Benin Global Partnership for Education Program (P129600)

AFRICA | Benin | Education Global Practice | Recipient Executed Activities | Investment Project Financing | FY 2014 | Seq No: 4 | ARCHIVED on 24-Jun-2016 | ISR24330 |

Implementing Agencies: Ministry of Preschool and Primary Education

Key Dates

Key Project Dates

Bank Approval Date: 21-Mar-2014
Planned Mid Term Review Date: 31-Mar-2016
Original Closing Date: 30-Jun-2016

Effectiveness Date: 30-Jun-2014
Actual Mid-Term Review Date: 03-Jun-2016
Revised Closing Date: 31-May-2017

Project Development Objectives

Project Development Objective (from Project Appraisal Document)
The project development objective (PDO) is to improve: (i) access and equity; and (ii) quality of classroom instruction at the basic education level, with particular emphasis on deprived districts in the Recipient's territory.

Has the Project Development Objective been changed since Board Approval of the Project Objective?
No

Components

Name
Component 1: Improving the quality of basic education:(Cost $9.70 M)
Component 2: Improving access and equity:(Cost $25.37 M)
Component 3: Improving Sector Management and Governance:(Cost $7.23 M)

Overall Ratings

<table>
<thead>
<tr>
<th>Name</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Progress towards achievement of PDO</td>
<td>Moderately Satisfactory</td>
<td>Moderately Satisfactory</td>
</tr>
<tr>
<td>Overall Implementation Progress (IP)</td>
<td>Moderately Satisfactory</td>
<td>Moderately Satisfactory</td>
</tr>
<tr>
<td>Overall Risk Rating</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
</tbody>
</table>
Implementation Status and Key Decisions

The Project was approved on March 21, 2014 and became effective on June 30, 2014. The project was restructured in September 2015. Changes introduced under the restructuring include, among others, an extension of the project's closing date by eleven (11) months to May 31, 2017. To date, disbursement stands at US$24 million representing 57% percent of the total grant funding. A withdrawal application of about US$5.9 million is in the process of being approved. The processing of this application would bring the disbursement rate to approximately 70.7 percent of the total grant. Since the restructuring the pace of the overall implementation of the project has gained momentum allowing the operation to fully make up for lost time. To date, disbursement stands at US$24 million representing 57% percent of the total grant funding. A withdrawal application of about US$ 5.9 million is in the approval process. The processing of this application would bring the disbursement rate to approximately 70.7 percent of the total Grant. Although overall implementation has improved, key activities of Component 2 (distribution of kits for grades 1 and 2 girls and school feeding activities) were not completed at the due date to have significant impact in the PDO level indicators. Therefore the progress towards achievement of PDO remains Moderately Satisfactory.

The Mid-term Review (MTR) of the project was held from May 30 to June 3, 2016. The mission reviewed the project's progress and achievement on various outcomes after more than two years of implementation, and provided recommendations that would enable the Program Development Objectives (PDO) to be achieved. Below is a summary of the status of each component.

**Component 1: Improving the quality of basic education.** Two sessions of in-service training amounting to a total of 18 days for about 10 500 teachers were carried out in 2015. Taking into account lessons learned from the assessment of a sample of 3,500 teachers carried out to determine their content knowledge as well as their understanding of what content and/or subject matter should be taught to students in the classroom, an agreement has been reached to strengthen the professional capacities of teachers in the contents of mathematics and reading as well as in the pedagogy of these disciplines in all grades of primary schools. Modules of the training which will take place in August 2016 (in order to maximize time-on-task in the classroom, teacher trainings are scheduled for school holidays) is under development. The classroom observation survey in deprived districts (one of the PDO-level indicators) to measure the impact of in-service training on teaching is underway with the support of the consultancy firm (Education Internationale). The report of the assessment will be available by October 2016. The pre-service training for lower secondary education teachers is on track. Final exams are underway but the training will be provided for teachers who have not successfully passed the exams.

**Component 2: Improving access and equity.** Construction works under this Component are progressing but with delay: Out of the construction of 177 classrooms for primary schools (PS) and 120 classrooms and related facilities for the lower secondary schools (LSS) launched as part of phase 1 of the construction program, a total of 222 classrooms (126 for PS and 96 for LSS) were completed. For Phase 2 which supports the construction of 78 and 72 classrooms and related facilities for PS and LSS, respectively, the level of implementation is about 70% for the PS and 45% for LSS. Close monitoring is underway to enable the completion of the remaining classrooms by end October 2016. It should be noted that all the classrooms under construction are in existing schools. With regards to equity and retention activities, school kits for grades 1 and 2 girls were distributed in early December 2015 and school feeding activities started only in February 2016 because of delay in recruiting the NGOs to be in charge of supervision and monitoring of this activity. Appropriate recommendations were provided during the MTR to ensure the implementation of the school feeding activities as well as the distribution of school kits (at the start of the school year 2015-16) so as to ensure their impact on the relevant indicators as soon as possible.

**Component 3: Improving Sector Management and Governance.** The activities relating to the implementation of the first phase of the educational management information system (EMIS) are progressing: an action plan for the period 2015-17 has been prepared and its implementation is underway, and the report for the evaluation of the tender for the procurement of equipment and software has been submitted to the National Procurement Committee for opinion. A national report is under finalization in addition to the international report for the student assessments using the Programme D'Analyse Des Systèmes Educatifs de la CONFEMEN (PASEC) method carried out in 2014-15. As part of the capacity-building of central and decentralized staff in key disciplines, 381 staff benefitted from training. The one-year training in statistical disciplines for 15 staff of the Ministry of Education (MoE) will be completed by November 2016.

Risks

### Systematic Operations Risk-rating Tool

<table>
<thead>
<tr>
<th>Risk Category</th>
<th>Rating at Approval</th>
<th>Previous Rating</th>
<th>Current Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Political and Governance</td>
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<td>Substantial</td>
<td>Substantial</td>
</tr>
<tr>
<td>Macroeconomic</td>
<td>--</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Sector Strategies and Policies</td>
<td>--</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
</tbody>
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6/24/2016
**Technical Design of Project or Program**
- Moderate
- Moderate

**Institutional Capacity for Implementation and Sustainability**
- Substantial
- Substantial

**Fiduciary**
- Substantial
- Substantial

**Environment and Social**
- Low
- Low

**Institutional Capacity for Implementation and Sustainability**
- Low
- Low

**Other**
- --

**Overall**
- Moderate
- Moderate

## Results

### Project Development Objective Indicators

1. **Percentage of teachers rated satisfactory each year by INFRE and an external agency survey of classroom observations in the deprived districts (Percentage, Custom)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
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<tbody>
<tr>
<td>PHINDPDOTBL</td>
<td>--</td>
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<td>55.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-May-2017</td>
<td>55.00</td>
</tr>
</tbody>
</table>

2. **Gross Primary Intake Rate in the deprived districts (Total) (Percentage, Custom)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
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</thead>
<tbody>
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<td>117.00</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-May-2017</td>
<td>117.00</td>
</tr>
</tbody>
</table>

2’. **Gross Primary Intake Rate in the deprived districts (girls) (Percentage, Custom Breakdown)**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHINDPDOTBL</td>
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<td>115.00</td>
<td>114.00</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-May-2017</td>
<td>114.00</td>
</tr>
</tbody>
</table>

### Project Development Objective Indicators

- 1- Percentage of teachers rated satisfactory each year by INFRE and an external agency survey of classroom observations in the deprived districts (Percentage, Custom)
- 2- Gross Primary Intake Rate in the deprived districts (Total) (Percentage, Custom)
- 2’- Gross Primary Intake Rate in the deprived districts (girls) (Percentage, Custom Breakdown)
### 3- Primary education completion rate in targeted districts (total) (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>40.40</td>
<td>52.20</td>
<td>52.20</td>
<td>56.50</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>04-Dec-2015</td>
<td>31-May-2017</td>
</tr>
</tbody>
</table>

### 3' - Primary education completion rate in targeted districts (Girls) (Percentage, Custom Breakdown)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
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</thead>
<tbody>
<tr>
<td>Value</td>
<td>34.30</td>
<td>49.00</td>
<td>49.00</td>
<td>52.50</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>04-Dec-2015</td>
<td>31-May-2017</td>
</tr>
</tbody>
</table>

### 4- Direct Project Beneficiaries of which percentage of female (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
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<tr>
<td>Value</td>
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<td>433350.00</td>
<td>433350.00</td>
<td>533000.00</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>04-Dec-2015</td>
<td>31-May-2017</td>
</tr>
</tbody>
</table>

### 5- Gross enrollment rate in lower secondary education in target districts (total) (Percentage, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>45.00</td>
<td>45.60</td>
<td>45.60</td>
<td>48.50</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>04-Dec-2015</td>
<td>31-May-2017</td>
</tr>
</tbody>
</table>

### 5' - Gross enrollment rate in lower secondary education in target districts (female) (Percentage, Custom Breakdown)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>23.00</td>
<td>36.70</td>
<td>36.70</td>
<td>37.50</td>
</tr>
</tbody>
</table>
### System for learning assessment at the primary level (Yes/No, Core)

<table>
<thead>
<tr>
<th>Date</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>04-Dec-2015</td>
<td>31-May-2017</td>
</tr>
</tbody>
</table>

### Utility of the learning assessment system (Number, Core Supplement)

<table>
<thead>
<tr>
<th>Date</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

**Overall Comments**

The above data pertains to the previous school year because the collection of data for school year 2015-16 was just completed. Therefore, data processing has just begun. It is expected that the new data to inform the above indicators will be available by October 2016.

