



Togo, Improving Quality and Equity of Basic Education Project (P172674)

WESTERN AND CENTRAL AFRICA | Togo | IBRD/IDA | Investment Project Financing (IPF) | FY 2022 | Seq No: 7 | Archived on 14-Jan-2025 | ISR02700

Implementing Agencies: Ministry of Primary, Secondary, and Technical Education and Crafts - MEPSTA

1. OBJECTIVE**1.1 Development Objective**

Original Development Objective (Approved as part of Approval package on 26-Aug-2021)

The Project Development Objectives (PDO) are to improve the quality of, and equitable access to, basic education in selected regions, particularly for girls; and strengthen the overall management of the education system

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

No

2. COMPONENTS

Name

Component 1: Improving Quality of Teaching and Learning:(Cost 35,130,000.00)

Component 2: Improve equitable access to basic education (primary and lower-secondary):(Cost 14,750,000.00)

Component 3: Strengthening system management and resilience:(Cost 8,220,000.00)

Component 4: Contingent Emergency Response Component (CERC):(Cost 0.00)

Unallocated:(Cost 2,000,000.00)

3. OVERALL RATINGS

| Name | Previous | Current |
|--------------------------------------|----------------|----------------|
| Progress towards achievement of PDO | ● Satisfactory | ● Satisfactory |
| Overall Implementation Progress (IP) | ● Satisfactory | ● Satisfactory |
| Overall Risk Rating | ● Moderate | ● Moderate |



4. KEY ISSUES & STATUS

4.1 Implementation Status and Key Decisions

Component 1: Improving the quality of teaching and learning — aims to strengthen teacher effectiveness by supporting teacher training interventions. Component 1 comprises three sub-components: *Sub-component 1.1—Improved teacher training and monitoring system*—which aims to: (i) strengthen pre-service and in-service training; (ii) enhance the teacher monitoring system; and (iii) adopt digital technologies to improve the quality of teaching and learning. *Sub-component 1.2—Curriculum reform and textbook policy*—which aims to support curriculum reform and the adoption of a national textbook policy; and *Sub-component 1.3 — Provision of school grants and performance-based grants*—which aims to provide performance-based grants to schools, inspectorates, and regional directorates of education.

Significant progress has been recorded since the MTR mission, including: (a) the effective start of the rehabilitation work in the teachers training institutes (*Ecoles Normales de Formation des Professeurs d'Ecoles - ENFPE*); (b) progress in the digitalization of education, including the development of a prototype of the distance learning platform; (c) the finalization of a monitoring platform for school inspectorates; (d) the promulgation of a new textbook policy and the signing of Decree No. 2024-051/PR, which sets out the modalities for the production and distribution of textbooks in Togo; (e) an audit mission for the control and monitoring of performance-based contracts for regional directorates, inspectorates and schools (DRE, IEPP, IESG, COGEP and COGERES); (f) the arrival and distribution of textbooks for grades 1, 2 (CP1, CP2) and preschool; and (g) the submission of the independent verification agency report that validated results for (i) all three Performance-Based Conditions (PBCs), (ii) performance-based contracts in the seven educational regions of Togo; and (iii) the implementation and management of performance-based contracts. The mission emphasized the importance of establishing a centralized monitoring system to ensure effective management of performance-based contracts at all levels (regional directorates, inspectorates, and schools).

Component 2: Improve equitable access to basic education (primary and lower secondary) – aims to improve equitable access to basic education in primary and lower secondary education. This component comprises 3 sub-components: Sub-component 2.1—Reducing barriers to girls' education; Sub-component 2.2—Expanding access to basic education; and Sub-component 2.3—Supporting the establishment of digitally enabled school environments.

The mission assessed the progress of the school infrastructure construction and noted with satisfaction the following: (a) Emergency phase: Of the 38 planned sites, 34 have been completed, representing a total of 104 classrooms; (b) Phase 1: Of the 51 planned sites, 45 have been completed and the remaining 5 are under construction; (c) Phase 2, launched on October 15, 2024, plans the construction of 76 sites, totaling 263 classrooms. To date, 29 sites out of 76 have launched construction works. Additionally, the mission noted significant progress for component 2, including progress on the finalization of the school map scheduled for 30 January 2025; as well as activities to promote girls education. The mission recommended an update of school construction norms and standards to account for climate change issues and affirms the Bank's availability to support the government in these studies. The mission reiterated its recommendation to develop an action plan for the operationalization of the gender focal unit, considering the recent diagnosis as well as existing literature on school-related sexual and reproductive health. An acceleration of the implementation of the activities of the MEPS-Plan Togo's agreement is also encouraged.

