



## TOGO - Education and Institutional Strengthening Project 2 (P146294)

AFRICA | Togo | Education Global Practice |  
Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 7 | ARCHIVED on 31-Dec-2018 | ISR35588 |

Implementing Agencies: Ministry of Economy and Finances, Ministry of Primary and Secondary Education

### Key Dates

#### Key Project Dates

Bank Approval Date: 06-Feb-2015

Effectiveness Date: 03-Jul-2015

Planned Mid Term Review Date: 29-May-2017

Actual Mid-Term Review Date: 23-May-2017

Original Closing Date: 30-Sep-2018

Revised Closing Date: 30-Sep-2019

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective is to : (i) improve the quality of teaching and learning in early grades of primary schools; and (ii) strengthen access and equity in primary schools particularly in deprived prefectures.

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

No

### Components

Name

Component 1 : Improving the quality of pre-primary and primary education:(Cost \$13.80 M)

Component 2: Strengthening Access and Equity in Primary Education:(Cost \$7.80 M)

Component 3: Strengthening education service delivery:(Cost \$6.20 M)

### Overall Ratings

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

### Implementation Status and Key Decisions

**Overview.** This *Education and Institutional Strengthening Project 2 (PERI)*, financed by the Global Partnership for Education (GPE) grant, focuses on improving the quality of teaching and learning in early grades of primary schools, and strengthening access and equity in primary schools particularly in deprived prefectures (regions). The project was approved by the World Bank Board of Executive Directors on 6-February-2015 and became effective on 03-July 2015. The Project was restructured in June 2018 and a number of changes were introduced, including: (i) a revision of activities supported under Component 1 of the project; (ii) a shift of US\$1.1 million and US\$0.4 million from Components 2 and 3, respectively, to Component 1 (i.e., total reallocation of US\$1.5 million); (iii) a revision of two of the Project's intermediate indicators; (iv) an extension of the Project's closing date by one year from September 30, 2018 to September 30, 2019; and (v) a revision of the Grant Agreement.



**Progress by Component.** The project, which has three components, has made progress towards achieving its overall objective, and the implementation progress on every component is summarized below:

**Component 1: Improving the quality of pre-primary and primary education.** This Component has three subcomponents as follows: (i) the development of new curricula and textbooks for grade 1 to 3; (ii) teacher training and awareness-raising activities aimed at the reduction of repetition; and (iii) the provision of school grants for quality enhancement in schools in the 18 prefectures supported by the Project.

**Sub-component 1.1: New curricula and textbooks.** The development of new curricula and textbooks for primary schools is progressing:

- For grade 1, the general implementation of the new curricula, including textbooks, started during the 2016-17 school year after the finalization, publishing and reproduction of the new mathematics and reading textbooks as well as guides for teachers with the Ministry having the copyright. In total, 783,676 mathematics and reading textbooks and 42,000 teachers' guides were delivered to the Ministry against a planned 660,000 textbooks and 42,000 guides. It was distributed to schools in October 2016 and the number covered all the grade 1, public and private students.

- For grade 2, due to the delay in the procurement process, the general implementation of the new curricula, including textbooks, started during the 2018-19 school year. In total, 660,000 mathematics and reading textbooks and 42,000 teachers' guides were delivered to the Ministry. It was distributed to schools in October 2018 and the number covered all the grade 1, public and private students.

For grade 3, textbooks and teachers' guides in mathematics and reading have been finalized. The bidding process for the selection of firms to replicate these materials has been completed. The editor delivered the first draft of its work in early October and was waiting for the Ministry's review completing the activity (after which printing can begin)

For grade 4, textbooks and teachers' guides in mathematics and reading are being finalized although the development of these textbooks was not part of the original project design.

- **Sub-component 1.2: Teacher training and awareness raising to reduce repetition.** For grade 1, about 14,549 public and private teachers and headmasters have been trained in the use of textbooks and teachers' guides. For grade 2, 15,350 public and private teachers and headmasters have been trained. The first out of the two rounds of assessment of teachers' competencies and classroom practices (which is required to measure a PDO-level indicator), have been completed. As part of awareness-raising activities aimed at the reduction of repetition, preparatory tasks to increase the buy-in of main actors to reduce repetition rates at the primary level have been completed. Given the heavy workload of the Directorate of primary school during the last quarter of 2018, the implementation of awareness-raising activities will be carried out in 2019.

