



## Benin Global Partnership for Education Project Phase 3 (P167432)

AFRICA WEST | Benin | Education Global Practice |  
Recipient Executed Activities | Investment Project Financing | FY 2020 | Seq No: 5 | ARCHIVED on 17-Nov-2021 | ISR49014 |

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:

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"/> Moderately 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**

**The Benin Global Partnership for Education Phase 3 Project**, financed by the Global Partnership for Education 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\$ 5.11 million, representing 27.04 percent of the total grant amount. The implementation of grade 1 teachers and head teachers training scheduled for December 2021 is expected to help further improve the disbursement by at least 10 percentage points.



Below is a summary of the status of each component:

### Progress by Component.

**Component 1: Improving the quality of basic education-** This Component is comprised of three sub-components: (i) improving the curricula for a better 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 finalization of curricula and textbooks, including teachers guides and exercise books developed has been completed after taking into account lessons learnt from their pilot implementation. The editing of textbooks and exercises books has also been completed. For grade 2, the draft of similar learning materials has been finalized and the pilot implementation will start by November 22, 2021 as initially planned because the first 6 weeks in grade 2 are devoted to strengthen grade 1 learning. Similarly, for lower secondary education (LSE), the review of curricula in key disciplines (French, Mathematics, Physics, and English), including teacher's guides for each of these subjects, was completed on January 2021.

**Sub-component 1.2. Improving teachers' knowledge on curricula and teaching practices.** In primary education, as part of the generalization of grade 1 curricula and textbooks, the following activities have been successfully carried out: (i) finalization of grade 1 training modules for both French and mathematics after taking into account recommendations drawn from the pilot implementation of new curricula and textbooks; (ii) a six-day training for 550 inspectors and educational advisers; and (iii) a six-day training for 22,000 teachers and head teachers nationwide. The training aimed to equip teachers and head teachers for, among other things: (i) a sound understanding of principles underlying the development of new teaching tools (textbooks, teacher's guide, exercises books; etc.); (ii) an appropriate daily application in the classrooms of the didactic approaches recommended in the teaching guides; and (iii) a monitoring of the use of the new teaching tools by students. The quality of the training provided was high and beneficiaries considered the training useful and relevant. In LSE, training modules have been developed for each of the 4 disciplines and 3246 discipline leaders (*animateur d'établissement*) have been trained in order to improve the subject content of curricula and their teaching/learning practices.

**Sub-component 1.3 Strengthening initial teachers' education in teachers' education institutions.** While significant progress has been made regarding the revision of the ENS curricula, as part of the reform of teachers' s bivalence in college, the reform of the ENI curricula is somewhat delayed because it is the same team which has been involved in the curricula reform in primary schools. For the ENS, all the necessary documents have been developed, including teaching guide for each of the agreed bivalence. At the time of the mission, all that remained to be done was to validate documents developed and ensure the training of trainers of ENS. For the ENI, after taking stock of the existing training tools, the work of revising curricula continued and led to a rewriting of the business reference framework taking into account common core of skills and universally accepted standards. It is expected that the first draft of the ENI curricula will be delivered by the end of February 2022.

**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. Following this sensitization, approximately 113,000 uniforms acquired by the Project were distributed to grades 1 and 2 students, at the same time as the school kits provided by UNICEF.

Regarding the promotion of the school integration of children with disabilities in the regions of Zou and Collines, new students with disabilities enrolled were 192 (109 and 83 in the regions of Collines and Zou respectively) on October 15, 2021, thus bringing the total number new students with disabilities enrolled to 938 (vs. end- project target of 700) of which 116 students with severe disabilities in specialized schools.

**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.

The new Division of assessment of learning outcomes created at the National Institute for Training and Research in Education (INFRE) undertook in SY 2020-2021, with the technical support of a World Education project, two evaluations - Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA)- in the pilot schools implementing the new curricula in grade 1 with a control group. Recommendations of the evaluations were considered during the finalization of grade 1 textbook and exercise books as well as teaching guides. In addition, tools for performance-based contracts (CBP) have been finalized and ownership workshops by inspectors and educational advisers have been organized. In addition, 400 electronic tablets to support pedagogical advisers and inspectors were delivered and first applications to facilitate the work of these staff have been designed and installed on the tablets. Statistic data for the 2020 -2021 SY were collected in due date, which allowed for the delivery of statistic yearbooks in May 2021.



## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Macroeconomic	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Sector Strategies and Policies	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Technical Design of Project or Program	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Fiduciary	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> Substantial
Environment and Social	<input type="checkbox"/> Low	<input type="checkbox"/> Low	<input type="checkbox"/> Low
Stakeholders	<input type="checkbox"/> Low	<input type="checkbox"/> Low	<input type="checkbox"/> Low
Other	--	--	--
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> Moderate	<input type="checkbox"/> 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	0.00	60.00
Date	29-Sep-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	The assessment is under preparation to be carried out by March 2022			
▶ 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	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	The assessment has been planned to be held in 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 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	16-Apr-2021	08-Nov-2021	29-Sep-2023
<b>► Percentage of students in grade 2 (CP) who attained defined minimum standards on national learning assessment tests in mathematic (Total) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23.20	23.20	23.20	31.20
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	The assessment has been planned to be held in the third year of the Project .			
<b>□ Percentage of students in grade 2 (CP) who attained defined minimum standards on national learning assessment tests in mathematic (Girls) (Percentage, Custom Breakdown)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	22.80	22.80	22.80	30.80
Date	30-Jun-2017	16-Apr-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	73.48	59.30	75.00
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	The provisional data given by the Ministry in April 2021 was riddled with errors. It should be noted that the baseline decreased from 67.0 percent in 2016-2017 to 46 percent in 2018-2019 before the start of the implementation of the Project. The restructuring of the project under finalization will take into account the new baseline value.			

##### □ 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	74.28	59.42	76.00
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	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	7.70	10.00



Date	29-Sep-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	Data of SY 2020-2021. Enrollment of students with disabilities is still ongoing.			

### Overall Comments

Most of the outcome 1 indicators will be assessed during 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	72.38	77.55	76.00
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	Final data for 20200-2021 SY			
▶ New reading booklets distributed in CI and CP (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,130.00	2,130.00	2,517,500.00
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	Number of reading textbooks distributed to pilot schools 2020-2021. Given the schools closing during the 2019-2020 SY due the COVID-19 pandemic, the generalization of the new curriculum has been postponed to the 2021-2022 SY.. Due to the delay in the procurement process, the delivery of textbooks is expected for early January.			
▶ 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	72.00	22,000.00	43,600.00
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
▶ 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	0.00	90.00



Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	The using of the new curriculum has just started. A survey will be carried out in December to inform this indicator.			
<b>► New curricula for teachers training institutions (ENI and ENS) are implemented (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	28-Sep-2018	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	Only ENS new curricula have been finalized			

### 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	87,942.00	184,000.00	273,600.00
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
<b>► Children with disabilities having benefitted each year in Zou and Collines regions from the project interventions (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	665.00	857.00	700.00
Date	28-Sep-2018	16-Apr-2021	08-Nov-2021	29-Sep-2023

### Component 3: Strengthening the Delivery of Education Services

#### ► Head of 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	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	The assessment will be done at the end of the 2021-2022 SY			
<b>► System for learning assessment at the primary level is operational (Yes/No, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	No	No	No	Yes
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	<p>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. The end primary exam results of French and Math for 2020-2021 have been analyzed, but the printing of documents has not been delivered to allow the distribution to schools. It is expected that the printing of the report will be finalized by end January 2022 to enable the distribution of the analyzed results to at least 60% of primary schools in the country</p> <p>The disseminate results of the 2017 National Learning Assessment in all the regions of the country will be done by end January 2022</p>			
<input type="checkbox"/> 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	16-Apr-2021	08-Nov-2021	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	No	Yes
Date	29-Sep-2017	16-Apr-2021	08-Nov-2021	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	No	Yes
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
<input type="checkbox"/> 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	18.50	18.40	20.00
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023
Comments:	<p>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.</p>			
<input type="checkbox"/> 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	0.00	61.10	75.00
Date	30-Jun-2017	16-Apr-2021	08-Nov-2021	29-Sep-2023

### Overall Comments

Due to schools closure related to the COVID-19 pandemic, most of activities having impact on indicators of component 1 have just started. The next ISR will better reflect results achieved

### 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	72.38	77.55	--
Date	--	16-Apr-2021	08-Nov-2021	--

▶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	--	16-Apr-2021	08-Nov-2021	--

