



Ghana Secondary Education Improvement Project (P145741)

AFRICA | Ghana | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2014 | Seq No: 8 | ARCHIVED on 29-Jun-2018 | ISR33105 |

Implementing Agencies: Ministry of Education, Ministry of Finance, Ministry of Education, Ministry of Finance, Ministry of Finance, Ghana Education Service

Key Dates

Key Project Dates

Bank Approval Date:20-May-2014

Effectiveness Date:03-Oct-2014

Planned Mid Term Review Date:26-Jan-2018

Actual Mid-Term Review Date:26-Jan-2018

Original Closing Date:30-Nov-2019

Revised Closing Date:30-Nov-2021

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective is to increase access to senior secondary education in underserved districts and improve quality in low-performing senior high schools in Ghana.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components

Name

Support to Increase Access with Equity and Quality in Senior High Schools:(Cost \$177.10 M)

Management, Research and Monitoring and Evaluation:(Cost \$18.90 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Substantial	● Substantial

Implementation Status and Key Decisions



This implementation status and results report (ISR) is based on the Mid-Term Review (MTR) implementation support mission carried out from January 15-26, 2018 and subsequent discussions held at various points over the last six months through audio and video conferencing. **Main messages:**

- The Bank is pleased to note the overall progress of the project with 90 percent of the original project financing disbursed. Given that the most recent Education Management Information System (EMIS) data (2017/2018) has not yet been released, most indicators remain unchanged from the last ISR which indicated substantial progress in transition rates from Junior High School grade 3 (JHS) to Senior High School grade 1 (SHS): 39 percent in 2014 to 51 percent in 2017; improvement in completion rates (81.7 percent in 2014/15 to 84.1 percent in 2016/17), more than 10,000 scholarships disbursed, and School Performance Partnership Plans (SPPPs) signed in all 125 beneficiary schools.
- **Key achievements under the results-based component** have included the rehabilitation of 50 existing SHS, the provision of over 10,000 scholarships to students from low income families (of which 60.5 percent are girls), establishment and elaboration of a school mapping portal, roll out of School Performance Partnership Plans (SPPPs) and commensurate funding to all 125 project schools and the introduction of an ICT based mechanism (i-box) to deliver supplementary classroom materials. However, the new construction (of 23 SHS) has stagnated, with only 10 SHS fully constructed as of September, 2017. While classroom blocks (E-blocks) have been completed for an additional 4 schools, the construction of lot B infrastructure (canteen, teacher housing, etc.) is significantly behind schedule. There is some concern about whether the remaining 9 schools will be completed in time to enroll students for the 2018/2019 academic year. In addition, the planned (5) vocational and technical blocks have yet to be initiated. The science and math teacher training was also delayed as new methodologies are being considered for supporting classroom teachers. Leadership training for school heads was conducted in December 2017 using the newly finalized leadership manual. The innovative School Mapping Platform also suffered setbacks from delays in training school ICT officers and school heads on how to update their school data on line. Slow contracting procedures have also contributed to capacity constraints.
- As of this ISR, Government has achieved and verified four out of the six Year 3 Disbursement Linked Results (DLRs) and therefore cannot request for the advance on Year 4 results (at least five out of six must be met). The unmet DLRs include distribution of the school mapping digest (DLR 5.3) and the rolling out of iBoxes in all schools (DLR 7.4). Given that the Year 2 DLR on the distribution of the school mapping digest (DLR 5.2) was just completed this academic year, it was expected that this DLR would remain unmet, but plans for distribution are currently scheduled for September 2018. The Bank advised the Ministry of Education (MoE) to reconsider the way this DLR is administered to ensure it can be met in a timely fashion in the future, perhaps by considering contracting this out to the private sector. The World Bank is also concerned about the iBox results remaining unmet due to late installation in the remaining 55 schools (May 2018) with inadequate sensitization and follow-up; it is difficult to verify whether iBoxes are functioning in schools at present given poor data collection.
- The additional financing (AF) for the SEIP was approved by the World Bank's Board of Executive Directors on June 27, 2017, signed on January 8, 2018 and was became effective on April 9, 2018 after completing the revision of the Project Implementation Manual (PIM). The AF provides a US\$40 million credit to cover the costs associated with scaled-up activities to enhance project coverage to additional (106) low-performing schools in the SEIP-targeted districts with the aim of further increasing equitable access to and improving the quality of teaching and learning at the secondary level. Funds would also be provided to cover the incremental management costs and technical assistance activities associated with the expansion of activities under the AF and the extension of the closing date of the SEIP from November 30, 2019 to November 30, 2021. The AF will support five out of the seven results to increase coverage of these targets and reward additional results for 2019 and 2020.

Under Component 1, Pillar 1 Increasing access with equity:

- New construction is still ongoing and only 13 schools have been reported as fully completed by June 2018, with 15 SHS that have been operationalized (enrolling students). Final accounts are yet to be settled for any of the completed construction works and there are extensive cost overruns on the gross contract value of 9.70 percent.
- For the rehabilitation and expansion in 50 existing low performing schools, 49 have been completed with facilities in use, of which 22 final accounts have been settled. Cost overruns exceed the gross contract value by 10.72 percent. With regard to scholarships for students from low income families, the current cumulative number of students benefitting from scholarships totals 10,025.

Under Component 1, Pillar 2 Improve the quality of education in selected low-performing Senior High Schools:

- In 2017, the SPPPs process was revamped to include self-study reports from schools (needs assessment with performance data), key performance indicators (KPIs) tracking both past performance and targets set by the schools, and the selection of activities by SEIP schools from a pre-determined and coded menu of activities. The menu of activities was coded according to four objectives: access, school health, quality, and school management and these were also separated into non-procurement and procurement activities. All of the 125 beneficiary schools have submitted School Performance Partnerships Plans (SPPPs), 125 have been reviewed, approved and signed. Funds have been disbursed against all 125 of the approved SPPPs for the implementation of goods and service activities. These plans aim to support school- level interventions to improve



quality of SHS teaching and learning. In addition, replicating the SEIP process, the MOE has also signed performance contracts with almost all non-SEIP SHS. The MOE took up the MTR recommendation to conduct an internal audit on SPPPs, and the report is being finalized.

- Initial training in science and math teaching methods was rolled out to over 1,000 teachers in 2015-2016. The next training for teachers was held in February 2018 when 241 core Mathematics and 243 Science teachers were trained.
- Electronic content has been developed for the iBox system (teaching and learning portal) with modules in core subjects for SHS1 and SHS2 grades completed to date and the iCampus expected to be rolled out by July 2018. The i-boxes deliver pre-prepared video lessons, student exercises and content assessment to SHS students and teachers. The i-boxes have been rolled out to all 125 schools, but is pending verification on functionality. Reports from the Mid-Term Review indicate that usage of the iBox is low both in terms of time and frequency and the Ministry was advised to take concrete steps to improve usage.

Activities under Component 2: Management, Research, Monitoring and Evaluation

- Government has hired Independent Verification firms to validate and verify project results.
- Two impact evaluations are ongoing and a midline survey is currently being rolled out to assess the impact of the iBox on beneficiary SHS and assess the extent to which follow-up science and mathematics teacher training has an impact on student learning. This survey also serves as a baseline for the implementation of the Math and Science for Sub-Saharan Africa (MS4SSA) program that Ghana will be piloting in 20 schools. Due to delays in procurement processes, decision-making and release of funds, the survey firm has been delayed in going out to the field to collect relevant data.
- Funds have also been utilized for Science and Math training, SPPP trainings, research activities (in-house Research Fellow, education evidence summit, etc.), school mapping activities, and various project management elements.
- The research team has set up a research database and organizes Education Research Evidence Summits (the inaugural summit was held March 28-29, 2017 and the next summit is scheduled for August 6, 2018). Several reports have been prepared as part of the Mid-Term Review.
- Electronic content has been developed for the i-campus system (teaching and learning portal through i-box technology) with 200 modules in four core subjects (English, Mathematics, Integrated Science and Social Studies) completed for SHS1 and SHS2 with work under way on SHS3 content. An Information Communication Technology (ICT) firm has been contracted to expand the functionality of the school mapping portal to include monitoring of school subsidies, scholarships, SPPPs and other key data. The new interface will be rolled out after training is conducted for all school ICT officers.
- In the 2017/18 academic year, the government rolled out a School Information System (SIS) to track free SHS data and agreement was reached at the last mission to ensure that these systems are sharing information. Given that various components of the project require strong communication (promoting school mapping digests, scholarships, iBoxes, etc.) the Bank continues to remain concerned about weak capacity in this area.

