



CAMEROON--Equity and Quality for Improved Learning Project (P133338)

AFRICA | Cameroon | Education Global Practice |
 Recipient Executed Activities | Investment Project Financing | FY 2014 | Seq No: 11 | ARCHIVED on 26-Jun-2019 | ISR37209 |

Implementing Agencies: Ministry of Basic Education, Government of Cameroon

Key Dates

Key Project Dates

Bank Approval Date: 24-Feb-2014

Effectiveness Date: 05-Jun-2014

Planned Mid Term Review Date: 03-Oct-2016

Actual Mid-Term Review Date: 31-Oct-2016

Original Closing Date: 30-Sep-2018

Revised Closing Date: 28-Jun-2019

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The objective of the project is to improve the equity and quality of primary education service delivery in the Recipient's territory with an emphasis on disadvantaged areas.

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

No

Components

Name

Component 1: Improving equity and quality in primary education service delivery:(Cost \$48.30 M)

Component 2: Building institutional capacity for improved education service delivery:(Cost \$5.10 M)

Overall Ratings

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

Implementation Status and Key Decisions

This ISR is based on a May 2019 mission, dedicated to (i) the supervision of the Project and (ii) the preparation of the Implementation Completion and Results Report (ICR). This is the last ISR of this Project, to be closed on June 28, 2019. While US\$10.1 million remains undisbursed at the time of preparation of this ISR, it is expected that by the closing date, 95 percent of the total grant amount will be disbursed and 97 percent by the end of the four-month grace period ending in October 2019. Considering the cancellation of US\$1.4 million (due to the non-achievement of one DLI), a maximum disbursement of 97 percent is feasible by the end of the grace period. Results presented in this ISR include data recently provided by the Independent Verification Agency (IVA).



It worth noticing that project's implementation has been complexified by crisis in the North West and the South West regions during most of project life's period: the recruitment and affectation of new teachers has been particularly challenging for the Ministry of Basic Education in these two regions, as well as the distribution of textbooks and other inputs. While results have been achieved, this situation can partially explain overall delays observed in Project's implementation.

Regarding gender results, while the project has reached (or exceeded) its targets, last available data, at national level, tends to show that efforts have not been sufficient to change the big picture in terms of overall girl's participation.

Progress towards achievement of the Project Development Objective. A few weeks before the closing date, the Project remains on track to meet its development objective, as illustrated by progress on the following PDO-level indicators:

- **Pupil-textbook ratio.** The pupil-textbook ratio for targeted classes has reached 2.3:1 as of September 2018, compared to a baseline of 12:1, as a result of successful Year 3 textbook distribution. Thus, the end-of-project target of 3:1 has been exceeded.
- **Recruitment and deployment of new teachers.** As confirmed by the IVA, the number of new contract teachers recruited by MINEDUB reached a total of 8,970 over the 2016-2018 period (3060 in 2016, 2895 in 2017 and 3,015 in 2018), slightly with the end-of-project target for this activity/indicator (3000). Additional targets for this activity were exceeded: (i) percentage of new teachers deployed in priority zones and rural areas (93% versus end-of-project target of 80% - PDO-level indicator); and (ii) percentage of new teachers which are female (69% versus end-of-project target of 45% - PDO-level sub-indicator). However, the IVA reveals minor - but numerous - breaches in terms compliance with the teacher recruitment process. In addition, due to administrative bottlenecks and technical issues (with IT), a portion (15%) of the newly recruited teachers (those promoted in 2018) have not yet been paid.
- **Assessment of student learning outcomes.** Led by the Independent Unit for Learning Assessment (UAS) supported by the project, the final assessment of student learning outcomes will be completed in June 2019. This evaluation will enable the Project to evaluate the learning outcomes of the cohort exposed to Project interventions. (Primary school students from grade 3 in the 2018-2019 school year and exposed to Project's intervention(s) since the 2016-2017 school year). Further, the evaluation will provide valuable information on: (i) classroom practices, (ii) utilization of textbooks and (iii) future training needs. Establishment and strengthening of the UAS remain important achievements of the project. The recently effective Education Sector Reform Project (ESRP) will help to further deepen and support the efforts to strengthen and maintain the UAS.

Intermediate results indicators. The Project has reached an estimated (2019 Statistical Yearbook is not yet available) 4,759,650 direct beneficiaries (110% of final target – of which 48% are female, exceeding the target of 46%), has exceeded all four end-of-project indicator targets related to training (teachers, inspectors, teacher training schools directors, and share of women), and has met three out of four indicators on building knowledge and capacity development (e.g. a skills study, policy note on adult literacy, and study on student flow and higher education reform). The fourth study on basic education (feasibility study on a 12-year mandatory education program) is available but still pending validation. The remaining intermediate result indicator targets related to education management information system (EMIS) strengthening is pending final adjustments but will be completed by the end of the Project. The last remaining activities relate to (i) distribution of materials to conserve textbooks and (ii) the distribution of 10,000 benches for primary schools in refugee and internally displaced persons (IDPs) affected areas. For these two activities, delayed contracting may cause difficulties for the project to ensure the full distribution of items to schools by closing date. Technical work is ongoing to accelerate this process, and an independent verification will be undertaken to ensure compliance with the expected results.

Implementation Progress (IP). Overall Implementation progress rating remains Moderately Satisfactory. Availability of the IVA's final reports on results verification represents a critical aspect of Project's implementation, leading to the expected disbursement of more than US\$6 million. Other activities (learning assessment, EMIS strengthening and completing a study on the basic education cycle) are very close to completion and should be accomplished by the end of the project. The expected completion of last remaining activities and the good results achieved by the learning assessment unit explain the MS rating.

Disbursements. As of June 10, 2019, disbursements have reached US\$41.8 million (80.6% of the total grant amount) and are likely to reach 48.81 US\$ million (95%) by the end of the Project, with the remaining expected disbursements against the teacher recruitment DLI. The final disbursement of the project is expected to increase up to 97% by the end of the grace period, based on the current project forecasts.



Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● High	● High
Macroeconomic	--	● Substantial	● Substantial
Sector Strategies and Policies	--	● Substantial	● Substantial
Technical Design of Project or Program	--	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	--	● Substantial	● Substantial
Fiduciary	--	● High	● High
Environment and Social	--	● Low	● Low
Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Substantial	● Substantial

Results

PDO Indicators by Objectives / Outcomes

Improve the equity and quality of primary education				
▶Reduction in pupil:textbook ratio (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	12.00	2.30	2.32	3.00
Date	03-Sep-2012	11-Dec-2018	28-May-2019	31-Mar-2018
▶Number of new contract teachers as a result of the Project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	9,000.00	8,970.00	9,000.00
Date	31-Mar-2014	11-Dec-2018	28-May-2019	31-Mar-2018
▲Percentage female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	57.00	57.00	45.00
▶Share of maitres des parents converted to contract teachers' status in the ZEP and other disadvantages areas (Percentage, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	93.00	93.00	80.00
Date	31-Mar-2014	11-Dec-2018	28-May-2019	31-Mar-2018
▲Percentage female (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	69.00	69.00	45.00
Date	31-Mar-2014	11-Dec-2018	28-May-2019	31-Mar-2018
▶% of Grade 3 students meeting the reading benchmark monitored through EGRA (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	17.95	17.95	0.00
Date	31-Mar-2014	30-Nov-2017	30-Nov-2017	28-Jun-2019
▲Anglophone schools (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	33.10	19.30	19.30	38.00
Date	31-Mar-2014	05-Jun-2018	05-Jun-2018	28-Jun-2019
▲Francophone schools (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	36.80	16.60	16.60	45.00
Date	31-Mar-2014	05-Jun-2018	05-Jun-2018	28-Jun-2019
▶% of Grade 3 students that meet mathematics benchmark monitored through EGMA (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	30.80	30.80	0.00
Date	31-Mar-2014	05-Jun-2018	05-Jun-2018	28-Jun-2019
▲Anglophone schools (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	28.10	28.10	28.10	34.00
Date	31-Mar-2014	05-Jun-2018	05-Jun-2018	28-Jun-2019
▲Francophone schools (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	26.30	33.40	33.40	34.00
Date	31-Mar-2014	05-Jun-2018	05-Jun-2018	28-Jun-2019

Intermediate Results Indicators by Components

Improving equity and quality in primary education service delivery				
►Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3,500,000.00	4,759,650.00	4,310,696.00
Date	05-Jun-2014	11-Dec-2018	28-May-2019	28-Jun-2019
▲Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	48.00	48.00	46.00
►Sub-Component 1.2 Number of Grade 1 textbooks, teaching guides (French, English, Mathematics), readers and stationery (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,090,184.00	1,090,184.00	3,060,403.00
Date	31-Mar-2014	05-Jun-2018	28-May-2019	31-Mar-2018
►Sub-Component 1.2 Number of Grade 2 textbooks, teaching guides (French, English, Mathematics), readers and stationery (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,300,000.00	1,300,000.00	2,697,183.00
Date	31-Mar-2014	05-Jun-2018	28-May-2019	31-Mar-2018
►Sub-Component 1.2 Number of Grade 3 textbooks, teaching guides (French, English, Mathematics), readers and stationery (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	680,000.00	680,000.00	2,582,896.00
Date	31-Mar-2014	05-Jun-2018	28-May-2019	31-Mar-2018
►Number of Benches distributed in priority zones (ZEP) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	10,000.00



Date	01-Oct-2018	22-Aug-2018	31-May-2019	28-Jun-2019
▲Number of Benches distributed in refugee/deplacee-affected communes (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5,000.00
Date	01-Oct-2018	22-Aug-2018	31-May-2019	28-Jun-2019
▶Component 1.3 Number of teachers trained in the use of the teaching and learning materials (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	60,730.00	60,000.00	30,663.00
Date	15-Apr-2014	20-Dec-2016	28-May-2019	31-Mar-2018
▲Of which females (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	30,400.00	30,400.00	14,105.00
Date	15-Apr-2014	20-Dec-2016	28-May-2019	31-Mar-2018
▶Component 1.3 Number of inspectors trained in the use of teaching and learning materials (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	631.00	712.00	382.00
Date	15-Apr-2014	20-Dec-2016	28-May-2019	31-Mar-2018
▲Of which females (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	300.00	360.00	176.00
Date	15-Apr-2014	20-Dec-2016	28-May-2019	31-Mar-2018
▶Sub-Component 1.3 Number of ENIEG Directors trained in the use of the new teaching and learning materials (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	62.00	62.00	58.00
Date	15-Apr-2014	20-Dec-2016	28-May-2019	31-Mar-2018
▲Of which females (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	9.00	9.00	9.00
Date	15-Apr-2014	20-Dec-2016	28-May-2019	31-Mar-2018



Building institutional capacity for improved education service delivery				
▶Education Management Information System (EMIS) