii) Classroom and home-based remedial support provided to address learning losses caused by the COVID-19 pandemic	State has instituted a continuous learning plan as part of its COVID-19 response strategy	
Mar. 31, 2023	(i) 20 percent of educators trained in digital competencies (ii) 20 percent of decentralized education functionaries/ personnel trained on emergency response strategies for systemic resilience	N/A	
Mar. 31, 2024	(i) An additional 15 percent of educators trained in digital competencies (ii) An additional 15 percent of decentralized education functionaries/ personnel trained on emergency response strategies for systemic resilience	N/A	
Mar. 31, 2025	(i) An additional 15 percent of educators trained in digital competencies (ii) An additional 15 percent	N/A	

	of decentralized education functionaries/ personnel trained on emergency response strategies for systemic resilience		
Mar. 31, 2026	(i) An additional 15 percent of educators trained in digital competencies (ii) An additional 15 percent of decentralized education functionaries/ personnel trained on emergency response strategies for systemic resilience	N/A	
Mar. 31, 2027	(i) An additional 15 percent of educators trained in digital competencies (ii) An additional 15 percent of decentralized education functionaries/ personnel trained on emergency response strategies for systemic resilience	N/A	

Intermediate Result Indicators #12

Students benefiting from direct interventions to enhance learning - Female

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	0	
Mar. 31, 2022	7,240,000 3,530,000	7,117,830 3,491,590	
Mar. 31, 2023	7,240,000 3,530,000	N/A	
Mar. 31, 2024	7,240,000 3,530,000	N/A	
Mar. 31, 2025	7,240,000 3,530,000	N/A	
Mar. 31, 2026	7,240,000 3,530,000	N/A	
Mar. 31, 2027	7,240,000	N/A	

Intermediate Result Indicators #13

Large-scale primary/secondary learning assessments completed

Year	Target	Actual	Comments, if any
Dec. 31, 2020	N/A	0	
Mar. 31, 2023	1	N/A	

Mar. 31, 2024	1	N/A	
Mar. 31, 2025	2	N/A	
Mar. 31, 2026	2	N/A	
Mar. 31, 2027	3	N/A	

Remarks:
