

Document of  
The World Bank

Report No: RES21795

RESTRUCTURING PAPER

ON A

PROPOSED PROJECT RESTRUCTURING

OF THE

EMERGENCY SUPPORT TO EDUCATION FOR ALL PROJECT  
GRANT

APPROVED OCTOBER 16, 2013

TO THE

REPUBLIC OF MADAGASCAR

MAY 19, 2016

Education Global Practice  
Africa Region

**DATA SHEET**
*Madagascar*
*Emergency Support to Education For all Project (P132616)*
*AFRICA*
*Education*

Report No: RES21795

<b>Basic Information</b>															
Project ID:	P132616			Lending Instrument:	Emergency Recovery Loan										
Regional Vice President:	Makhtar Diop			Original EA Category:	Partial Assessment (B)										
Country Director:	Mark R. Lundell			Current EA Category:	Partial Assessment (B)										
Senior Global Practice Director:	Claudia Maria Costin			Original Approval Date:	16-Oct-2013										
Practice Manager/Manager:	Sajitha Bashir			Current Closing Date:	01-Jun-2017										
Team Leader(s):	Axelle Latortue														
Borrower:	Ministry of Finance and Budget														
Responsible Agency:	UAT-EPT														
<b>Restructuring Type</b>															
Form Type:	Full Restructuring Paper			Decision Authority:	Country Director Approval										
Restructuring Level:	Level 2														
<b>Financing ( as of 19-Jan-2016 )</b>															
<b>Key Dates</b>															
Project	Ln/Cr/TF	Status	Approval Date	Signing Date	Effectiveness Date	Original Closing Date	Revised Closing Date								
P132616	TF-15607	Effective	16-Oct-2013	24-Oct-2013	22-Jan-2014	01-Jun-2017	01-Jun-2017								
<b>Disbursements (in Millions)</b>															
Project	Ln/Cr/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed						
P132616	TF-15607	Effective	USD	85.40	85.40	0.00	41.06	44.34	48						
<b>Policy Waivers</b>															

Does the project depart from the CAS/CPF in content or in other significant respects?	Yes [ ]	No [ X ]
Does the project require any policy waiver(s)?	Yes [ ]	No [ X ]

### A. Summary of Proposed Changes

Large fluctuations in the US Dollar (USD) and Ariary exchange rate have resulted in additional resources for the project, with about US\$17 million available for programming at the time of the Project Mid-term Review (MTR), in addition to the unallocated funds available. Activities are therefore proposed to be added to the project, in line with the current PDO, to meet additional sector needs and absorb these funds. The main changes to the project and the rationale for these changes are:

- a) An increase in the scope of selected activities (payment of community teachers, provision of school kits, in-service teacher training, classroom construction, and institutional strengthening); and the introduction of a new activity (provision of school textbooks, teachers' guides and guides for school programming), in line with the Project Development Objectives (PDO) and National Ministry of Education (Ministère de l'Education Nationale – MEN) priorities;
- b) Amendments to the results framework to add or revise indicators and adjust targets in line with the revised activities;
- c) Revision of one legal covenant due date to reflect a revised implementation schedule of the sub-component financing a feasibility study and pilot for community-managed school canteens;
- d) Revisions in costs to reflect scaled up and new activities and a reallocation of funds between components and categories in line with revised activities; and
- e) Revisions in disbursement estimates in line with the pace of implementation and expectations going forward.

Change in Implementing Agency	Yes [ ]	No [ X ]
Change in Project's Development Objectives	Yes [ ]	No [ X ]
Change in Results Framework	Yes [ X ]	No [ ]
Change in Safeguard Policies Triggered	Yes [ ]	No [ X ]
Change of EA category	Yes [ ]	No [ X ]
Other Changes to Safeguards	Yes [ ]	No [ X ]
Change in Legal Covenants	Yes [ X ]	No [ ]
Change in Loan Closing Date(s)	Yes [ ]	No [ X ]
Cancellations Proposed	Yes [ ]	No [ X ]
Change to Financing Plan	Yes [ ]	No [ X ]
Change in Disbursement Arrangements	Yes [ ]	No [ X ]

Reallocation between Disbursement Categories	Yes [ X ] No [ ]
Change in Disbursement Estimates	Yes [ X ] No [ ]
Change to Components and Cost	Yes [ X ] No [ ]
Change in Institutional Arrangements	Yes [ ] No [ X ]
Change in Financial Management	Yes [ ] No [ X ]
Change in Procurement	Yes [ ] No [ X ]
Change in Implementation Schedule	Yes [ ] No [ X ]
Other Change(s)	Yes [ ] No [ X ]
Appraisal Summary Change in Economic and Financial Analysis	Yes [ ] No [ X ]
Appraisal Summary Change in Technical Analysis	Yes [ ] No [ X ]
Appraisal Summary Change in Social Analysis	Yes [ ] No [ X ]
Appraisal Summary Change in Environmental Analysis	Yes [ ] No [ X ]
Appraisal Summary Change in Risk Assessment	Yes [ ] No [ X ]

## B. Project Status

The project was approved on October 16, 2013 and became effective on January 22, 2014. It was restructured in June 2015 in order to allocate additional funds for World Food Programme (WFP)-implemented school feeding activities in the Southern region affected by drought. Disbursements as of January 19, 2016 are US\$41.1 million (48 percent). An MTR was undertaken from November 9 to 21, 2015, and determined that the PDO continues to be relevant and achievable, with progress toward PDO achievement noted as satisfactory.

**a) Component 1: Facilitating access to and retention in primary education by reducing the costs of schooling borne by families**

Under this component, since January 2015, four-month salary subsidies were provided allowing for the payment of about 21,000 community teachers in 12 regions of the country. In November 2014, the MoE decided to finance through the national budget the social security benefits of the community teachers; the project has therefore not been financing these benefits. The delivery of kits containing basic school supplies for primary school students is underway, with about 1.8 million kits made available to schools as of December 2015.

**b) Component 2: Supporting the learning process by improving the teaching and learning environment**

With respect to teacher training, a teacher competency framework has been adopted, and training modules developed and adopted by the MoE as official in-service training modules for all teachers nationwide. Nearly 15,500 school principals and teachers in the five regions targeted have received training.

As of December 2015, 11,551 schools received grants in 2014; and 9,724 schools have received grants in 2015, with grant payments still underway for additional schools during the 2015-16 school year. These grants have allowed schools to fund school materials, maintenance and repairs, and operating costs.

In addition, about 110,000 school children have received one meal per day through the school feeding program since June 2014. Nearly 10,000 additional students benefited from emergency response WFP-provided school feeding services, following the drought starting in late 2014 and that is still on going.

**c) Component 3: Strengthening the foundations of the primary education system by rebuilding stakeholders' capacity and improving community participation and transparency**

Under this component, an Institutional Strengthening Plan was developed and its implementation has begun: activities financed include: (i) equipment and 565 motorcycles to sub-district officers in order to facilitate the supervision of schools; and (ii) IT equipment and training for 114 IT assistants in regions.

## C. Proposed Changes

### Development Objectives/Results

#### Project Development Objectives

Original PDO

The Project Development Objectives are to preserve access to primary education and improve the teaching and learning environment in targeted areas in the recipient's territory.

#### Change in Project's Development Objectives

#### Change in Results Framework

Explanation:

1. The results framework was amended to: revise targets upward for three PDO-level indicators, tracking: (i) the number of total project beneficiaries; (ii) the number of classrooms built or rehabilitated at the primary level resulting from project interventions; and (iii) number of community teachers benefitting from training.
2. Targets for three intermediate-level indicators revised as follows: (i) revise downward the target of one indicator to more accurately reflect the number of ENFs "certified to be in service paid" expected to be supported by the project in its last year of implementation; (ii) revise upward the target of the indicator tracking the number of school kits provided under the project; and (v) revise upward the target of the indicator "number of children benefitting from school feeding activities" to include additional beneficiaries.
3. Three new intermediate-level indicators will be introduced, as follows: (i) introduce one Intermediate Results Indicator to reflect the project's newly added activity, providing textbooks in schools; (ii) introduce one Intermediate Results Indicator target to reflect the support to Pedagogic Advisors in DRENs ; and (iii) add a sub-indicator for the Intermediate Results Indicator "Number of parents' associations/school management committees trained in social accountability tools" to better reflect the sub-component's performance by measuring the availability of school report cards at the school level.

### **Number of Total Direct Project Beneficiaries (Revised Targets)**

Rationale: The activities added to the project will allow it to reach additional beneficiaries (including in particular beneficiaries of additional school kits, school canteen services, and an institutional strengthening of activities and materials). The indicator target for project Year 3 has therefore been increased.

Indicator 1: Number of Total Direct Project Beneficiaries, of which % female

(p) previous; (r) revised

Year 3 Target: (p) 1,935,963, (r) 1,954,818

50%                50%

### **Number of Classrooms Built (Revised Target)**

Rationale: Following the satisfactory review of school construction activities at the MTR and an analysis of MoE/Project Technical Unit capacity to manage additional construction activities, it was agreed to build an additional 66 classrooms on selected sites where the current classrooms are being built. MEN capacity and planning are in place to allow for the construction of the additional classrooms before project closing. The current target of 200 classrooms in Year 3 will be revised to reflect the 66 additional classrooms to be delivered.

Indicator 3: Number of classrooms built or rehabilitated at the primary level resulting from project interventions

(p) previous; (r) revised

Year 3 Target: (p) 200, (r) 266

### **Number of ENFs Trained (Revised Target)**

Rationale: Given the successful implementation of the first cohort of community teacher training, the MTR agreed to expand this sub-component. In addition to the 15,113 community teachers already trained, a cohort of 32,000 teachers in additional regions is expected to benefit from training. Therefore, the Year 3 target for this indicator has been revised upward.

Indicator 4: Number of community (FRAM) teachers benefitting from training in key basic competencies provided by the project (disaggregated by gender).

(p) previous; (r) revised

Year 3 Target: (p)10,000, (r) 47,113

### **Number of ENFs Certified to be in Service Paid (Revised Targets)**

Rationale: The number of ENFs expected to be supported by the project was 21,635 during the first two years of project life and 23,798 in the last year. In support of the principle of a gradual transfer of recurrent sector costs back to the government, it has been agreed that the MoE will reduce the target number of

ENFs financed by the project in 2017, keeping it stable at the same level as in the previous two years.

Indicator 5: Number of community teachers certified to be in service paid, of which % female:

(p) previous, (r) revised:

Year 3 Target: (p) 23,798, (r) 21,635  
50%        50%

#### **Number of school kits distributed (Revised Target)**

Rationale: An additional 1,545,000 school kits for vulnerable regions not currently covered by the Government will be financed by the project.

Indicator 10: Number of school kits distributed

(p) previous, (r) revised:

Year 3 Target: (p) 1,816,560 , (r) 3,361,560

#### **Number of Children Benefiting from School Feeding (Revised Target)**

Rationale: Given a Government request to increase the number of children benefiting from school feeding services in the Southern region affected by drought, additional students will be covered through WFP services and through the pilot phase of the Home Grown School Feeding (HGSF) model, which aims to locally source food for the Government's school feeding program. The Year 3 target for this indicator is therefore revised upward, to include an additional 21,270 children.

Indicator 10: Number of children benefitting from school feeding activities

(p) previous, (r) revised:

Year 3 Target: (p) 83,065, (r) 104,065

#### **Number of Textbooks Delivered to Schools (New)**

Rationale: To reflect added activities contributing to an improved teaching and learning environment—namely the availability of school textbooks, teachers' guides and school programming guides to students, teachers and MoE staff—this indicator will track the textbook-pupil ratio. This activity will be measured using the number of reading and mathematics textbooks available in schools before project closing.

The indicator is: "Textbook-pupil ratio in schools in targeted areas"

Baseline: School year 2014-2015

1<sup>st</sup> grade: 1 textbook for 33 students

2<sup>nd</sup> grade: 1 textbook for 25 students

3<sup>rd</sup> grade: 1 textbook for 20 students

4<sup>th</sup> grade: 1 textbook for 20 students  
5<sup>th</sup> grade: 1 textbook for 14 students

Targets for 2015-2016:

1<sup>st</sup> grade: 1 textbook for 33 students  
2<sup>nd</sup> grade: 1 textbook for 25 students  
3<sup>rd</sup> grade: 1 textbook for 20 students  
4<sup>th</sup> grade: 1 textbook for 20 students  
5<sup>th</sup> grade: 1 textbook for 14 students

Targets for 2016-2017:

1<sup>st</sup> grade: 1 textbook for 2 students  
2<sup>nd</sup> grade: 1 textbook for 2 students  
3<sup>rd</sup> grade: 1 textbook for 2 students  
4<sup>th</sup> grade: 1 textbook for 2 students  
5<sup>th</sup> grade: 1 textbook for 2 students

#### **Availability of School Reports Cards (New Sub-indicator)**

**Rationale:** The indicator 11 “Number of parents’ association/school management committees trained in social accountability tools” includes, inter alia, training on the “school report card” recently developed in Madagascar through UNICEF support. It has been agreed that a separate tracking of school report cards’ availability to school management committees will enable better monitoring of the availability of critical information needed at school level to work efficiently on school development plans and improve school management by communities. The school reports cards (with information on school performance, resources available and efficiency measurement) are prepared by the Direction of Planning of the MoE and disseminated at the decentralized level. The current targets measuring the performance of indicator 11 will not be changed, but a sub-indicator tracking the school report cards’ availability in schools will be added for the last year of the project.

New sub-indicator: “Percentage of trained schools having a school report card”

Target for Year 3: 90%

#### **Support to Pedagogic Advisors (New)**

**Rationale:** During the MTR mission, site visits and consultations held with the regional Pedagogic Advisers and the “Chef ZAPs” confirmed that these two key sets of actors lack the full material and professional support required to fully deliver their function and advise school teachers efficiently. This assessment was confirmed by other development partners, namely the European Union (PASSOBA), supporting the decentralized level in other regions. It was therefore decided that, in complement to other development partner financing, the project will support the Pedagogic Advisers. Improvements in their ability to fulfill their responsibilities will be measured by tracking the number of visits that they hold with school teachers.

The indicator is: “Percentage of schools in targeted areas visited by pedagogic advisors”

Baseline: 30%

Targets:

2016-2017 (school year): 75%

### Change in Legal Covenants

Explanation:

A revision of the due date for one legal covenant (shaded in gray below) is proposed. All aspects of this legal covenant have been complied with except for the adoption by the government of the Grant Regulation for the School Canteens. Given some implementation delays and a revised implementation timeline for the activity, the pilot on the establishment of community-managed school canteens is expected to launch in May 2016. It is therefore expected that the MoE will adopt the School Canteen Grant Regulation by May 2016.

Ln/Cr/T F	Finance Agreement Reference	Description of Covenant	Date Due	Status	Recurre nt	Frequen cy	Action
TF-1560 7		Finance Agreement :Section 5.01(a) of the Grant Agreement   Description :The execution and delivery of the Grant Agreement on behalf of the Recipient have been duly authorized or ratified by all necessary governmental action.   Due Date :30-Dec-2013		Complie d with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Section 5.01 (b) of the Grant Agreement   Description :The Project Manuals, except the sections related to the activities to be implemented under Part 2(a)(ii) and (iii) of the Project, have been updated in form and substance satisfactory to the World Bank by the Recipient, and adopted for the purpose of the Project.   Due Date :17-Jan-2014		Complie d with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Section 5.01 (c) of the Grant Agreement		Complie d with	<input type="checkbox"/>		No Change

		Description :The Recipient has recruited the following staff, each on the basis of terms of reference, qualifications and experience satisfactory to the World Bank: (i) a national coordinator, (ii) a financial management specialist, (iii) a procurement specialist, and (iv) a monitoring and evaluation specialist   Due Date :17-Jan-2014					
TF-1560 7		Finance Agreement :Schedule 2, Section I.A.1(b) of the Grant Agreement   Description :The Steering Committee shall include representatives of the various Project stakeholders at the central and deconcentrated level, including representatives of the civil society.   Due Date :14-Feb-2014		After delay complied with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Schedule 2, Section I.A.2(c)(i) of the Grant Agreement   Description :The Project Implementation Unit shall include a national coordinator, a financial management specialist, a procurement specialist, a monitoring and evaluation specialist, an accountant, as well as an internal auditor, two additional accountants, and a safeguard specialist   Due Date :23-Apr-2014		Complied with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Schedule 2, Section I.B.1 of the Grant		Complied with	<input type="checkbox"/>		No Change

		Agreement   Description :Subsidiary Agreement between the Recipient and the Project Implementing Entity (WFP)   Due Date :23-Apr-2014					
TF-1560 7		Finance Agreement :Schedule 2, Section I.C.7 of the Grant Agreement   Description :The Recipient shall adopt a series of regulations in form and substance satisfactory to the World Bank (“Grant Regulation”) readily applicable to each School Grant, Canteen Grant and Construction Grant.   Due Date :21-Feb-2014		Partially complied with	<input type="checkbox"/>		Revised
TF-1560 7	TF-15607	Finance Agreement :Schedule 2, Section I.C.7 of the Grant Agreement   Description :The Recipient shall adopt a series of regulations in form and substance satisfactory to the World Bank (“Grant Regulation”) readily applicable to each School Grant, Canteen Grant and Construction Grant.   Due Date :31-May-2016	31-May-2016	Partially complied with	<input type="checkbox"/>		Proposed
TF-1560 7		Finance Agreement :Schedule 2, Section I.C.8 of the Grant Agreement   Description :Draft budget law including the Recipient’s annual budget for the next fiscal year   Frequency :Yearly		Complied with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Schedule 2, Section I.F.1 of the Grant Agreement   Description :Environmental and		After delay complied with	<input type="checkbox"/>		No Change

		Social Management Framework and a Resettlement Policy Framework, each in form and substance satisfactory to the World Bank and each consulted upon and disclosed in accordance with the Bank Policies.   Due Date :23-Apr-2014					
TF-1560 7		Finance Agreement :Schedule 2, Section I.G.2 of the Grant Agreement   Description :The Recipient shall furnish to the World Bank the annual work plans and budgets, for their review and approval.   Frequency :Yearly		Complied with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Schedule 2, Section I.H.1 of the Grant Agreement   Description :Revision of the Project Implementation Manual, to describe the guidelines, procedures, responsibilities and calendars related to the implementation of the activities under Part 2(a)(ii) and (iii) of the Project, in form and substance acceptable to the World Bank.   Due Date :23-Apr-2014		After delay complied with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement: Schedule 2, Section II.B.4 of the Grant Agreement   Description :The Recipient shall engage independent auditor in accordance with the provisions of Section III of the Schedule.   Due Date		After delay complied with	<input type="checkbox"/>		No Change

		:23-Jul-2014					
TF-1560 7		Finance Agreement :Schedule 2, Section IV.B.1(b) of the Grant Agreement   Description :The World Bank has received documentary evidence confirming that (i) the Recipient has entered into a Payment Agreement in accordance with the provisions of Section I.C.6(a) of Schedule 2 to the Agreement; and (ii) the Payment Service Provider has opened a Payment Account in accordance with Section I.C.6(b)(i)(A)(AA) of Schedule 2 to the Agreement. (disb. cat.2)   Due Date :21-Mar-2014		Complied with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Schedule 2, Section IV.B.1(c) of the Grant Agreement   Description :The World Bank has received documentary evidence that : (i) the Recipient has entered into a Payment Agreement; (ii) the Payment Service Provider has opened a Payment Account; and (iii) the Recipient has adopted the Grant Regulation. (disb. cat.3)   Due Date :21-Feb-2014		Complied with	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Schedule 2, Section IV.B.1(d) of the Grant Agreement   Description :The Subsidiary Agreement referred to in Section I.B of Schedule 2 to the Agreement has		After delay complied with	<input type="checkbox"/>		No Change

		been executed on behalf of the Recipient and the Project Implementing Entity (WFP). (disb. cat.4)   Due Date :23-Apr-2014					
TF-1560 7		Finance Agreement :Schedule 2, Section IV.B.1(e) of the Grant Agreement   Description :The World Bank has received documentary evidence confirming that: (i) the Recipient has entered into a Payment Agreement, (ii) the Payment Service Provider has opened a Payment Account, (iii) the Recipient has adopted the Grant Regulation, and (iv) the feasibility study carried out under Part 2(c)(ii) of the Project is acceptable to the World Bank. (disb. cat.5)   Due Date :30-jun-2015		Expected soon	<input type="checkbox"/>		No Change
TF-1560 7		Finance Agreement :Schedule 2, Section IV.B.1(f) of the Grant Agreement   Description :The World Bank has received documentary evidence confirming that: (i) the Recipient has adopted the Grant Regulation, (ii) the Recipient has recruited a Fiduciary Agent, (iii) the Environmental and Social Management Framework and the Resettlement Policy Framework have been prepared, consulted upon and disclosed, (iv) the Recipient has nominated a social and environmental specialist. (disb. cat.6)   Due Date		After delay complied with	<input type="checkbox"/>		No Change

