



Benin Global Partnership for Education Project Phase 3 (P167432)

Western and Central Africa | Benin | Education Global Practice |
Recipient Executed Activities | Investment Project Financing | FY 2020 | Seq No: 6 | ARCHIVED on 31-May-2022 | ISR51465 |

Implementing Agencies: Government of Benin, Ministry of Preschool and Primary Education

Key Dates

Key Project Dates

Bank Approval Date: 17-Jul-2019

Effectiveness Date: 09-Jan-2020

Planned Mid Term Review Date: 29-Apr-2022

Actual Mid-Term Review Date: 19-Apr-2022

Original Closing Date: 30-Sep-2023

Revised Closing Date: 30-Sep-2023

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objectives (PDO) are to: (i) improve the quality of teaching and learning in basic education with an emphasis on the early grades; and (ii) strengthen equity in primary education, particularly in four regions of the country.

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

No

Components Table

Name

Component 1 : Improving the Quality of Basic Education:(Cost \$12.00 M)

Component 2: Improving Equity in Basic Education:(Cost \$3.10 M)

Component 3: Strengthening the Delivery of Education Services:(Cost \$3.80 M)

Overall Ratings

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

Implementation Status and Key Decisions

This is the Mid-Term Status Report (ISR) for the **Benin Global Partnership for Education Phase 3 Project**. The Project is financed by a Global Partnership for Education (GPE) grant in the amount of US\$ 18.9 million, focuses on *improving the quality of teaching and learning in basic education with an emphasis on the early grades; and strengthening equity in primary education, particularly in four regions of the country*. The Project was approved by the World Bank's Africa Regional Vice President on July 17, 2019, and the Grant Agreement was signed on September 19, 2019. The Project was subsequently declared effective on January 9, 2020, prior to the effectiveness deadline of January 17, 2020.

To date, a number of critical activities have been implemented and the Project's overall disbursement stands at US\$ 9.46 million, representing approximately 50 percent of the total grant amount.

Below is a summary of the status of each component.



Component 1: Improving the quality of basic education- *This Component is comprised of three sub-components: (i) improving the curricula in order to improve the quality of education; (ii) improving teachers' knowledge on curricula and teaching practices; and (iii) strengthening pre-service teachers' education in teachers' education institutions (ENI and ENS).*

Sub-component 1.1 improving the curricula for a better quality of education. For grade 1, the generalization of the new curricula started in October 2021 in all schools and is still under implementation. As part of this generalization, 557,952 reading textbooks, 557,952 French exercises books, 22,256 French teacher guides and 22,556 Mathematics teacher guides have been distributed— in addition to the mathematics exercises books distributed by the Government. For grade 2, the pilot implementation of the final draft of learning materials developed under the Project is in progress and will be completed by the end June 2022. Lessons learnt from this pilot implementation of grade 2 learning materials are being taken into account to finalize these materials. For all grades of the LSE, the French, Mathematics, Physics, and English curricula, as well as teacher's guides for each of these subjects, have been finalized and under implementation in all schools.

*As part of the implementation of the sub-component 1.2—Improving Teachers' Knowledge on Curricula and Teaching practices—in primary education, twelve-day training (six days in September and six days in December 2021) were carried out for 22,500 teachers and head teachers nationwide. In addition, the first classroom observations by the external agency to evaluate teachers' performance, for grades 1 and 2, has been completed and the report validated by the Government and the World Bank's task team. This evaluation helped to identify strengths and weaknesses of the teachers to be taken into account in further in-service trainings. In LSE, 3,246 discipline leaders (*animateur d'établissement*) have been trained in order to deepen their knowledge of the disciplinary content of curricula and their teaching/learning practices. The discipline leaders trained teachers in their respective schools in the 2021-2022 SY as part of the implementation of the revised curricula.*

For the sub-component 1.3—Strengthening Initial Teachers' Education in Teachers' Education Institutions— significant progress has been made regarding the revision of the ENI and ENS curricula. For the ENS, all the necessary documents have been developed and validated, including teaching guide for each of the agreed bivalence. For the ENI, the remaining work concerns the development of the teaching guides and pedagogical organization guide.

Component 2: Improving equity in basic education. *This Component is comprised by two sub-components: (i) promoting equity in the deprived districts of Alibori and Borgou; and (ii) promoting the school integration of children with disabilities in the regions of Zou and Collines.*

In the deprived districts of Alibori and Borgou, prior to the start of the 2021-2022 SY, communication, awareness, and mobilization campaigns on benefits of education to communities took place with the support of two NGOs recruited by the Project. Following these sensitization campaigns, 111,997 students from grades 1 and 2 were provided with uniforms.

Regarding the promotion of the school integration of children with disabilities in the regions of Zou and Collines, the total number of students with disabilities enrolled in the 2021-2022 SY were 1,631, including 891 students enrolled by the Project (against an end-of-project target of 700). The number of students with severe disabilities enrolled in specialized schools is 117.

Component 3: Strengthening the delivery of education services- *This Component is comprised by two sub-components: (i) strengthening the capacity of the Ministry of Pre-and- Primary School (MEMP) and Ministry of Secondary Education, Technical and Vocational Training (MESTFP), and the M&E system; and (ii) project management.*

More than 75 staff members involved in procurement activities, including Ministry of finances staff have been trained in World Bank-procurement procedures. The two following reports have been disseminated in the 12 directorates of primary education of the country as scheduled by the Project: (i) analysis per education school district, of the 2020 and 2021 end primary exam results in French and Mathematics; and (ii) the summary of learning assessments carried out in the past years. In addition, 400 electronic tablets to support pedagogical advisers and inspectors were delivered and applications to facilitate the work of these staff have been designed and installed on the tablets. Statistic data for the 2021 -2022 SY were collected within their expected due date, and data processing and analysis are currently underway.

A first analysis of the Project's performance across each of the three criteria of: (i) relevance of objectives/design and implementation; (ii) efficacy; and (iii) efficiency is provided below.

Relevance of objectives and design.

Relevant of Objectives. The project development objectives (PDOs) were highly relevant as they responded to key challenges facing the education sector at appraisal and priorities outlined in the Education Sector Plan -ESP-(*Plan Sectoriel de l'Education*) 2018-30. The PDO continues to be highly relevant because learnings in early grades (CP) are still low in Benin, though important progress have recorded in grade 6 with regard of the learning evaluation carried out by the PASEC in 2019 and published in 2021. As such, MTR participants recommended to continue the PDO during the remaining time of the project life.

Relevant of design. The Project's design was sound, and its activities were tailored to address the core challenges faced by the sector at the time, and therefore, were logically linked to achievement of the PDO which was clearly articulated. However, given its importance in improving reading outcomes, the MTR participants recommended to include in component 1 of the Project a new activity consisting of providing annually reading exercises books to all grades 1 and 2 students, which will be monitored as an intermediate-level indicator. Furthermore, as a result of the school closures observed during the 2019-2020 SY, the implementation of 80 percent of the CI and CP programs which was considered as a step for the



achievement of DLI# 2 (that aims to improve learning outcomes in Benin) was not possible, thus triggering the need to revise for the first two years of the Project, the indicator associated with this activity, namely: Implement in public schools at least 80 percent of the new revised CI and CP programs.

Efficacy (Achievement of the Project Development objectives)

An overview of outcomes achieved under the Project after 2 years and 8 months of implementation is provided below:

Progress has been observed towards the achievement of the Program Development Objectives (PDO). For the indicators used to evaluate progress within the quality component of the Project, the first indicator “Percentage of grades 1 and 2 primary teachers rated satisfactory by an external agency in the use of the new educational kit developed under the Project” reached 66.29 percent in 2022 against an end-of-project target of 60 percent. It should be noted that the two other indicators were initially planned to be measured at the end of the third year of the Project, namely : (i) Percentage of students in grade 2 (CP) who attained defined minimum standards on national learning assessment tests in reading (total and girls); and (ii) Percentage of students in grade 2 (CP) who attained defined minimum standards on national learning assessment tests in mathematic (total and girls). Considering the restructuring of the Project underway, progress against the achievement of these indicators will be informed by the fourth year of the Project due to the school closures observed during the 2019-2020 SY.

The two PDO-level indicators linked to outcome 2 of the Project— *strengthening equity in primary education, particularly in four regions of the country* —are on track to meet their end-of-project target. The indicator “Intake rate in grade 3 (CE1) in deprived districts of Alibori and Borgou regions” increased from 67.0 percent in 2016-2017 to 73.2 percent in 2021-2022, rendering of the end-of-project target of 75 percent achievable despite the significant drop observed between the project preparation and the signature of the Grant Agreement. The indicator “percentage of children with disabilities enrolled in primary school in Zou and Collines regions” rose from 4.70 percent in 2016-2017 to 8.9 percent in 2021-2022, rendering the end-of-project target is achievable.

Based on the progress summarized above, the overall Efficacy rating for the Project is rated **Substantial (or Satisfactory)** at MTR.

Efficiency

It should be noted that it is too early to assess the efficiency of the Project because the level of implementation of all activities does not allow the calculation of all unit costs for a comparison with initial estimates. Further analysis will be undertaken by the closing date of the Project. However, at this stage of project implementation, it should be noted that the effective costs of most important activities of the Project have been lower than the forecasted amounts, which in turn, has made it possible to carry out in this SY 12 days training for 22,500 grade 1 teachers and school heads as recommended by the ministry instead of 6 days training initially planned. The same number of days (12) has been planned for grade 2 teachers. This increase in the number of training days has been made possible because learning materials ordered for grades 1 and 2 have been 42 percent lower than the forecast (US\$ 1 481 393 vs. US\$ 2 552 716). While a full economic and financial analysis of the Project will only be possible once the Project closes, evidence available at the time of this MTR suggests that the Project’s Efficiency has generally been strong as well.

Risks

Systematic Operations Risk-rating Tool

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



Stakeholders	□ Low	□ Low	□ Low
Other	--	--	--
Overall	□ Substantial	□ Moderate	□ Moderate

Results

PDO Indicators by Objectives / Outcomes

Outcome 1: The quality of teaching and learning in school improved				
▶ Percentage of grades 1 and 2 primary teachers rated satisfactory by an external agency in the use of the new educational kit developed under the project (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	66.29	60.00
Date	29-Sep-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	It should be noted that grade 2 has not yet started the use of new educational kit since the generalization of the new curriculum is in grade 1. Therefore, the grade 2 teachers were assessed in the use of existing kits. The wording "in the use of the new educational kit developed under the project" was proposed to be removed under the restructuring paper underway. : The end-of-project target has already been exceeded.			
▶ Percentage of students in grade 2 (CP) who attained defined minimum standards on national learning assessment tests in reading (Total) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	17.40	17.40	17.40	23.20
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	The assessment has been planned to be held at the end the third year of the Project			
□ Percentage of students in grade 2 (CP) who attained defined minimum standards on national learning assessment tests in reading (Girls) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	16.80	16.80	16.80	22.80
Date	30-Jun-2017	08-Nov-2021	08-Nov-2021	29-Sep-2023
▶ Percentage of students in grade 2 (CP) who attained defined minimum standards on national learning assessment tests in mathematic (Total) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23.20	23.20	23.20	31.20
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023



Comments:	The assessment has been planned to be held at the end the third year of the Project .			
<input type="checkbox"/> Percentage of students in grade 2 (CP) who attained defined minimum standards on national learning assessment tests in mathematic (Girls) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	22.80	22.80	22.80	30.80
Date	30-Jun-2017	08-Nov-2021	08-Nov-2021	29-Sep-2023

Outcome 2 Strengthen equity in primary education, particularly in four regions of the country.				
▶ Intake rate in grade 3 (CE1) in deprived districts of Alibori and Borgou regions–Total (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	67.00	59.30	73.20	75.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	This is provisional data provided by the Ministry. : This indicator is on track to achieve it's established end-of-project target			
<input type="checkbox"/> Female Intake rate in grade 3 (CE1) in deprived districts of Alibori and Borgou regions (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	70.70	59.42	75.10	76.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
▶ Percentage of children with disabilities enrolled in primary school in Zou and Collines regions (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.70	7.70	8.90	10.00
Date	29-Sep-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	: This indicator is on track to achieve it's established end-of-project target			

Overall Comments

By design, two out of 3 of the outcome 1 indicators were planned to be assessed at the the third year of project implementation.

Intermediate Results Indicators by Components

Component 1: Improving the Quality of Basic Education



► National average of students' Promotion Rate in public primary schools (Percentage, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	68.40	77.55	75.60	76.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	Provisional data for 2021-2022 SY . : This indicator is on track to achieve it's established end-of-project target			
► New reading booklets distributed in CI and CP (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,130.00	560,082.00	2,517,500.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
► Grades 1 and 2 primary teachers trained (including head teachers) in early grade reading instruction and mathematics programs (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	22,000.00	22,256.00	43,600.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	: This indicator is on track to achieve it's established end-of-project target			
► Percentage of French, Mathematics, physics and English teachers using the new curricula in lower secondary public schools (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	100.00	90.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	The end-of-project target has already been exceeded.			
► New curricula for teachers training institutions (ENI and ENS) are implemented (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	28-Sep-2018	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	ENS new curricula have been finalized. The finalization of the ENI curricula is expected by September 2022			

Component 2: Improving Equity in Basic Education



► School uniforms distributed to grades 1 and 2 students in public primary schools in Alibori and Borgou regions (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	184,000.00	199,939.00	273,600.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	: This indicator is on track to achieve it's established end-of-project target			

► Children with disabilities having benefitted each year in Zou and Collines regions from the project interventions (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	857.00	891.00	700.00
Date	28-Sep-2018	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	The end-of-project target has already been exceeded			

Component 3: Strengthening the Delivery of Education Services				
► Headof sub-regional primary schools' inspectorate having achieved at least 75% of their performance-based contract (PBC) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	85.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	The performance-based contract (PBC) has not yet been signed.			
► System for learning assessment at the primary level is operational (Yes/No, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	The system for learning assessment is being strengthened. The new unit of learning assessment carried out in SY 2020-2021 EGRA and EGMA evaluations with the support of a World Education project. : This end-of-project target will be achieved			
□ Create Evaluation division with permanent staff with a 2-year action plan. (Yes/No, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023



<input type="checkbox"/> Disseminate results of the 2017 National Learning Assessment in all the regions of the country, and publish them at the national level (Yes/No, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	29-Sep-2017	08-Nov-2021	17-May-2022	29-Sep-2023
<input type="checkbox"/> Analyze, per education school district, the end primary exam results of French and Math and provide the analyzed results to at least 60% of primary schools in the country (Yes/No, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
► Difference between the highest students teacher ratio by district and national average (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	52.90	18.40	24.50	20.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	Provisional data for 2020-2021 SY. There is a significant improvement for this indicator because the ministry recruited a lot of new teachers which were deployed in deprived districts.			
► Percentage of schools that communicate school budget and students results through community briefing meetings at least once a year (citizen engagement) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	61.10	61.10	75.00
Date	30-Jun-2017	08-Nov-2021	17-May-2022	29-Sep-2023
Comments:	Data for 2020-2021 SY. Analysis of data collected for the 2021-2022 SY are underway.			

Overall Comments

Most of indicators are on track and will achieve the end-of-project targets if extension of the project closing date due to the COVID-19 pandemic is granted.

Performance-Based Conditions



▶PBC 1 National average of students' Promotion Rate in public primary schools (Percentage, Intermediate Outcome, 2,500,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 4: Oct 1, 2022 to Sept 30, 2023
Value	68.40	77.55	75.60	--
Date	--	08-Nov-2021	17-May-2022	--

▶PBC 2 System for learning assessment at the primary level is operational (Yes/No, Intermediate Outcome, 2,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 4: Oct 1, 2022 to Sept 30, 2023
Value	No	No	No	--
Date	--	08-Nov-2021	17-May-2022	--

□PBC 2.1 System for learning assessment at the primary level is operational (Yes/No, Intermediate Outcome, 800,000.00, 4.2%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 4: Oct 1, 2022 to Sept 30, 2023
Value	No	No	No	--
Date	--	08-Nov-2021	17-May-2022	--

□PBC 2.2 Conduct the first national learning assessment for CP and CM1 under the newly established division (Yes/No, Intermediate Outcome, 1,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 4: Oct 1, 2022 to Sept 30, 2023
Value	No	No	No	Yes
Date	--	08-Nov-2021	17-May-2022	--

□PBC 2.3 Publish results of the national assessment for CP and CM1 at the national level, and disseminate them in all the regions of the country (Yes/No, Outcome, 200,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 4: Oct 1, 2022 to Sept 30, 2023
Value	No	No	No	Yes
Date	--	08-Nov-2021	17-May-2022	--

▶PBC 3 Difference between the highest students teacher ratio by district and national average (Number, Intermediate Outcome, 1,320,000.00, 0.00%)				
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	Baseline	Actual (Previous)	Actual (Current)	Year 4: Oct 1, 2022 to Sept 30, 2023
Value	52.90	18.40	24.50	--
Date	--	08-Nov-2021	17-May-2022	--

Data on Financial Performance

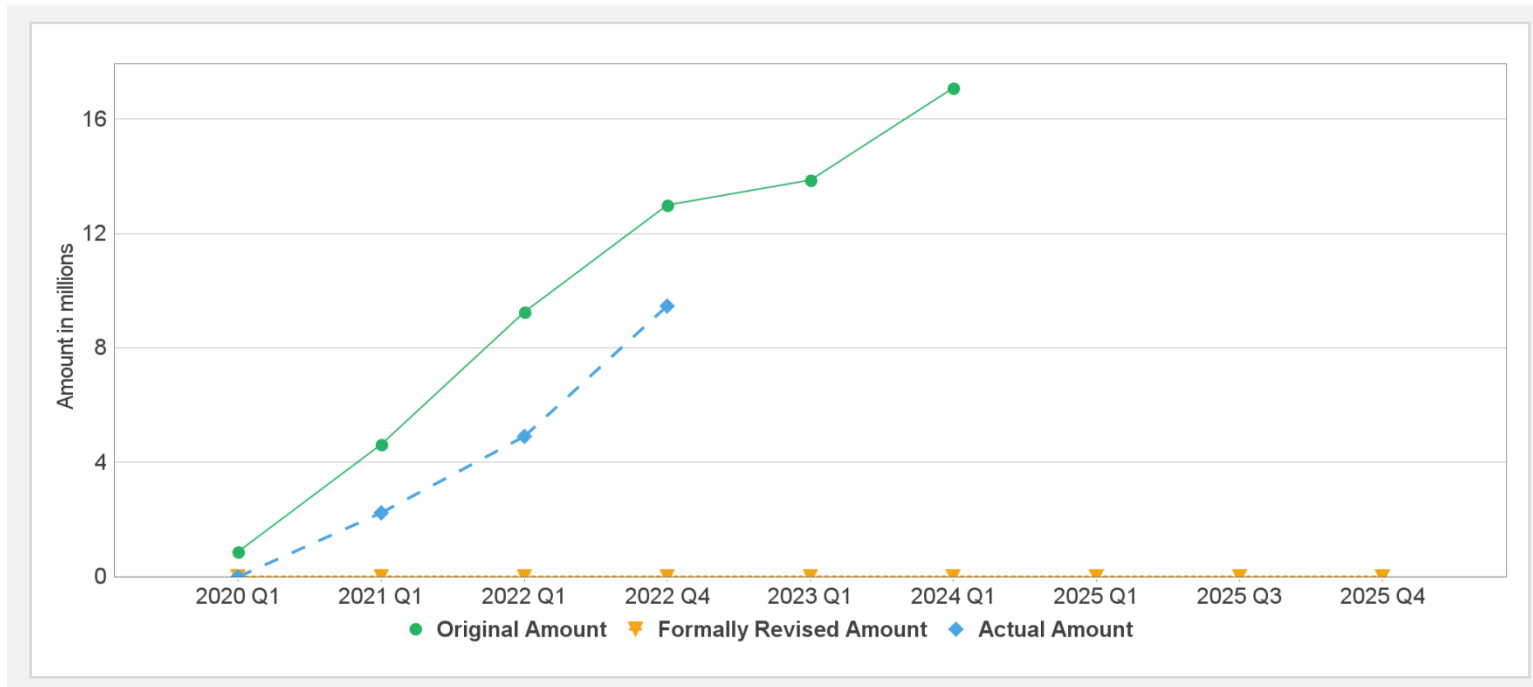
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P167432	TF-B0364	Effective	USD	18.90	18.90	0.00	9.46	9.44	50%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P167432	TF-B0364	Effective	17-Jul-2019	19-Sep-2019	09-Jan-2020	30-Sep-2023	30-Sep-2023

Cumulative Disbursements





Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.