Component 3: Strengthening system management and resilience – aims to strengthen the management and resilience of the education system. This component comprises 3 sub-components: Sub-component 3.1—System strengthening and



resilience for effective sector management; Sub-component 3.2—Consolidating accountability and capacity building of COGEPs and key stakeholders; and Sub-component 3.3—TA, M&E and Project management

Notable progress has been made in component 3 including: (a) the development of a prototype for the Education Management Information System (EMIS); (b) rolling out of a test phase of the Human Resources Management Information System (HRMIS); and (c) the development of an action plan for the deployment of classroom observations (third phase) using the TEACH tool as well as the development of the global dashboard by the National Center for Learning Evaluation (CNEA). Regarding the digitalization of the management of the education system, the mission noted a non-appropriation of the project of interconnectivity of platforms and databases to ensure a more efficient management of the education system. The mission recommended a standardization of assessment costs to ensure the sustainability of learning assessment achievements.

Component 4: Contingent Emergency Response Component (CERC). The CERC was included under the Project in accordance with the WB’s Investment Project Financing (IPF) Policy to help the Government improve the response time if a crisis occurs and urgent assistance is needed. The CERC component has not been triggered.

5. SYSTEMATIC OPERATIONS RISK-RATING TOOL

| Risk Category | Rating at Approval Approval Package - 26 Aug 2021 | Last Approved Rating ISR Seq. 06 - 20 Aug 2024 | Proposed Rating |
|--|---|--|-----------------|
| Political and Governance | ● Moderate | ● Moderate | ● Moderate |
| Macroeconomic | ● Moderate | ● Moderate | ● Moderate |
| Sector Strategies and Policies | ● Moderate | ● Moderate | ● Moderate |
| Technical Design of Project or Program | ● Moderate | ● Moderate | ● Moderate |
| Institutional Capacity for Implementation and Sustainability | ● Moderate | ● Moderate | ● Moderate |
| Fiduciary | ● Moderate | ● Moderate | ● Moderate |
| Environment and Social | ● Moderate | ● Moderate | ● Moderate |
| Stakeholders | ● Moderate | ● Moderate | ● Moderate |
| Overall | ● Moderate | ● Moderate | ● Moderate |



6. RESULTS

6.1 PDO Indicators by PDO Outcomes

| Improving the Quality of Teaching and Learning | | | | | | | | |
|---|---|------------|--|-------------|---|-------------|--|------------|
| Indicator Name | Baseline | | Actual (Previous) | | Actual (Current) | | Closing Period | |
| | Value | Month/Year | Value | Date | Value | Date | Value | Month/Year |
| Grade 2 students achieving at least a minimum level of proficiency in reading in beneficiary schools. (Percentage) (Percentage) | 23.70 | Nov/2020 | 23.70 | 31-Jul-2024 | 23.70 | 31-Jul-2024 | 35.00 | Aug/2026 |
| | Comments on achieving targets | | Results from PASEC evaluation will not be available till 2026. This indicator will be informed based on the results for 2024, which are expected during the school year 2024-2025. Still no reporting, an update will be provided in the next ISR. | | | | | |
| Grade 2 students achieving at least a minimum level of proficiency in mathematics in beneficiary schools. (Percentage) (Percentage) | 47.00 | Nov/2020 | 47.00 | 31-Jul-2024 | 47.00 | 31-Jul-2024 | 55.00 | Aug/2026 |
| | Comments on achieving targets | | Students achieved an average overall score of 36% on the mathematics test according to the EGMA assessment. Results from PASEC evaluation will not be available till 2026. This indicator will be informed based on the results for 2024, which are expected during the school year 2024-2025. Still no reporting, an update will be provided in the next ISR. | | | | | |
| Increased percentage of primary teachers in targeted inspectorates demonstrating improved teaching practices in the classroom. (Text) PBC | Baseline data will be available in year 1. Baseline survey. A survey will be conducted in the first year to collect the baseline data | Nov/2020 | 43 | 31-Jul-2024 | 10 percentage points increase compared to baseline. | 13-Dec-2024 | 20 percentage points increase compared to baseline | Oct/2026 |



| | based on the current stock of teachers, from which the increase in proportion will be calculated in year 2, 3, 4, and 5. | | | | | | | |
|--|--|------------|--|-------------|------------------|-------------|--|------------|
| | Comments on achieving targets | | Target has been exceeded. | | | | | |
| Improve Equitable Access to Basic Education in Selected Regions, Particularly for Girls | | | | | | | | |
| Indicator Name | Baseline | | Actual (Previous) | | Actual (Current) | | Closing Period | |
| | Value | Month/Year | Value | Date | Value | Date | Value | Month/Year |
| Completion rate in general lower-secondary education in targeted areas (percentage) (disaggregated by gender) (Percentage) | 28.90 | Nov/2020 | 43 | 31-Jul-2024 | 43 | 31-Jul-2024 | 41.00 | Aug/2026 |
| | Comments on achieving targets | | Target achieved. However, an increase is expected when the 2025 numbers will be available upon publication of next year's annual Statistical Census. | | | | | |
| of which female (percentage) (Percentage) | 21.10 | | 34.10 | | 34.10 | | 34.00 | |
| | Comments on achieving targets | | Target achieved. However, an increase is expected in 2025. | | | | | |
| Strengthen System Management | | | | | | | | |
| Indicator Name | Baseline | | Actual (Previous) | | Actual (Current) | | Closing Period | |
| | Value | Month/Year | Value | Date | Value | Date | Value | Month/Year |
| The National Learning Assessment System (NLAS) is functional (Text) PBC | No | Nov/2020 | YES | 31-Jul-2024 | YES | 31-Jul-2024 | At least two national large-scale standardized | Oct/2026 |



| | | | | | | | | |
|--|-------------------------------|--|--|--|--|--|---|--|
| | | | | | | | learning assessments are completed, and results are disseminated (EGRA/EGMA). | |
| | Comments on achieving targets | This indicator is the third stretch indicator of the variable part of the Global Partnership for Education (GPE) with the performance-based conditions expected in the project's first year. | | | | | | |

6.2 Intermediate Results Indicators by Components

| Component 1: Improving Quality of Teaching and Learning | | | | | | | | |
|--|-------------------------------|------------|---|-------------|------------------|-------------|----------------|------------|
| Indicator Name | Baseline | | Actual (Previous) | | Actual (Current) | | Closing Period | |
| | Value | Month/Year | Value | Date | Value | Date | Value | Month/Year |
| Number of primary teachers trained (including head teacher) in the use of new curriculum including SEA/SH prevention in schools as a result of the Project (Number) (Number) | 0.00 | Nov/2020 | 25.64 | 31-Jul-2024 | 25,645 | 31-Jul-2024 | 29,600.00 | Aug/2026 |
| | Comments on achieving targets | | <p>The number reported in the ISR of Jan. 2024 is mistake. That number included different types of teachers and those in private schools. To date 25,645 primary teachers have been trained (including head teacher) in the use of new curriculum including SEA/SH prevention in schools as a result of the Project.</p> <p>This indicator is expected to improve with the training sessions on the Grade 5 and 6 textbooks scheduled during the academic year.</p> | | | | | |
| - Official primary teachers (Number) (Number) | 0.00 | Nov/2020 | 15,091 | 31-Jul-2024 | 15,091 | 31-Jul-2024 | 20,000.00 | Oct/2025 |
| | Comments on achieving targets | | Cumulative number of official primary teachers and head teachers trained in the use of new curriculum as a result of the project | | | | | |



| | | | | | | | | |
|--|-------------------------------|----------|---|-------------|--------------|-------------|--------------|----------|
| Volunteers Primary Teachers (Number) (Number) | 0.00 | Nov/2020 | 5,139.00 | 31-Jul-2024 | 5,139.00 | 31-Jul-2024 | 9,600.00 | Oct/2025 |
| | Comments on achieving targets | | Cumulative number of volunteers primary teachers trained in the use of new curriculum as a result of the project | | | | | |
| Percentage of primary teachers in grades 1 and 2 receiving training to improve pedagogical skills in French and mathematics. (Percentage) | 0.00 | Nov/2020 | 100.00 | 31-Jul-2024 | 100.00 | 31-Jul-2024 | 100.00 | Aug/2026 |
| | Comments on achieving targets | | The target has been met -100% Teachers for grade 1 and grade 2 (including volunteer teachers) in public schools are trained in using the new primary school textbooks (June 2023). | | | | | |
| Classroom observation tools to assess teaching practices are established (Yes/No) (Yes/No) | No | Nov/2020 | Yes | 31-Jul-2024 | Yes | 31-Jul-2024 | Yes | Aug/2026 |
| | Comments on achieving targets | | The target has been met. The TEACH observation tool has been contextualized for monitoring teaching practices. Thirty external observers and fifteen supervisors have been trained and certified in the use of the tool. | | | | | |
| Number of new textbooks distributed to CE2, CM1 and CM2 (maths and reading) (Number) | 0.00 | Nov/2020 | 0.00 | 31-Jul-2024 | 1,797,075.00 | 13-Dec-2024 | 2,000,000.00 | Oct/2025 |
| | Comments on achieving targets | | The target for this indicator is yet to be met. 1,797,075 textbooks for CP and CM were delivered at the beginning of the School Year 2024/2025. | | | | | |
| Number of Teachers supervision visits per year by inspectors and pedagogical advisers (Number) (Number) | 68.00 | Nov/2020 | 71 | 31-Jul-2024 | 71 | 31-Jul-2024 | 70.00 | Aug/2026 |
| | Comments on achieving targets | | The target has been exceeded by one percentage point. This indicator could improve next year; it is evaluated at the end of each school year. Performance contracts are a key lever. | | | | | |
| Number of schools which receive school grants each year in targeted primary and general lower-secondary schools as a result of the Project and meeting the | 0.00 | Nov/2020 | 6,342.00 | 31-Jul-2024 | 6,342.00 | 31-Jul-2024 | 6,000.00 | Aug/2026 |
| | Comments on achieving targets | | The target has been exceeded by 6 percentage points (106%). For the year 2022-2023: a grant of 1,775,851,000 CFA francs was granted to 5,355 schools and another of 295,046,000 FCFA was granted to 991 general education colleges. Total =6342 grants amounting to 2,420,082,000 CFA francs were granted to schools and | | | | | |



| minimum requirement for equity & Learning (Number) | | | establishments in the country as part of performance contracts in 2024. There is a decrease in the results compare to the previous ISR, because 4 small schools were merged. | | | | | |
|---|-------------------------------|------------|--|-------------|------------------|-------------|----------------|------------|
| Students benefiting from direct interventions to enhance learning (Number) | 0.00 | Nov/2020 | 2,324,387 | 31-Jul-2024 | 2,324,387 | 31-Jul-2024 | 2,000,000.00 | Aug/2026 |
| | Comments on achieving targets | | The target of this indicator has been exceeded by 324,387 of which 1,130,890 girls. According to Statistical Year book for 2023-2024. (cumulative number). This indicator is provided by the annual census. It is expected to increase next year. The census will not be available before May 2025. | | | | | |
| Students benefiting from direct interventions to enhance learning - Female (Number) | 0.00 | | 1,130,890 | | 1,130,890 | | 1,100,000.00 | |
| | Comments on achieving targets | | The target has been exceeded. | | | | | |
| Reduction of the average repetition rate in primary education by at least an average of three points percentage by the end of the project. (Percentage) PBC | 13.70 | Jun/2018 | 9.70 | 31-Jul-2024 | 12.30 | 30-Dec-2024 | 10.70 | Oct/2026 |
| | Comments on achieving targets | | This rate was calculated using data from the annual census and data from the EHCVM; however, the annual census only indicates a rate of 2.5%. This indicator is reported only once a year. | | | | | |
| Component 2: Improve equitable access to basic education (primary and lower-secondary) | | | | | | | | |
| Indicator Name | Baseline | | Actual (Previous) | | Actual (Current) | | Closing Period | |
| | Value | Month/Year | Value | Date | Value | Date | Value | Month/Year |
| Increase in the number of girls transitioning from primary to general lower-secondary education in disadvantaged areas individually supported by | 0.00 | Nov/2020 | 17.60 | 31-Jul-2024 | 17.60 | 13-Dec-2024 | 20.00 | Aug/2026 |
| | Comments on achieving targets | | An update will be provided in the next ISR. The census will not be available before May 2025. | | | | | |