		:31-Jul-2014					
TF-1560 7		Finance Agreement :Schedule 2, Section IV.B.1(g) of the Grant Agreement   Description :The World Bank has received documentary evidence confirming that the Recipient has revised Project Implementation Manual in accordance with the provisions of Section I.H.1 of Schedule 2 to the Agreement. (disb. cat.7)   Due Date :29-Jul-2014		After delay complied with	<input type="checkbox"/>		No Change

### Financing

#### Reallocations

##### Explanation:

Disbursement category amounts have been revised in line with the changes to project sub-components and the devaluation of the Ariary in relation to the US Dollar. Category 1: Goods, works, non-consulting services and consulting services including operating costs and training under the project has been increased to take into account, inter alia, additional school kits to be provided, as well as the added institutional strengthening activities under Component 3. Category 2: teachers' subsidies is decreased due to the lower number of ENFs paid to date and expected to be paid, as well as the fact that the Government took on the costs of ENF social security benefits originally expected to be financed under the project. Category 3: School Grants, is decreased due to the Ariary devaluation. Category 4 on school feeding implemented by WFP is increased to cover additional school feeding activities. Category 5: Canteen grants in relation to implementing community-managed school canteens is decreased due to a smaller number of schools being piloted than expected. Category 6: Construction Grants is increased to cover the additional classroom construction planned. Category 7 is increased to take into account the training of additional ENFs and provision of school textbooks. Category 8: Unallocated, is decreased, as additional funds are allocated to cover the added activities.

Ln/Cr/TF	Currency	Current Category of Expenditure	Allocation		Disbursement % (Type Total)	
			Current	Proposed	Current	Proposed
TF-15607	USD	GD,WK,NCS,CS,OP,TR except on remark	26,550,000. 00	<b>34,886,000. 00</b>	100.00	100.00
		TEACHERS SUBSD PART 1(a)(i)	20,700,000. 00	<b>11,137,000. 00</b>	100.00	100.00
		SCHOOL GRANTS PART 2(b)(i)	14,150,000. 00	<b>11,330,000. 00</b>	100.00	100.00
		GD,CS PART 2(c)(i)	3,650,000.0 0	<b>5,946,000.0 0</b>	100.00	100.00

	CANTEEN GRANTS PART 2(c)(iii)	3,000,000.00	<b>1,812,000.00</b>	100.00	100.00
	CONSTRUCTION GRANTS PART 2(d)(i)	4,500,000.00	<b>5,473,000.00</b>	100.00	100.00
	GD,NCS,CS,OP,TR PART2(a)(ii),(iii)	9,500,000.00	<b>13,816,000.00</b>	100.00	100.00
	UNALLOCATED	3,350,000.00	<b>1,000,000.00</b>	100.00	100.00
	Designated Account	0.00	0.00	100.00	100.00
	UN Advances	0.00	0.00	100.00	100.00
	<b>Total:</b>	85,400,000.00	85,400,000.00		

#### Disbursement Estimates

#### Change in Disbursement Estimates

Explanation:

The devaluation of the Ariary with respect to the USD and the lower than expected total amount disbursed for community teacher payments, combined with some delays in implementation during the first year of project implementation, caused slower than anticipated disbursements in fiscal years 2014 and 2015. With continued MEN engagement and the reallocation of funds proposed to additional activities, the pace of implementation improved in fiscal year 2016, and is expected to be sustained to allow for the delivery of additional school kits, teacher training, teaching and learning materials, community classrooms, school feeding, and institutional strengthening activities during the 2016-2017 school year.

Fiscal Year	Current (USD)	Proposed (USD)
2014	21,000,000.00	7,500,000.00
2015	30,000,000.00	9,300,000.00
2016	28,000,000.00	43,700,000.00
2017	5,400,000.00	22,600,000.00
2018	1,000,000.00	2,000,000.00
<b>Total</b>	85,400,000.00	85,400,000.00

#### Components

#### Change to Components and Cost

Explanation:

Changes to components are described below. Added activities were selected due to their positive performance in the first half of the project or their suitability to fill gaps in sector needs. Furthermore, through these proposed changes, the project aims to provide continuity where needed in the basic education services provided in the regions currently supported by the IDA-financed Emergency Support to Critical Education, Health, and Nutrition Services Project (PAUSENS – P131945), whose education component is closing in July 2016.

**Component 1:**

- **Subsidies to community teacher salaries:** This sub-component is reduced in scope, as it has been decided that rather than increasing the number of ENFs to be paid in 2016, subsidies to ENFs under the project will be capped at the same level as in the previous two years: 21,635 ENFs, in support of the principle of a gradual transfer of recurrent sector costs back to the government.
- **School kits:** This sub-component is increased in scope to alleviate the costs of schooling for additional families in vulnerable areas. An additional 1,545,000 school kits for vulnerable regions not currently covered by the Government will be financed by the project. In particular, in addition to covering the existing 12 regions<sup>1</sup> targeted under the project, 5 regions<sup>2</sup> benefiting from other activities under the PAUSENS project will receive school kits.