Challenges: There is concern that the remaining balance of the original project financing (roughly 10 percent) would not be sufficient to cover the last year (Year 4) results with the exchange rate losses against the Special Drawing Rights (SDR). In addition, implementation progress has significantly slowed over the last year due to the national elections in December 2016 and administrative transition. The launching of the free SHS secretariat and policy may also have contributed to capacity constraints. The new directions (school-based training) being proposed for science and math trainings and School Performance Partnership Planning have also delayed the roll out of key activities. While these are welcome innovations to strengthen teacher training and school management of SPPP grants, the postponement of several key trainings and activities may further impact the achievement of Year 4 results.

Results for Year Three (verified in June 2018): The disbursement-linked results for year 3 include the following: (a) About 5,000 new seats created in underserved districts (achieved and verified); (b) Increase in enrollment in low performing schools by about 3,000 seats (achieved and verified); (c) at least 6,000 SHS students receiving scholarships in project schools (10,025 achieved and verified); (d) Publication of updated school performance data for academic year 16/17 online and in brochure (not yet achieved); (e) SPPPs for at least 100 schools signed (achieved and verified); and (f) ICT-based instruction rolled out in at least 95% of beneficiary schools (achieved but not yet fully verified for functionality). Once five out of the six results are fully achieved, an advance against the results for Year Four can be disbursed.

Risks

Systematic Operations Risk-rating Tool



Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Substantial	● Substantial
Macroeconomic	--	● Substantial	● Substantial
Sector Strategies and Policies	--	● Substantial	● Substantial
Technical Design of Project or Program	--	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● Moderate	● Moderate
Environment and Social	--	● Substantial	● Substantial
Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Substantial	● Substantial

Results

Project Development Objective Indicators

► Increase in Transition Rates from JHS3 to SHS1 in targeted districts (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	39.00	51.00	51.00	49.00
Date	01-Oct-2014	21-Dec-2017	21-Dec-2017	01-Nov-2021

Comments

This indicator relies on Education Management Information System (EMIS) data to be updated; EMIS data for 2017/18 has not yet been finalized. This indicator is expected to be updated in July 2018 once EMIS data is made available.

► Increase in SHS education attainment within the two poorest quintiles in targeted districts (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	8.40	--	--	15.00
Date	01-Oct-2014	--	--	01-Nov-2021

Comments

This indicator will be measured by an endline survey, although with project extension and additional financing, an analysis may be



conducted using the latest Ghana Living Standards Survey (results expected July/August 2018).

► Increase in SHS educational attainment within the two poorest quintiles in targeted districts (male) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	11.10	--	--	18.90
Date	01-Oct-2014	--	--	01-Nov-2021

Comments

This indicator will be measured by an endline survey, although with project extension and additional financing, an analysis may be conducted using the latest Ghana Living Standards Survey (results expected July/August 2018).

▲ Increase in SHS educational attainment within the two poorest quintiles in targeted districts (female) (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6.10	--	--	11.70
Date	01-Oct-2014	--	--	01-Nov-2021

► Increase in WASSCE achievement of percentage of students obtaining 6 credits and above within beneficiary schools (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	10.70	12.20	12.20	15.00
Date	01-Oct-2014	31-Oct-2017	31-Oct-2017	01-Nov-2021

Comments

Note: Male percentage was 13.5% in 2017. This indicator will be updated when WASSCE 2018 data is processed in September 2018.



▲ Increase in WASSCE achievement of percentage of students obtaining 6 credits and above within beneficiary schools (female) (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	9.50	10.70	10.70	14.30
Date	26-Jan-2015	31-Oct-2017	31-Oct-2017	01-Nov-2021

► Direct project beneficiaries (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	230,000.00	230,000.00	711,000.00
Date	01-Oct-2014	21-Dec-2017	21-Dec-2017	01-Nov-2021

Comments

This figure is currently being updated so actuals are not provided at the moment. A more accurate data point will be determined once additional data is collected from schools to account for additional beneficiaries that are not captured by EMIS. This is expected to be collected by August 2018.