### Intermediate Results Indicators

#### Number of G1 and G2 Grammar books distributed to teachers in the deprived districts (Number, Custom)

<table>
<thead>
<tr>
<th>Date</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>21000.00</td>
</tr>
</tbody>
</table>

**Comments**

The procurement process for the Grammar books is in the stage of approval of the vendor's contract.
## Gap in Gross Primary intake rate between the deprived districts and the average national level (total) (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>27.50</td>
<td>32.30</td>
<td>32.30</td>
<td>26.00</td>
</tr>
</tbody>
</table>

| Date        | 30-Jun-2011 | 04-Dec-2015 | 04-Dec-2015 | 31-May-2017 |

**Comments**

This information is based on data from the 2014-2015 school year. New data are not yet available.

## Gap in Gross Primary intake rate between the deprived districts and the average national level (girls) (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29.50</td>
<td>33.00</td>
<td>33.90</td>
<td>28.00</td>
</tr>
</tbody>
</table>

| Date        | 31-May-2011 | 30-Aug-2015 | 04-Dec-2015 | 31-May-2017 |

## 1- Number of teachers trained in the deprived districts at primary level resulting from project intervention. (Number, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
<td>10500.00</td>
<td>10500.00</td>
<td>10500.00</td>
</tr>
</tbody>
</table>

| Date        | 30-Jun-2011 | 04-Dec-2015 | 04-Dec-2015 | 31-May-2017 |

**Comments**

Data for the 2014-15 school year. Training for the 2015-2016 school year is planned for August 2016.

## 3- Percentage of public teachers meeting the standard based on inspection and classroom visits each year at the primary level using the OSEP tool (Percentage, Custom)

<table>
<thead>
<tr>
<th>Value</th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.00</td>
<td>54.20</td>
<td>54.20</td>
<td>70.00</td>
</tr>
</tbody>
</table>


**Comments**

These data are from the 2014-15 school year. Data collection for the 2015-2016 school year is currently underway.
### 4- Number of girls in grades 1 and 2 in the deprived districts receiving school package (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
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<td>83397.00</td>
<td>176429.00</td>
<td>265000.00</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>20-Jun-2016</td>
<td>31-May-2017</td>
</tr>
</tbody>
</table>

### 5- Number of the officers of the ministries and deprived districts trained (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>120.00</td>
<td>381.00</td>
<td>350.00</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>20-Jun-2016</td>
<td>31-May-2017</td>
</tr>
</tbody>
</table>

### 6- Additional classrooms built and or rehabilitated in the deprived districts at the lower secondary education level resulting from project intervention (Number, Custom)

<table>
<thead>
<tr>
<th></th>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>0.00</td>
<td>64.00</td>
<td>96.00</td>
<td>192.00</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>20-Jun-2016</td>
<td>31-May-2017</td>
</tr>
</tbody>
</table>

Comments
The classrooms will be completed by the project closing date.
7- Primary students receiving at least one meal per day in the deprived districts resulting from project intervention (Number, Custom)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
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<tr>
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<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>20-Jun-2016</td>
</tr>
</tbody>
</table>

8- EMIS is in place at MEMP central and its regional directorates and generating data in August for preschools and primary education (Yes/No, Custom)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
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<td>N</td>
<td>Y</td>
</tr>
<tr>
<td>Date</td>
<td>30-Jun-2011</td>
<td>04-Dec-2015</td>
<td>20-Jun-2016</td>
</tr>
</tbody>
</table>

Comments
The procurement of equipment and software is underway

Additional classrooms built in the deprived districts at primary level resulting from project intervention (Number, Custom)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
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<tr>
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<td>04-Dec-2015</td>
<td>20-Jun-2016</td>
</tr>
</tbody>
</table>

Comments
The classrooms will be completed by the project closing date.

10- Percentage of school in deprived districts communication students results and budgets to the community through quarterly community briefing meetings (Percentage, Custom)

<table>
<thead>
<tr>
<th>Baseline</th>
<th>Actual (Previous)</th>
<th>Actual (Current)</th>
<th>End Target</th>
</tr>
</thead>
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<tr>
<td>Value</td>
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<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Comments
The yearly data collection instruments need to be updated to capture this information. Currently, this information is not captured.
Overall Comments
Apart from the planned reduction in the gap in Gross Primary Intake Rate (GPIR) between the 25 deprived districts and the national average GPIR (total and girls), most of other intermediate level indicators will meet their targets by the project closing date.

Data on Financial Performance

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Currency</th>
<th>Original</th>
<th>Revised</th>
<th>Cancelled</th>
<th>Disbursed</th>
<th>Undisbursed</th>
<th>Disbursed</th>
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<td>24.00</td>
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<td>0.00</td>
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</tbody>
</table>

Key Dates (by loan)

<table>
<thead>
<tr>
<th>Project</th>
<th>Loan/Credit/TF</th>
<th>Status</th>
<th>Approval Date</th>
<th>Signing Date</th>
<th>Effectiveness Date</th>
<th>Orig. Closing Date</th>
<th>Rev. Closing Date</th>
</tr>
</thead>
</table>

Cumulative Disbursements
Restructuring History

Level 2 Approved on 17-Sep-2015

Related Project(s)

There are no related projects.