**Sub-component 1.3: School grants and research activities for quality improvement in primary schools.** With regards to school grants, funds have been transferred to 1,650 public primary schools for the 2016-17 and 2017-18 SYs. The Minister's authorization of the transfer of the 2018-19 school grants is underway. However, research activities to gain a deeper understanding of the factors which need to be addressed (through policies) to improve the quality of primary education are still lagging behind.

**Component 2: Strengthening Access and Equity in Primary Education.** This component has two subcomponents: (i) construction of classrooms program; and (ii) the promotion of girls' schooling in 4 selected prefectures targeted by the Project.

**Sub-component 2.1: Construction of schools and boreholes in 18 Deprived Prefectures.** Construction works have been completed in the 80 planned sites. Each site includes three classrooms equipped with desks, an office and storage room and two blocks of three latrines. Construction of 17 out of 20 boreholes planned has been completed. Boreholes could not be set up in three sites (determined after two attempts of drilling); therefore, these boreholes may be transferred to the nearest schools if necessary.

**Sub-component 2.2: Promoting girls' schooling in 4 selected prefectures.** With regards to activities related to the promotion of girls' schooling in 4 selected prefectures, uniforms were distributed to 54,636 girl students in the first quarter of the school year (SY) 2017-18. The sanitary kits for grades 5 and 6 girls have been delivered and the preparatory activities prior to the distribution are underway.

**Component 3: Strengthening education service delivery.** This component is supporting: (i) the capacity-building of COGEPs in school construction, management of school grants, procurement and distribution of girls' uniforms and sanitary kits, and overall monitoring of school activities; (ii) a pilot phase of literacy training for the members of about 100 COGEPs which managed the school construction funded under the first phase of PERI; and (iii) a performance-based incentives program to build the capacity of School Inspectorates.

**Sub-component 3.1: Capacity-building of COGEPs:** Four out of the five modules of the grassroots management training (GMT) training have been completed. The fifth module will take place after the official reception of the construction works. With regards to the pilot literacy training, there has been some delay in the selection of the operators which will be in charge of the training of the COGEPs because the bidding documents were not consistent with the Bank's guidelines.

**Sub-component 3.2.: Capacity Building of Education Ministries, Monitoring and Evaluation (M&E) and Accountability.** The first operating grants transferred to Inspectorates as part of the Performance-based contracts (PBC) have been satisfactorily implemented according to the finding of a formal evaluation carried out. The transfer of the second operating grants has been done . In addition, electronic tablets have been provided to all School Inspectorates to record data on-the-go, which in turn will reduce transaction costs for the inspectors.

## Risks

### Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Substantial	● Substantial



Macroeconomic	--	● Moderate	● Moderate
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● High	● High
Environment and Social	--	● Moderate	● Moderate
Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Substantial	● Substantial

## Results

### PDO Indicators by Objectives / Outcomes

Improving the quality of teaching and learning in pre-schools and primary schools				
▶ Percentage of students in grade 2 (CP2) who attain defined minimum standards on national learning assessment tests in reading/writing (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	28.50	0.00	28.50	34.00
Date	30-Jul-2013	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Baseline data. The national learning assessment that is scheduled for the last year of the project life is underway. The first test took has just been carried out and the last test will be held in May 2019.			
▶ Percentage of students in grade 2 (CP2) who attain defined minimum standards on national learning assessment tests: Math (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	36.00	0.00	36.00	41.00
Date	30-Jul-2013	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Baseline data. The national learning assessment that is scheduled for the last year of the project life is underway. The first test took has just been carried out and the last test will be held in May 2019.			
▶ Percentage of primary teachers rated satisfactory in the use of the new curriculum (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	49.10	57.30	60.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Data for the first assessment of classrooms assessment. Two classrooms observations will be carried out before the end of the project. The previous value provided has been reviewed by the consultant who has taken into account comments received during the validation process			