| | | | | | | | | |
|---|-------------------------------|------------|--|-------------|--|-------------|----------------|------------|
| project (Percentage) (Percentage) | | | | | | | | |
| Number of new primary and general lower-secondary classrooms built or rehabilitated in targeted disadvantaged areas based on comprehensive school mapping and resulting from project interventions (Number) | 0.00 | Nov/2020 | 198 | 31-Jul-2024 | 241 | 13-Dec-2024 | 540.00 | Aug/2026 |
| | Comments on achieving targets | | By September 30, 2024, 241 primary and lower-secondary classrooms were built. This number will rise next year. | | | | | |
| Number of girls and boys reached through sensitization campaigns on the importance of girl's education, early marriage, early pregnancies, and issues of unequal social norms (Number) | 0.00 | Nov/2020 | 1,740,816 | 31-Jul-2024 | 1,740,816 | 31-Jul-2024 | 1,255,000.00 | Aug/2026 |
| | Comments on achieving targets | | The target has been exceeded by 38 percentage points (138%) in year 3 of implementation. School uniform distribution campaigns for girls also serve as awareness-raising opportunities, undoubtedly enhancing this indicator for the coming years | | | | | |
| Share of female students who return to school once the school system is reopened (Percentage) | 91.00 | Oct/2020 | 100 | 31-Jul-2024 | 100 | 31-Jul-2024 | 98.00 | Aug/2026 |
| | Comments on achieving targets | | The target has been achieved 100 percent. This indicator was linked to the COVID-19 context with the closure of schools. To-date the situation is normal, with almost 100% returnees to school post-COVID. | | | | | |
| Component 3: Strengthening system management and resilience | | | | | | | | |
| Indicator Name | Baseline | | Actual (Previous) | | Actual (Current) | | Closing Period | |
| | Value | Month/Year | Value | Date | Value | Date | Value | Month/Year |
| Provision of budget line to renew regularly Textbooks in already covered primary | No | Nov/2020 | Not yet as the final decision has not been reached. It is | 31-Jul-2024 | "NO". Not yet as the final decision has not been | 13-Dec-2024 | Yes | Aug/2026 |



| | | | | | | | | |
|---|-------------------------------|----------|--|-------------|--|-------------|-------|----------|
| grade level CP1, CP2 and CE1 (reading) (Yes/No) (Yes/No) | | | expected in Calendar year 2025, when the operational budget will be in place. | | reached. It is expected in Calendar year 2025, when the operational budget will be in place. | | | |
| | Comments on achieving targets | | The provision of a budget line to regularly renew Textbooks in already covered primary grade levels CP1, CP2, and CE1 is not yet effective. | | | | | |
| Percentage of inspections and regional education authorities having achieved at least 80% of their PBC objectives (Percentage) (Percentage) | 0.00 | Nov/2020 | 79.38 | 31-Jul-2024 | 79.38 | 31-Jul-2024 | 80.00 | Aug/2026 |
| | Comments on achieving targets | | The target is achieved 99 percent. Full achievement is expected before the end 2025. | | | | | |
| Percentage of communities trained on monitoring the use and implementation of school grants, maintenance of textbooks and infrastructure, school construction, and students' academic progress (Percentage) | 0.00 | Nov/2020 | 73.00 | 31-Jul-2024 | 73.00 | 31-Jul-2024 | 70.00 | Aug/2026 |
| | Comments on achieving targets | | The target has been exceeded by 4 percentage points (104%). This indicator will be updated in the next ISR | | | | | |
| Percentage of grievances received and addressed through the Project Grievance Redress | 0.00 | Nov/2020 | 100.00 | 31-Jul-2024 | 100.00 | 13-Dec-2024 | 80.00 | Aug/2026 |
| | Comments on achieving targets | | The project registered and processed a total of 23 complaints. 100% of the complaints timely addressed through the Project Grievance Redress Mechanisms. | | | | | |