□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	--	16-Apr-2021	08-Nov-2021	--

□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				
Date				





Value	No	No	No	Yes
Date	--	16-Apr-2021	08-Nov-2021	--
<input type="checkbox"/> 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	--	16-Apr-2021	08-Nov-2021	--

<input type="checkbox"/> PBC 3 Difference between the highest students teacher ratio by district and national average (Number, Intermediate Outcome, 1,320,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Year 4: Oct 1, 2022 to Sept 30, 2023
Value	52.90	18.50	18.40	--
Date	--	16-Apr-2021	08-Nov-2021	--

### Data on Financial Performance

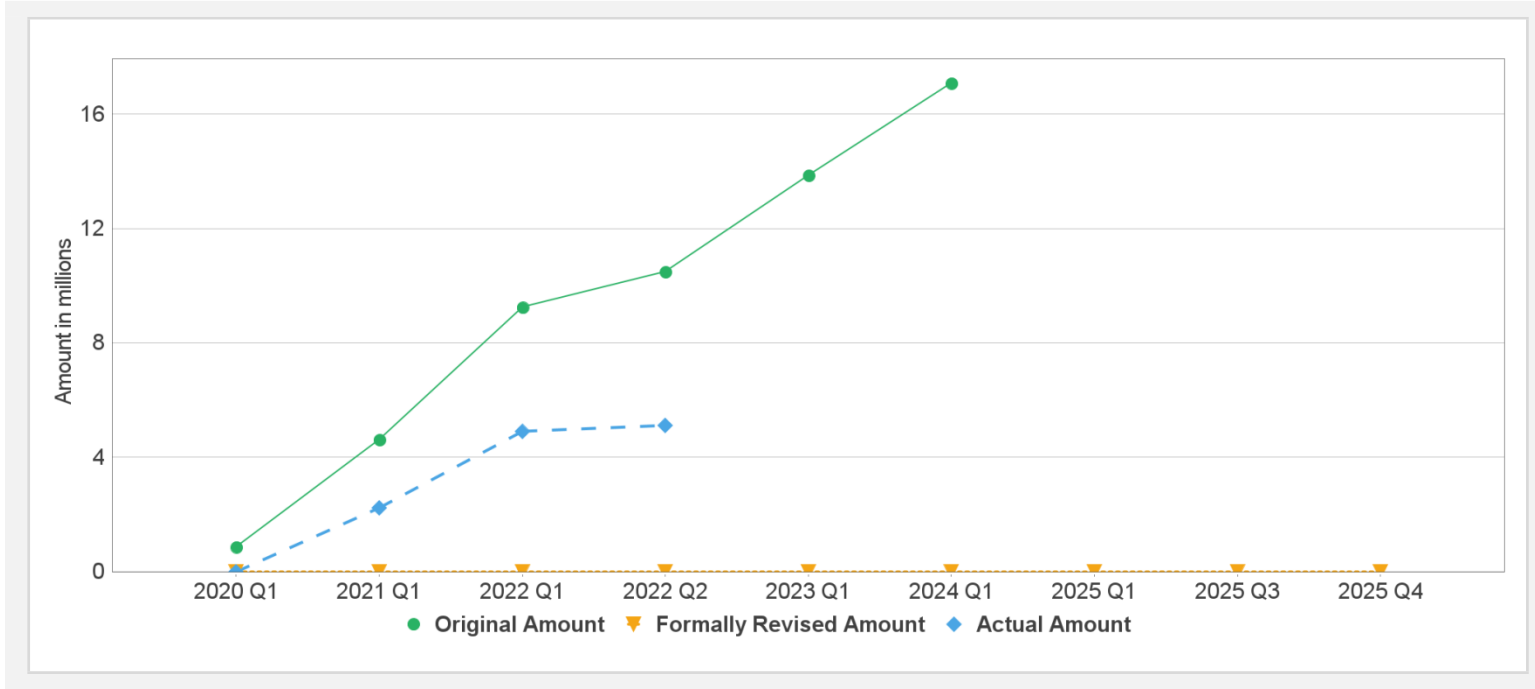
#### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P167432	TF-B0364	Effective	USD	18.90	18.90	0.00	5.11	13.79	27%

#### 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



**PBC Disbursement**

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC
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**Restructuring History**

There has been no restructuring to date.

**Related Project(s)**

There are no related projects.