▲ Female beneficiaries (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	45.80	45.80	44.10

Overall Comments



Intermediate Results Indicators

► New (additional) SHS seats created and utilized by SHS students in targeted schools (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	8,398.00	8,966.00	15,000.00
Date	01-Oct-2014	21-Dec-2017	01-Jun-2018	01-Nov-2021

Comments

This figure was verified by the independent verification firm in May/June 2018.

► Increase in seats created and utilized within low-performing beneficiary SHSs (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	18,275.00	27,735.00	10,000.00
Date	01-Oct-2014	21-Dec-2017	01-Jun-2018	01-Nov-2021

Comments

This indicator was verified by the Independent Verification Firm in May/June 2018. The MOE will update end targets for this indicator owing to it already having been met in December 2017.

► Scholarships/bursaries are distributed to low-income students in participating districts and schools (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	10,027.00	10,025.00	20,000.00
Date	01-Oct-2014	21-Dec-2017	21-Dec-2017	01-Nov-2021

Comments

This figure was verified by the independent verification firm. Note that the original project documents required 10,000 scholarship beneficiaries and additional financing added another 10,000 bursaries. The disbursement of bursaries under additional financing has not begun as yet.



► Teachers participating in training to upgrade or acquire new skills in mathematics (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	350.00	591.00	730.00
Date	01-Oct-2014	21-Dec-2017	01-Jun-2018	01-Nov-2021

Comments

241 core Mathematics teachers were trained in February 2018.

243 Science teachers were trained in February 2018.

Currently, these teachers trained in the latest round were added to teachers trained in previous rounds; however, the MOE wants to avoid double counting (i.e. if the same teacher was trained twice) so is currently reconciling the teachers who were trained in the last training in February 2018 with previous rounds of training. The 'actual' number may decrease as a result.

▲ Teachers participating in training to upgrade or acquire new skills in Science (cumulative) (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	700.00	943.00	1,470.00
Date	01-Oct-2014	21-Dec-2017	01-Jun-2018	01-Nov-2019



► Increase in completion rates in targeted schools (disaggregated by gender) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	81.70	84.10	84.10	86.71
Date	01-Dec-2015	21-Dec-2017	21-Dec-2017	01-Nov-2021

Comments

Note male completion rate was 84.4. This indicator will be updated once new data is collected from schools.

▲ Increase in completion rates in targeted schools disaggregated by gender (female) (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	81.20	83.90	83.90	86.10
Date	01-Dec-2015	21-Dec-2017	21-Dec-2017	01-Nov-2021

► Number of Performance Partnerships for Learning with beneficiary SHSs established (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	125.00	125.00	231.00
Date	01-Oct-2014	21-Dec-2017	01-Jun-2018	01-Nov-2021

Comments

Note that while all 231 SEIP schools (original and AF) have reported signing SPPPs, only the original 125 schools are receiving funds at present.



► SHS ICT packages implemented in beneficiary schools (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	70.00	118.00	231.00
Date	01-Oct-2014	21-Dec-2017	01-Jun-2018	01-Nov-2019

Comments

While the MOE has installed iBoxes in 125 schools, several schools report the iBox is not working for a variety of reasons. The MOE is currently investigating this issue. Note that this reporting comes from schools self-reporting on the functioning of the iBox; this number will be updated once the MOE is able to verify actual iBox functionality in the SEIP schools.

► Monitoring system established and functioning to annually track data and publish information on all SHS schools in Ghana. (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	01-Oct-2014	21-Dec-2017	01-Jun-2018	01-Nov-2021

► Research and sector analyses conducted to inform elaboration of Secondary Education Strategy (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2.00	2.00	7.00
Date	01-Oct-2014	21-Dec-2017	21-Dec-2017	01-Nov-2021

► Students benefiting from direct interventions to enhance learning (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	150,000.00	150,000.00	707,000.00
Date	09-Sep-2017	21-Dec-2017	21-Dec-2017	30-Nov-2021

Comments

No breakdown by gender at this time. Note that this indicator is yet to be updated for the 2017/18 academic year and will be done when



EMIS 2017/18 data is released and analyzed in July 2018.

▲ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	--	341,000.00

► Survey on beneficiary satisfaction (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	Y	Y
Date	31-May-2017	01-Jun-2017	29-Dec-2017	30-Nov-2021

Comments

A beneficiary survey was conducted in December 2017 to inform the analyses for the Mid-Term Review.