| | | |
|---|--|--|
| Mechanisms (Percentage) (Percentage) | | |
|---|--|--|

6.3 Performance Based Conditions (PBC)

| PBC Name | | Baseline | Actual (Previous) | | Actual (Current) | | Closing |
|---|------------------|--|-------------------|-------------|------------------|-------------|-----------|
| | | | Value | Date | Value | Date | |
| 1:Increased percentage of primary teachers in targeted inspectorates demonstrating improved teaching practices in the classroom. (Text) Achieved | Value | Baseline data will be available in year 1. Baseline survey. A survey will be conducted in the first year to collect the baseline data based on the current stock of teachers, from which the increase in proportion will be calculated in year 2, 3, 4, and 5. | 43 | 13-Dec-2024 | 43 | 13-Dec-2024 | 585,000.0 |
| | Allocated Amount | 0.00 | | | 0.00 | | |
| PBC allocation | | | 2,340,000.00 | | | | |
| 2:Reduction of the average repetition rate in primary education by at least an average of three | Value | 13.70 | 9.70 | 13-Dec-2024 | 9.70 | 13-Dec-2024 | 280,800.0 |
| | Allocated Amount | 0.00 | | | 0.00 | | |

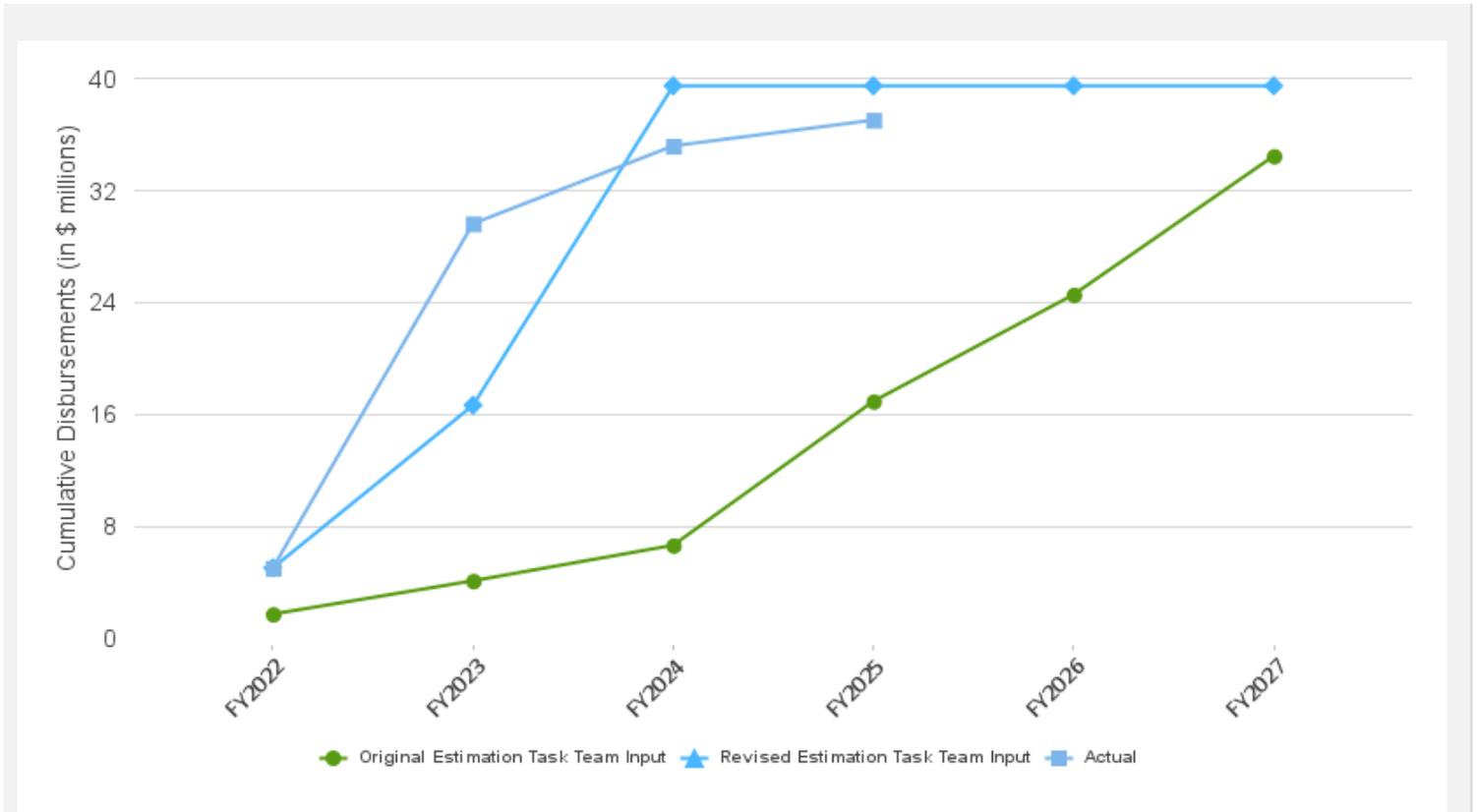


| | | | | | | | |
|---|------------------|------|--|-------------|--|-------------|-----------|
| points percentage by the end of the project. (Percentage) Achieved | | | | | | | |
| PBC allocation | | | 936,000.00 | | | | |
| 3:The National Learning Assessment System (NLAS) is functional (Text) Achieved | Value | No | A large-scale standardized national assessment of learning (EGRA/EGMA) is carried out and the results are disseminated and two assessments based on the Teach classroom observation tool have also been carried out and the results are disseminated | 13-Dec-2024 | A large-scale standardized national assessment of learning (EGRA/EGMA) is carried out and the results are disseminated and two assessments based on the Teach classroom observation tool have also been carried out and the results are disseminated | 13-Dec-2024 | |