**Component 2:**

- **Community teacher training:** Following the successful implementation of the first year of the community teacher training program, the MTR agreed that—in addition to the existing 12 regions covered under the project—the program will be extended to 4 regions<sup>3</sup> financed under PAUSENS which have not yet benefited from such training. In total, 47,113 ENFs are expected to be trained in 2016.
- **Textbooks and teaching materials:** Given a significant shortage in the availability of school textbooks—prior to project implementation, 2004 was the most recent year during which the Government provided school textbooks on a large scale—it was agreed that the project will support continued improvements in the teaching and learning environment, as well as facilitate student literacy and numeracy through the provision of textbooks, teachers' guides and school programming guides. Materials will include Malagasy and mathematics textbooks for first through fifth grades, and the supporting teaching and school programming materials for the regions covered by the project and all regions<sup>4</sup> not covered by other development partner financing. Accompanying training will be provided on the management and pedagogic use of the teaching and learning materials provided.
- **Additional school feeding activities:** Due to continued high levels of nutritional insecurity in certain regions of the South, which are expected to persist with the effects of El Niño in the region, this sub-component will cover additional school feeding beneficiaries in existing regions<sup>5</sup> in 2016. This sub-component will therefore increase in scope. Under the restructuring, 83,065 children are expected to benefit from WFP-implemented school feeding, and 21,270 children are expected to benefit from the HGSF model.
- **Additional community-based school classrooms:** Following the satisfactory review of school construction activities at the MTR and an analysis of MoE/Project Technical Unit capacity to manage additional construction activities, it was agreed to build an additional 66 classrooms on selected sites in existing communities where classrooms are currently being built under the project. The new total number of classrooms financed to be financed by the project will be 266.

**Component 3:**

<sup>1</sup> Alaotra Mangoro, Analamanga, Atsinanana, Betsiboka, Boeny, Bongolava, Diana, Ihorombe, Itasy, Melaky, Sofia, Vakinakaratra.

<sup>2</sup> Androy, Atsimo Atsinanana, Vatovavy Fitovinany, Haute Matsiatra, Amoron'i Mania

<sup>3</sup> Androy, Atsimo Atsinanana, Vatovavy Fitovinany, Haute Matsiatra

<sup>4</sup> Alaotra Mangoro, Analamanga, Atsinanana, Betsiboka, Boeny, Bongolava, Diana, Ihorombe, Itasy, Melaky, Sofia, Vakinakaratra, Androy, Atsimo Atsinanana, Vatovavy Fitovinany, Haute Matsiatra, Amoron'i Mania, Sava, Menabe.

<sup>5</sup> Atsimo Andrefana, Anosy and Androy

- Institutional strengthening package: continued support will be provided to the DRENs, CISCO and ZAPs to strengthen their ability to provide pedagogic support and supervision to school teachers, with some additional specific support to Pedagogic Directors and “Chef ZAP” to allow them to effectively visit schools and conduct professional development meetings. It has also been agreed to continue financing activities of the MoE’s Planning Unit, to support the development and implementation of additional planning tools for the sector, including particularly school report cards. Training and dissemination on, inter alia, these performance cards will be financed. This package will cover regions currently targeted by the project as well as regions covered by the PAUSENS, after its closing.

As a result of the above changes, project costs by component are revised as outlined in the below table. US\$1 million of unallocated funds (not currently allocated to any component) remain.

Current Component Name	Proposed Component Name	Current Cost (US\$M)	Proposed Cost (US\$M)	Action
Component 1: Facilitating access to and retention in primary education by reducing the costs of schooling borne by families		37.2	<b>36.2</b>	Revised
Component 2: Supporting the learning process by improving the teaching and learning environment		35.9	<b>39.1</b>	Revised
Strengthening the foundations of the primary education system by rebuilding stakeholders’ capacity and improving community participation and transparency		8.3	<b>9.1</b>	Revised
	<b>Total:</b>	81.4	84.4	

### Annex 1: Revised Results Framework

The project development objective (PDO) is to preserve access to primary education and improve the teaching and learning environment in targeted areas in the recipient's territory.

PDO Level Results Indicators	Core	Status: C=continue N=new R=revised	Unit of Measure	Baseline	Non-Cumulative Target Values			Frequency	Data Source/ Methodology	Responsibilit y for Data Collection	Description (indicator, definition, etc.)
					Year 1 (actuals) <sup>6</sup>	Year 2	Year 3				
<b>Project Development Indicators</b>											
1. Number of total direct project beneficiaries <sup>7</sup> of which % female	<input checked="" type="checkbox"/>	R	Number, percentage	0	1,889,956 49%	1,914,426 49%	1,954,818 50%	Annual	Project progress report	Technical Support Unit (UAT)/MEN	Cumulative (difference increase Y1 to Y3)
<i>December 2014 situation</i>					1,881,411						
<i>December 2015 situation</i>							1,949,344				<ul style="list-style-type: none"> <li>• Students : 1 812 196 (of which 888 238 female) including students in community schools and in primary public schools, according to the definition of the public sector by the Ministry.</li> <li>• Subsidized</li> </ul>

<sup>6</sup> Actuals for Year 1 cover school year 2014-15.

<sup>7</sup> This indicator is a summary indicator and consists of the following: (i) number of students enrolled in primary public schools in the 12 primary project intervention areas plus the number of children from community primary schools benefiting from school kits; (ii) number of students benefitting from school feeding interventions in the 3 targeted regions; (iii) number of community teacher receiving salary subsidy; and (iv) number of school directors, sub-district officers (chefs ZAP), and pedagogic counselor (CPs) trained.

											community teachers: 21 489 (4th two months) after the payment of community teachers from the Melaky region which was delayed • School feeding: 112.859 • Trained directors: 2 361 • Sub-district officers : 328 • Pedagogic Advisers : 111 • Newly recruited community teachers : 730
2. Students enrolled in primary schools in project <sup>8</sup> areas, including by gender		C	Number	1,773,609 867,497	1,794,956 877,938	1,805,726 883,206	1,816,560 888,505	Annual	MEN annual school census (EMIS), <sup>9</sup> Project progress report	DPE/MEN <sup>10</sup>	Non-cumulative
<i>December 2014 situation</i>					1,755,084						
<i>December 2015 situation</i>						1 812 196					
3. Number of	<input checked="" type="checkbox"/>	R	Number	0	0	100	266	Annual	Project progress report	UAT/MEN	Cumulative (difference)

<sup>8</sup> Indicator is based on an estimated growth in the school-age population of 0.6%. The project areas refer only to the 12 regions to avoid double-counting the students of the 3 regions benefitting from school feeding interventions under project beneficiaries.

<sup>9</sup> Education Management Information System.

<sup>10</sup> DPE is the Planning Directorate (which includes statistics) in the Ministry of Education.

classrooms built or rehabilitated at the primary level resulting from project interventions											increase Y1 to Y3)
<i>December 2014 situation</i>					0						
<i>December 2015 situation</i>						0					Construction works have begun for 66 sites (132 classrooms) The rest are expected to be built in May 2016 (68 classrooms in 34 sites)
4. Number of community (FRAM) teachers benefitting from training in key basic competencies provided by the project (disaggregated by gender) <sup>11</sup>	<input checked="" type="checkbox"/>	R	Number	0	0	7,500	47,113	Annual	Project progress report	UAT/MEN	Cumulative
<i>December 2014 situation</i>					0						
<i>December 2015 situation</i>						15,113					• Trained community teachers: 12,752

<sup>11</sup> This indicator refers to non-civil-servant community teachers who participate in an in-service training program in key basic competencies (including pedagogical as well as subject matter knowledge). After the training, the teachers will benefit through a support system by proximity that will be set up and peer networks.

											including community teacher directors • Civil servant school directors: 2,361
Intermediate Results Indicators (Component 1)											
5. Number of community teachers certified to be in service paid <sup>12</sup>		R	Number	19,503	21,635	21,635	21,635	Annual	Project progress report	UAT/MEN	Non-cumulative
December 2014 situation					21,606						
December 2015 situation						21,489					
of which % of female			Percentag e	49%	49%	49%	50%	Annual	Project progress report	UAT/MEN	Non-cumulative
December 2014 situation					N.A						
December 2015 situation						N.A					
6. Number of school kits distributed		R	Number	1,784,251 <sup>13</sup>	1,794,956	1,805,726	3,361,560	Annual	Project progress report	UAT/MEN	Non-cumulative
December 2014 situation					0						
Situation 31 Déc. 2015						1,795,538					
Intermediate Results Indicators (Component 2)											
7. Percentage of teachers using new teaching methods		C	Percentag e	0	0	65%	75%	Annual	Classroom observations	UAT/MEN	Non-cumulative
December 2014 situation					0						
December 2015 situation						Not Available (N.A)					Available after the study in which

<sup>12</sup> Every two months, a certification of service for community teachers is issued and signed by the teacher, parents' association, and school director and submitted to the subsequent levels of the administrative chain.

<sup>13</sup> School kits distributed during 2012–13.

											classroom observations will be done during the 2015/2016 school year
8. Change in learning achievements <sup>14</sup>		C	Difference in test score	0	0	0	significant	Once	Survey	UAT/MEN	Non-cumulative
<i>December 2014 situation</i>					0						
<i>December 2015 situation</i>						N.A					Waiting for the results of the baseline survey launched on 19 October 2015
9. Number of schools receiving school grants funded by the project		C	Number	0	11,092	11,092	11,092	Annual	Project progress report	UAT/MEN	Non-cumulative
<i>December 2014 situation</i>					11,591						
<i>December 2015 situation</i>						9,724					School grants 2015: paid schools = 9,724 out of 11,976: (11,598+ 378 schools from the region of Betsiboka)
10. Number of children benefitting from school feeding activities <sup>15</sup>		R	Number	0	83,065	83,065	104,065	Annual	Project progress report	MEN / WFP / UAT	Non-cumulative
<i>December 2014 situation</i>					106,066						Maximum value

<sup>14</sup> Change in student learning achievements means the difference in the learning achievements between second grade students whose teachers were trained under the project, compared with those whose teachers have not been trained. Learning achievements will be evaluated through a baseline test administered to a sample of students at the beginning of the 2015-16 school year, a mid-line at the end of the 2015-16 school year, and an end line before the end of the 2016-17 same school year.

<sup>15</sup> School feeding activities refer to meals or rations provided to students in schools.

											reached in 2014. This is the December value
<i>December 2015 situation</i>											Maximum value reached in 2015 which breaks down as follows : <ul style="list-style-type: none"><li>• School feeding: 102 905 (July 2015)</li><li>• Beneficiaries of emergency services: 9,954 (July 2015)</li></ul>
11. Textbook-pupil ratios in schools in targeted areas	N	Textbook -pupil ratio	1 <sup>st</sup> grade: 1/33 2 <sup>nd</sup> grade: 1/25 3 <sup>rd</sup> grade: 1/20 4 <sup>th</sup> grade: 1/20 5 <sup>th</sup> grade: 1/14	1 <sup>st</sup> grade: 1/33 2 <sup>nd</sup> grade: 1/25 3 <sup>rd</sup> grade: 1/20 4 <sup>th</sup> grade: 1/20 5 <sup>th</sup> grade: 1/14	1 <sup>st</sup> grade: 1/2 2 <sup>nd</sup> grade: 1/2 3 <sup>rd</sup> grade: 1/2 4 <sup>th</sup> grade: 1/2 5 <sup>th</sup> grade: 1/2	Annual	EMIS / SMS monitoring	UAT/MEN	Non-cumulative . Baseline from 2014-2015 school year.		
Intermediate Results Indicators (Component 3)											
12. Number of parents' associations / school management committees trained in social accountability tools <sup>16</sup>	C	Number	0	200	400	600	Annual	Project progress report	UAT/MEN	Cumulative (difference increase Y1 to Y3)	
<i>December 2014 situation</i>				0							
<i>December 2015 situation</i>					100					100 schools have benefitted	

<sup>16</sup> Social accountability tools include e.g. school report cards.

											from the training related to the community management module of the construction program
12b. Percentage of trained schools having a school report card <sup>17</sup>		N	Percentag e	0			90%	Annual	MEN (compiled CISCO activity reports) / EMIS	UAT,MEN (DEF, DPE)	Cumulative
13. Availability of long-term (5-year) Education Sector Plan		C	Text	N/A	N/A	Draft	Final and consultations	Annual		DPE/MEN	
<i>December 2014 situation</i>					Preliminar y work						
<i>December 2015 situation</i>						Preliminar y work in the process of validation					3 chapters out of 8 are available, the 5 other chapters are currently in the process of validation.
14. Percentage of schools in targeted areas visited by pedagogic advisors		N	Percentag e	30%			75%	Annual	MEN (compiled pedagogic advisers mission reports)	MEN/UAT	Indicator covers school year 2016-2017. Baseline calculated using 2014-15 MEN records of

<sup>17</sup> The selected regions for this indicator are Itasy, Ihorombe and Diana. More precisely, the CISCOs are Arivonimamo, Soavinandriana, Ihosy, Nosy Be and Ambanja.<sup>8</sup>

											pedagogic advisor visits.
GPE / WB Core Indicators – For Tracking Purposes Only (national figures, i.e., including all 22 regions) <sup>18</sup>											
Primary completion rate	<input checked="" type="checkbox"/>	C	Percentag e	74%	N/A	N/A	N/A	Annual	MEN annual school census (EMIS)	MEN/DPE	Non-cumulative
2013/2014					69.5						
2014/2015						63.9					
Gross enrolment rate	<input checked="" type="checkbox"/>	C	Percentag e	147%	N/A	N/A	N/A	Annual	MEN annual school census (EMIS)	MEN/DPE	Non-cumulative
2013/2014					144.2						
2014/2015						148.9					
Gross intake rate in grade 1	<input checked="" type="checkbox"/>	C	Percentag e	178%	N/A	N/A	N/A	Annual	MEN annual school census (EMIS)	MEN/DPE	Non-cumulative
2013/2014					184.0%						
2014/2015						179.4%					
Pupil-classroom ratio	<input checked="" type="checkbox"/>	C	Number	43	N/A	N/A	N/A	Annual	MEN annual school census (EMIS)	MEN/DPE	Non-cumulative
2013/2014					Public: 53 / Private : 47						
2014/2015						Public: 49 / Private : 44					

<sup>18</sup> These core GPE indicators will be tracked throughout project implementation but not included as PDO or intermediate project results indicators. Since these indicators are for tracking purposes of the actual figures only, no targets are set. Data for 2010–11 school year.

System for learning assessment at the primary level <sup>19</sup>	<input checked="" type="checkbox"/>	C	Text	NO	YES-2	YES-3	YES-3	Annual	MEN	MEN	N/A
2013/2014					NA						
2014/2015						Request sent to MoE					

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<sup>19</sup> This indicator is based on the World Bank Guidance Note on IDA Core Education for IDA Countries. This indicator is measured on a scale from 0 to 4, using the following criteria: indicator value 1 = official purpose of the assessment is to measure overall student progress toward agreed learning goals and assessment is given to a representative sample or census of the targeted grades or age levels; indicator value 2 = data are analyzed and results are reported to education policy makers and/or the public and/or results are reported for at least one of the following student subgroups, i.e., gender, urban-rural, geographic region, and/or the assessment exercise is repeated at least once every 5 years for the same subject area(s) and grade (s); indicator value = 3 if yes on any two of the items of indicator 2; indicator value = 4 if yes on all 3 activities.