



Togo, Improving Quality and Equity of Basic Education Project (P172674)

Western and Central Africa | Togo | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2022 | Seq No: 2 | ARCHIVED on 15-Jun-2022 | ISR51516 |

Implementing Agencies: Ministry of Primary, Secondary, and Technical Education and Handicraft - MEPSTA, Republic of Togo

Key Dates**Key Project Dates**

Bank Approval Date: 26-Aug-2021

Effectiveness Date: 26-Oct-2021

Planned Mid Term Review Date: 26-Apr-2024

Actual Mid-Term Review Date:

Original Closing Date: 26-Oct-2026

Revised Closing Date: 26-Oct-2026

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objectives (PDO) are to improve the quality of, and equitable access to, basic education in selected regions, particularly for girls; and strengthen the overall management of the education system.

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

No

Components Table

Name

Component 1: Improving Quality of Teaching and Learning:(Cost \$35.13 M)

Component 2: Improve equitable access to basic education (primary and lower-secondary):(Cost \$14.75 M)

Component 3: Strengthening system management and resilience:(Cost \$8.22 M)

Component 4: Contingent Emergency Response Component (CERC)

Unallocated:(Cost \$2.00 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

Implementation Status and Key Decisions

This is the second ISR. It is based on findings from the second implementation support mission carried out from May 9 to 20, 2022. Project implementation is in early phases as the project experienced delays in the recruitment of the key PIU's staff.

Component 1: Improving quality of teaching and learning (US\$35.13 million equivalent; IDA—US\$23.94 million equivalent; GPE—US\$11.19 million)

Component 1 aims to strengthen teacher effectiveness by supporting teacher training interventions. Component 1 comprises three sub-components: Sub-component 1.1—Improved teacher training and monitoring system—which aims to: (i) strengthen pre-service and in-service training; (ii) enhance the teacher monitoring system; and (iii) adopt digital learning technologies to improve the quality of teaching and learning. Sub-



component 1.2—Curriculum reform and textbook policy—which aims to support curriculum reform and the adoption of a national textbook policy; and Sub-component 1.3 — Provision of school grants and performance-based grants, which aims to provide performance-based grants to schools, inspectorates, and regional directorates of education.

Preparatory work and/or early implementation have started for the following activities: (a) the piloting of the TEACH classroom observation tool and (b) the drafting of the textbook policy as well as preparatory activities for the development of textbooks for grades 4-6. The consultant for the piloting of the TEACH classroom observation tool have been recruited, and the first classroom observation activities are planned in June 2022. The recruitment of the firm for the revision of the textbook policy is well advanced, the contract is prepared and is currently being reviewed by the procurement team at the ministry level. The decree for the creation of a committee for the development of textbook for grades 4-6 is available.

Component 2: Improve equitable access to basic education (primary and lower secondary) (US\$14.75 million equivalent; IDA—US\$11.88 million equivalent; GPE—US\$2.87 million)

Component 2 aims to improve equitable access to basic education in primary and lower secondary education. This component comprises 3 sub-components: Sub-component 2.1—Reducing barriers to girls’ education; Sub-component 2.2—Expanding access to basic education; and Sub-component 2.3—Supporting the establishment of digitally enabled school environments.

Preparatory work and early implementation have started for the following activities: (a) preparatory activities for the establishment of safe spaces as well as the introduction of school health packages in targeted disadvantaged schools including menstrual hygiene management (MHM) programs with the technical assistance of Plan International; (b) the development of the geographic information system for the operationalization of the school map under the technical assistance of the International Institute for Education Planification (IIEP/UNESCO – International de Planification de l’Education / Organisation des Nations Unies pour l’Education); and (c) preparatory work for the establishment of the Ministry’s distance learning platform. In addition, preparatory activities for construction works under the Emergency Program in the Savanah Region (PURS – Programme d’Urgence dans les Régions des Savanes) has been launched. This work includes the validation of the report for the selection of construction sites supported by an Environmental and Social Management Plan (ESMP) and the training of 295 members of school management committees (COGEP/COGERES).

Component 3: Sub-component 1.3: Performance-based grant programs (US\$18.38 million equivalent; IDA—US\$18.38 million equivalent; GPE—US\$0.00 million)

Component 3 aims to strengthen the management and resilience of the education system. This component comprises 3 sub-components: Sub-component 3.1—System strengthening and resilience for effective sector management; Sub-component 3.2—Consolidating accountability and capacity building of COGEPs and key stakeholders; and Sub-component 3.3—TA, M&E and Project management.

Preparatory work has started for the following activities: (a) preparatory studies related to the establishment and strengthening of the human resources management information system (HRMIS); National Learning Assessment System (NLAS) and Education Management Information System (EMIS). Terms of References (ToRs) for the diagnostic of the current human resources management information system (HRMIS) to inform the development of the digital HRMIS learning from the Senegalese model (MIRADOR) are prepared and validated. A benchmarking mission travel in Senegal to learn from MIRADOR is planned in the coming months. In addition, capacity building activities for Project implementation entities and key directorates within the Ministry are being planned, and the implementation of the SEA/SH action plan is well underway.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	☐ Moderate	☐ Substantial	☐ Substantial
Macroeconomic	☐ Moderate	☐ Moderate	☐ Moderate
Sector Strategies and Policies	☐ Moderate	☐ Moderate	☐ Moderate
Technical Design of Project or Program	☐ Moderate	☐ Moderate	☐ Moderate
Institutional Capacity for Implementation and Sustainability	☐ Moderate	☐ Moderate	☐ Moderate



Fiduciary	□ Moderate	□ Moderate	□ Moderate
Environment and Social	□ Moderate	□ Moderate	□ Moderate
Stakeholders	□ Moderate	□ Moderate	□ Moderate
Other	--	--	--
Overall	□ Moderate	□ Moderate	□ Moderate

Results

PDO Indicators by Objectives / Outcomes

Improving the Quality of Teaching and Learning				
▶ Grade 2 students achieving at least a minimum level of proficiency in reading in beneficiary schools. (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23.70	0.00	0.00	35.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Number of grade 2 students achieving at least a minimum level of proficiency in reading in beneficiary schools/Total Number of student at the same grade level * 100 using PASEC methodology.			
▶ Grade 2 students achieving at least a minimum level of proficiency in mathematics in beneficiary schools. (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.00	0.00	0.00	55.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Number of grade 2 students achieving at least a minimum level of proficiency in mathematics in beneficiary schools/Total Number of student at the same grade level * 100 using PASEC methodology.			
▶ Increased percentage of primary teachers in targeted inspectorates demonstrating improved teaching practices in the classroom. (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline data will be available in year 1. Baseline survey. A survey will be conducted in the first year to collect the baseline data based on the current stock of teachers, from which the increase in proportion will be calculated in year 2, 3, 4, and 5.	No result is expected for the first year.	No result is expected for the first year.	20 percentage points increase compared to baseline
Date	23-Nov-2020	01-Dec-2021	10-Jun-2022	26-Oct-2026



Comments: The indicator monitors the proportion of primary teachers in targeted inspectorates demonstrating improved teaching practices in the classroom (by 20 percentage points increase) who directly receive in-person in-service training provided under the project to improve teaching practices in reading/literacy and mathematics, including initial catch up training for volunteer teachers, as well as instructional materials (i.e. detailed teacher guides/lesson plans/scripted lessons). Targeted inspectorates: are inspectorates with the highest proportion of volunteer teachers. The list of targeted inspectorates is presented in table 4.5 below. Teachers demonstrating improved teaching practices in the classroom: are teachers that previously demonstrated poor teaching practices in classroom as per classroom observation tool report results (i.e. results will inform the baseline in year 1), whom teaching practices improved as a result of the training activities as per classroom observation tool report results in year 2, 3, 4, and 5.

Improve Equitable Access to Basic Education in Selected Regions, Particularly for Girls				
► Completion rate in general lower-secondary education in targeted areas (percentage) (disaggregated by gender) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	28.90	0.00	0.00	41.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	It's measured as the gross intake ratio to the last grade of lower secondary education in targeted areas. It is calculated as the number of new entrants in the last grade of lower secondary education in targeted areas, regardless of age, divided by the population at the entrance age for the last grade of lower secondary education in targeted areas.			
□ of which female (percentage) (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	21.10	0.00	0.00	34.00

Strengthen System Management				
► The National Learning Assessment System (NLAS) is functional (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Activities are expected to launch in early 2022.	Activities are expected to launch in early 2022.	At least two national large-scale standardized learning assessments are completed, and results are disseminated (EGRA/EGMA).
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	26-Oct-2026
Comments:	The indicator will verify that the NLAS is functional during the project cycle and is able to carry out national large-scale standardized learning assessments designed to inform policy and instruction for learning improvement. The NLAS is considered functional if at least two national large-scale learning assessments are carried out, completed, and disseminated during the project cycle. These assessments will be based on the EGRA and EGMA assessment methodology to assess reading and mathematics in grade 2, and assessments will be administered to a sample of schools as a pilot. At the classroom level, NLAS will pilot the Teach classroom observation tool in selected primary schools.			

Overall Comments



Preliminary progress toward the achievement of the PDO is expected in the coming months, since Project activities just launched.

Intermediate Results Indicators by Components

Improving the Quality of Teaching and Learning				
► Number of primary teachers trained (including head teacher) in the use of new curriculum including SEA/SH prevention in schools as a result of the Project (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	29,600.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Cumulative number of primary teachers and head teachers trained in the use of new curriculum as a result of the project			
☐- Official primary teachers (Number) (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20,000.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Oct-2025
☐Volunteers Primary Teachers (Number) (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	9,600.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Oct-2025
► Percentage of primary teachers in grade 1 and 2 receiving training to improve pedagogical skills in French and mathematics. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Number of primary teachers in grade 1 and 2 receiving in-service training to improve pedagogical skills in French and mathematics provided under project funding. These teachers (including volunteer teachers) will receive additional in-service training to improve their pedagogical knowledge in French and mathematics.			
► Classroom observation tools to assess teaching practices are established (Yes/No) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes



Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Tool to measure teacher practice/performance. Used by inspectors during school visits but may be also used by external observers. COT is accompanied by classroom observation report. Considered established once designed, piloted by DF (w/ external support) and validated by MEPSTA			
► Number of new textbooks distributed to CE2, CM1 and CM2 (maths and reading) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,000,000.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Oct-2025
Comments:	Cumulative number of textbooks (in math and reading) consistent with the new curricula distributed in CE2, CM1 and CM2.			
► Number of Teachers supervision visits per year by inspectors and pedagogical advisers (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	68.00	68.00	68.00	70.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Cumulative number of teachers supervision visits conducted per year by inspectors and pedagogical advisers in public schools			
► Number schools which receive school grants each year in targeted primary and general lower-secondary schools as a result of the Project and meeting the minimum requirement for equity & Learning (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	6,000.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Tracks whether project funded school grants are used to improve equity/learning conditions at school level. Minimum requirements defined in Y1 and will include sub-indicators on the availability of essential inputs (quality improvement, gender promotion) in targeted primary and lower secondary schools.			
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,000,000.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,100,000.00
► Reduction of the average repetition rate in primary education by at least an average of three points percentage by the end of the project. (Percentage, Custom, PBC)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	13.70	13.70	13.70	10.70
Date	04-Jun-2018	01-Dec-2021	10-Jun-2022	26-Oct-2026
Comments:	<p>The indicator monitors the reduction of the average repetition in primary education by at least an average of three points percentage by the end of the project . The average repetition rate is calculated using the following formula : Sum of repetition rates in each primary grade in school year t+1 [i.e. proportion of repeaters in a given grade (CP1, CP2, E1, CE2, CM1, CM2) in school year t+1 / proportion of the same cohort enrolled in the same grades in the previous school year t] divided by the number of grades (6). Baseline: 13.7 [MEPSTA's administrative data at the end of sub-cycles (CP2, CE2, CM2) and MICS data within sub-cycles (CP1, CE1, CM1)/ 2017-2018].</p>			

Improve Equitable Access to primary and lower-secondary				
<p>► Increase in the number of girls transitioning from primary to general lower-secondary education in disadvantaged areas individually supported by project (Percentage) (Percentage, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	<p>Number of girls transitioning from primary to general lower-secondary education in disadvantaged areas individually supported by project divided by the number of girls from primary education in disadvantaged areas individually supported by project. This product is compared with the transition rate at baseline to measure the increase in percentage point.</p>			
<p>► Number of new primary and general lower-secondary classrooms built or rehabilitated in targeted disadvantaged areas based on comprehensive school mapping and resulting from project interventions (Number, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	540.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	<p>This indicator measures the number of additional classrooms constructed or rehabilitated at the primary and lower secondary level through the IDA/GPE program focusing on targeted disadvantaged areas and based on comprehensive school mapping . In most cases, it is expected that the baseline value for this indicator will be zero ('0'). This indicator will be used to calculate the "decline in shortfall of classrooms at the primary level".</p>			
<p>► Number of girls and boys reached through sensitization campaigns on the importance of girl's education, early marriage, early pregnancies, and issues of unequal social norms (Number, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,255,000.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	<p>Cumulative number of girls and boys reached through sensitization campaigns on the importance of girl's education, early marriage, early pregnancies, and issues of unequal social norms.</p>			
<p>► Share of female students who return to school once the school system is reopened (Text, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	91%	--	--	98%
Date	05-Oct-2020	01-Dec-2021	10-Jun-2022	24-Aug-2026
Comments:	The number of female students previously enrolled in the school system who return to school once the school system is reopened (primary and lower-secondary). The baseline is collected from the undergoing COVID19 Education project (P174166).			

Strengthening System Management and Resilience				
► Provision of budget line to renew regularly Textbooks in already covered primary grade level CP1, CP2 and CE1 (reading) (Yes/No) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	This will measure the availability of a budget line to renew regularly Textbooks in already covered primary grade level CP1, CP2 and CE1 (reading and math) already covered by the curriculum reform under the previous project. In the Year 3 of the project the budget line will be revised to add new grade levels (CE2, CM1 and/or CM2).			
► Percentage of inspections and regional education authorities having achieved at least 80% of their PBC objectives (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	This indicator will track the implementation of PBC and the performance of Regional education authorities at the primary and secondary in all 69 Inspection and 6 DRE.			
► Percentage of communities trained on monitoring the use and implementation of school grants, maintenance of textbooks and infrastructure, school construction, and students' academic progress (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	70.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Number of COGEPS/COGERES trained on verifying the use and implementation of school grants, maintenance of textbooks and infrastructure, following school construction, monitoring of students' academic divided by the Total Number of COGEPS/COGERES.			
► Percentage of grievances received and addressed through the Project Grievance Redress Mechanisms (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	80.00
Date	13-Nov-2020	01-Dec-2021	10-Jun-2022	13-Aug-2026
Comments:	Number of Grievances received and addressed through the Project Grievance Redress Mechanisms (Percentage) divided by the total Number of Grievances received.			



Performance-Based Conditions

►PBC 1 Increased percentage of primary teachers in targeted inspectorates demonstrating improved teaching practices in the classroom. (Text, Outcome, 2,340,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	Baseline data will be available in year 1. Baseline survey. A survey will be conducted in the first year to collect the baseline data based on the current stock of teachers, from which the increase in proportion will be calculated in year 2, 3, 4, and 5.	No result is expected for the first year.	No result is expected for the first year.	--
Date	--	01-Dec-2021	10-Jun-2022	--

►PBC 2 Reduction of the average repetition rate in primary education by at least an average of three points percentage by the end of the project. (Percentage, Intermediate Outcome, 936,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	13.70	13.70	13.70	--
Date	--	01-Dec-2021	10-Jun-2022	--

►PBC 3 The National Learning Assessment System (NLAS) is functional (Text, Outcome, 1,404,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 5
Value	No	Activities are expected to launch in early 2022.	Activities are expected to launch in early 2022.	--
Date	--	01-Dec-2021	10-Jun-2022	--

Data on Financial Performance

Disbursements (by loan)

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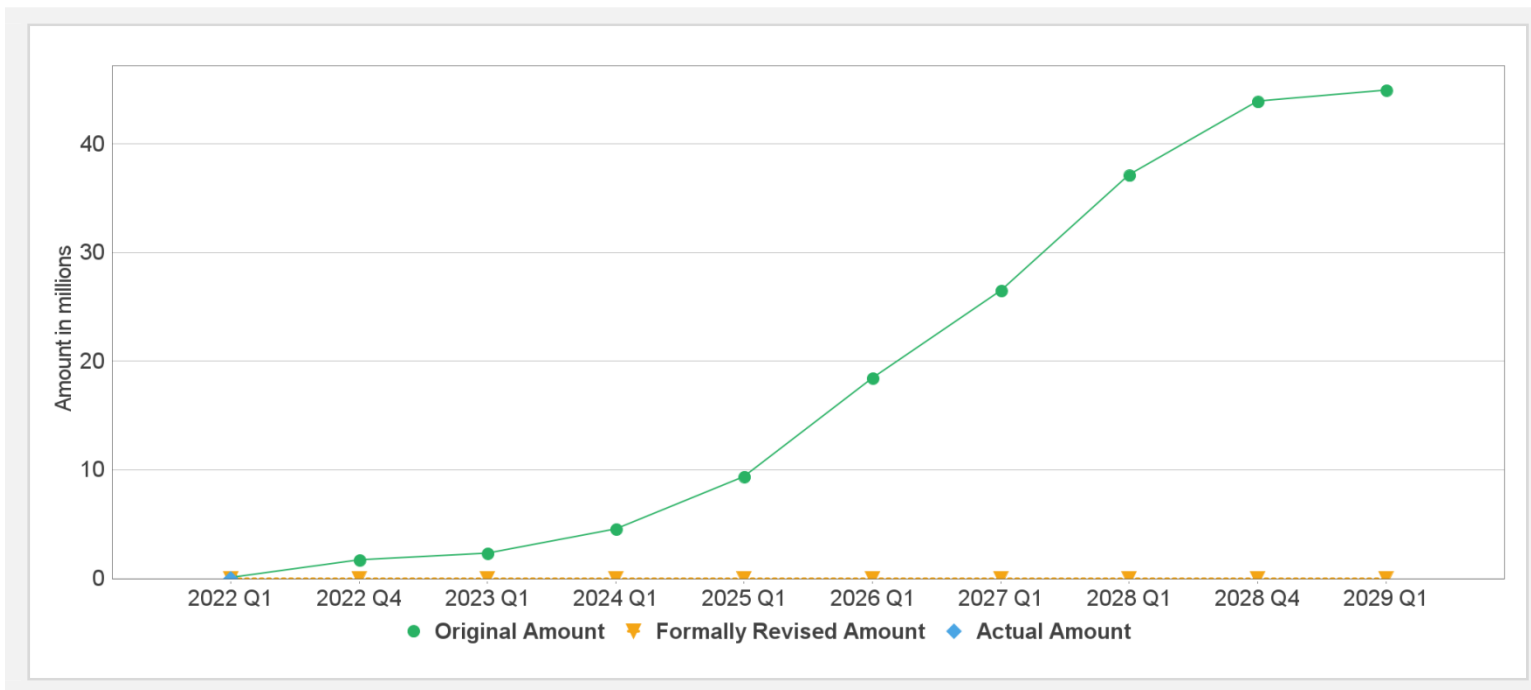


P172674	IDA-69810	Effective	USD	22.50	22.50	0.00	0.00	21.06	<div style="width: 0%;"></div>	0%
P172674	IDA-D9010	Effective	USD	22.50	22.50	0.00	3.78	18.11	<div style="width: 17%;"></div>	17%
P172674	TF-B6287	Effective	USD	15.10	15.10	0.00	1.25	13.85	<div style="width: 8.2%;"></div>	8.2%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P172674	IDA-69810	Effective	26-Aug-2021	13-Sep-2021	26-Oct-2021	26-Oct-2026	26-Oct-2026
P172674	IDA-D9010	Effective	26-Aug-2021	13-Sep-2021	26-Oct-2021	26-Oct-2026	26-Oct-2026
P172674	TF-B6287	Effective	26-Aug-2021	13-Sep-2021	26-Oct-2021	26-Oct-2026	26-Oct-2026

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.