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Strengthening access and equity in primary schools particularly in deprived prefectures				
▶ Intake rate in grade 3 (CE1) in 18 deprived prefectures –Total (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	93.00	99.00	99.00	99.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Data for school-year 2017-18.			
▲ Intake rate in grade 3 (CE1) in 18 deprived prefectures - Girls (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	90.00	95.00	96.00	96.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
▶ Percentage of girls enrolled in the 4 most deprived prefectures (with the lowest girls completion rate (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.20	46.10	48.40	49.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Data for school-year 2017-18 .			
▶ Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	599,076.00	787,590.00	700,000.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Number of grades 1 and 2 students who benefitted from textbooks: 581 500 of which 285 310 girls + Number of students who benefitted from school grants: 323 154 of which 155 646 girls+ Number of teachers who benefitted from trainings : 22 225 of which 6160 women - Number of grades 1 and 2 students who benefitted from school grants (double counting students): 139289 of which 66 497 girls			
▲ Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	45.00	48.30	45.00

Intermediate Results Indicators by Components



Component 1 : Improving the quality of pre-primary and primary education				
<b>►Repetition Rate (Component 1) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	18.50	8.38	7.10	7.00
Date	30-Jul-2013	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Data for school-year 2017-18			
<b>►New textbooks distributed in CP1 and CP2 (math and reading) (Component 1) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	599,231.00	1,163,000.00	1,800,000.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Reading textbooks have been delivered to the Ministry but not yet distributed to schools. The target will be reached			
<b>►Primary teachers trained (including head teacher) in the use of new curriculum as a result of the Project (Component 1) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	14,549.00	22,224.00	29,000.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	The target will be reached after the training of grade 3 teachers			
<b>►Schools which receive school grants each year in the 18 deprived Prefectures as a result of the Project (Component 1) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,650.00	1,650.00	1,650.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	The transfer of the grants for SY2018-19 is underway.			
<b>►Percentage of CP1 and CP2 teachers using the new curricular in public schools (Component 1) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	50.00	66.00	100.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
<b>►Percent of schools which implement their budget in line with the initial forecast (Component 1) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	87.50	87.50	90.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
Comments:	Data for SY 2016-17. Collection of data for the SY2017-18 is underway			

**Component 2: Strengthening Access and Equity in Primary Education**

►Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	180.00	240.00	240.00
Date	01-Dec-2014	31-May-2018	18-Dec-2018	30-Sep-2019

►Latrines constructed (Component 2) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	336.00	456.00	480.00
Date	01-Dec-2014	30-May-2018	18-Dec-2018	30-Sep-2019

►School uniforms distributed to girls in 4 deprived Prefectures (Component 2) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	54,636.00	54,636.00	165,000.00
Date	01-Dec-2014	11-May-2018	19-Dec-2018	30-Sep-2019

Comments: There is a delay in the distribution of uniforms for the SY2018-19. The next distributions in January 2019 and in early September 2019 will help to reach the target.

**Component 3: Strengthening education service delivery**

►Communities having received at least 4 out of 5 grassroots management training modules planned under the project for the school construction (Component 3) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	80.00	80.00	80.00
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019

►Teachers supervision visits per year by inspectors and pedagogical advisers (Component 3) (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	35.00	36.00	36.00	70.00
Date	01-Dec-2014	21-Dec-2017	18-Dec-2018	30-Sep-2019

Comments: Data for the SY 2016-17. Collection of data for the SY 2017-18 is underway.



<b>▶ □ Primary school teacher's deployment consistency index (Component 3) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	58.00	62.00	60.80	68.00
Date	30-Jun-2011	11-May-2018	19-Dec-2018	30-Sep-2019
<b>▶ System for learning assessment at the primary level (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes	Yes	Yes	Yes
Date	01-Dec-2014	11-May-2018	18-Dec-2018	30-Sep-2019
<b>▲ Utility of the learning assessment system (Number, Custom Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1.00	2.00	2.00	3.00
<b>▶ Percentage of schools receiving grants under the Project which communicate school grants and student results through community briefing meetings at least once a year (Component 3) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	75.40	75.40	75.00
Date	01-Dec-2014	11-May-2018	19-Dec-2018	30-Sep-2019
Comments:	Data for SY 2016-17. Collection of data for SY 2017-18 is underway			

## Data on Financial Performance

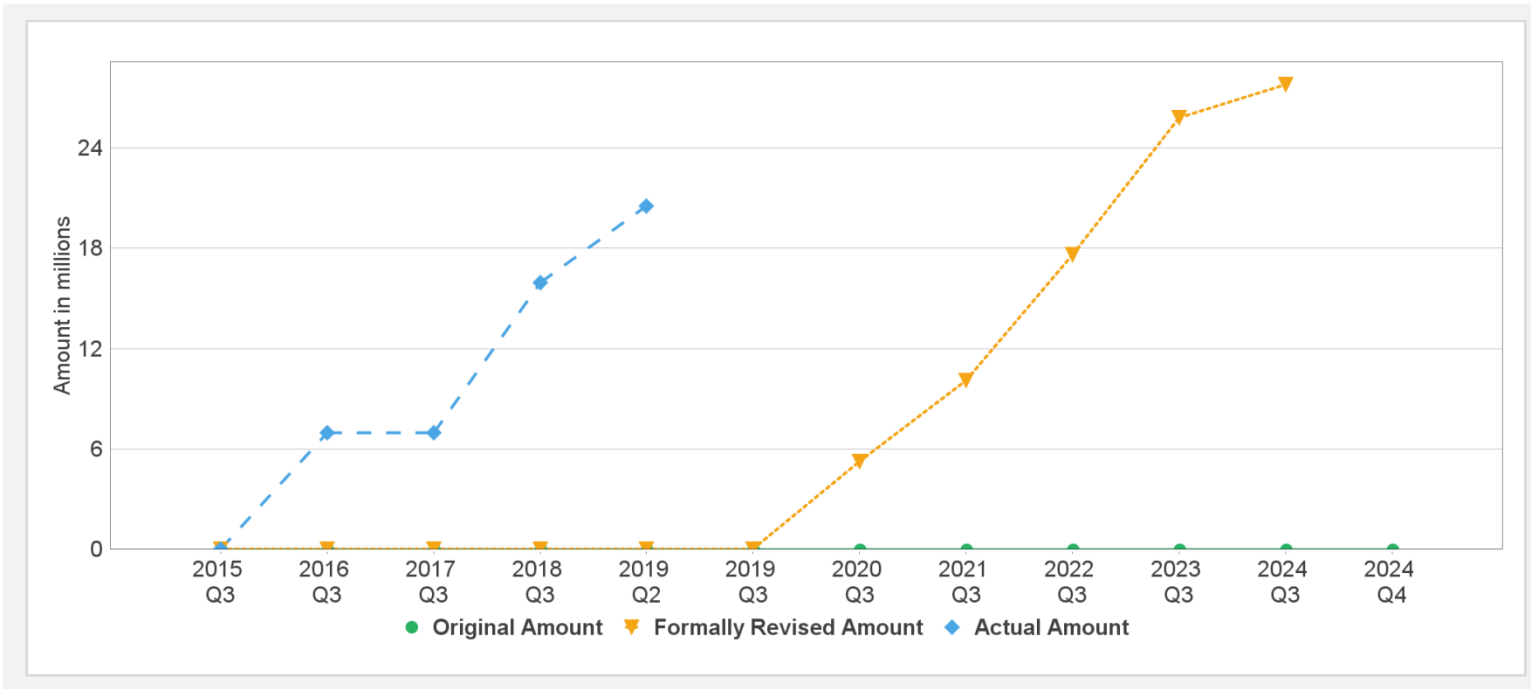
### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P146294	TF-18062	Effective	USD	27.80	27.80	0.00	20.53	7.27	74%

### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P146294	TF-18062	Effective	06-Feb-2015	05-Mar-2015	03-Jul-2015	30-Sep-2018	30-Sep-2019

### Cumulative Disbursements



### Restructuring History

Level 2 Approved on 28-Jun-2018

### Related Project(s)

There are no related projects.