Overall Comments

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
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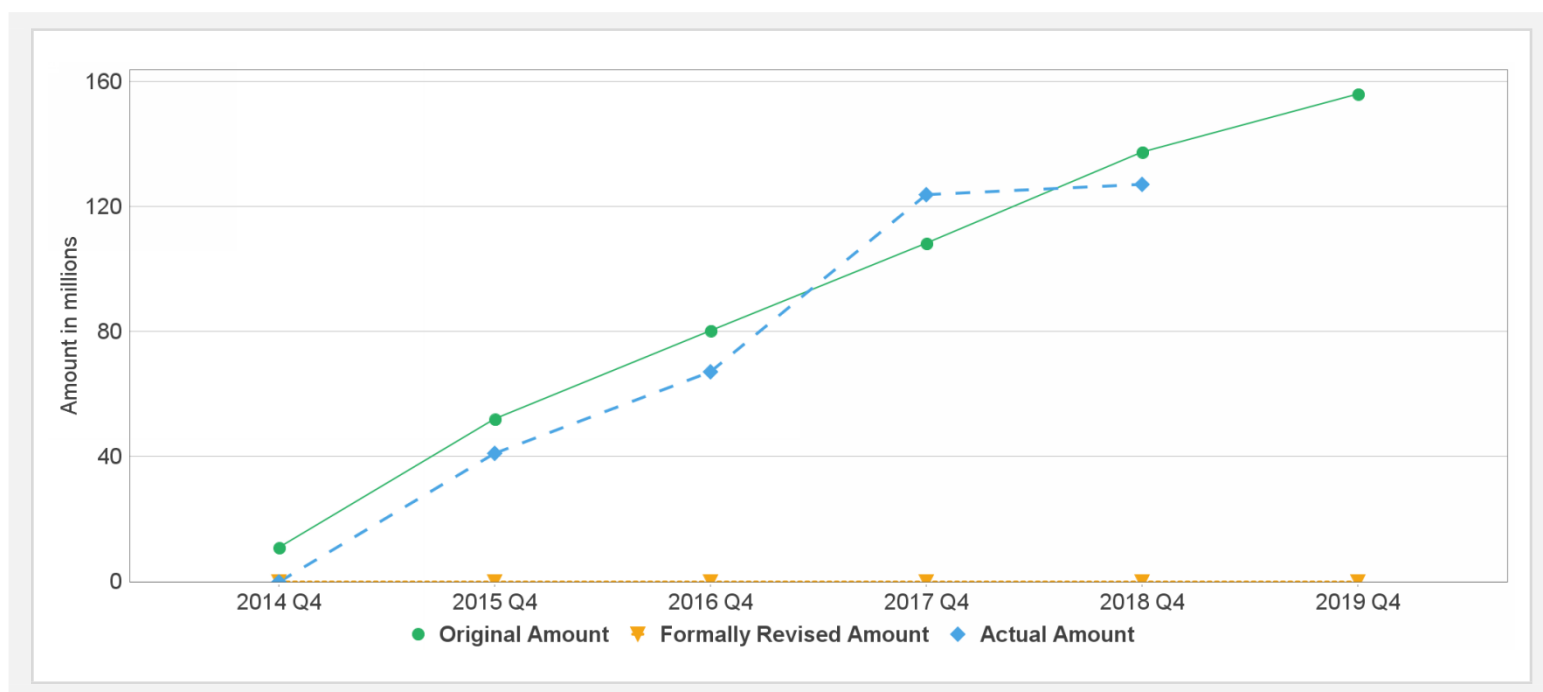


P145741	IDA-54520	Effective	USD	156.00	156.00	0.00	126.97	13.77	<div style="width: 90%;"></div>	90%
P145741	IDA-61220	Effective	USD	40.00	40.00	0.00	0.00	41.39		0%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P145741	IDA-54520	Effective	20-May-2014	31-Jul-2014	03-Oct-2014	30-Nov-2019	30-Nov-2019
P145741	IDA-61220	Effective	28-Jun-2017	08-Jan-2018	09-Apr-2018	30-Nov-2021	30-Nov-2021

Cumulative Disbursements



Restructuring History

Level 2 Approved on 26-Aug-2016

Related Project(s)

P163628-Secondary Education Improvement Project Additional Financing