| | Allocated Amount | 0.00 | | | 0.00 | | 404,000.0 |
| PBC allocation | | | 1,404,000.00 | | | | |



7. DATA ON FINANCIAL PERFORMANCE

7.1 Cumulative Disbursements



7.2 Disbursements (by loan)

| Loan/Credit/TF | Status | Original | Revised | Cancelled | Disbursed | Undisbursed | % Disbursed |
|----------------|-----------|----------|---------|-----------|-----------|-------------|-------------|
| IDA-69810 | Effective | 22.50 | 19.43 | 0.00 | 9.45 | 10.19 | 48.11% |
| IDA-D9010 | Effective | 22.50 | 20.52 | 0.00 | 20.51 | 0.33 | 98.44% |
| TF-B6287 | Effective | 15.10 | 15.10 | 0.00 | 7.07 | 8.03 | 46.85% |

7.3 Key Dates (by loan)

| Loan/Credit/TF | Status | Approval | Signing | Effectiveness | Orig. Closing | Rev. Closing |
|----------------|--------|----------|---------|---------------|---------------|--------------|
|----------------|--------|----------|---------|---------------|---------------|--------------|



| | | | | | | |
|-----------|-----------|-------------|-------------|-------------|-------------|-------------|
| IDA-69810 | Effective | 26-Aug-2021 | 13-Sep-2021 | 26-Oct-2021 | 26-Oct-2026 | 26-Oct-2026 |
| IDA-D9010 | Effective | 26-Aug-2021 | 13-Sep-2021 | 26-Oct-2021 | 26-Oct-2026 | 26-Oct-2026 |
| TF-B6287 | Effective | 26-Aug-2021 | 13-Sep-2021 | 26-Oct-2021 | 26-Oct-2026 | 26-Oct-2026 |

8. KEY DATES

| Key Events | Planned | Actual |
|--------------------------------|-------------|-------------|
| Approval | 26-Aug-2021 | 26-Aug-2021 |
| Effectiveness | 26-Oct-2021 | 26-Oct-2021 |
| Mid-Term Review No. 01 | 03-Apr-2024 | 03-Jun-2024 |
| Operation Closing/Cancellation | 26-Oct-2026 | |

9. RESTRUCTURING HISTORY

10. ASSOCIATED OPERATION(S)

There are no associated operations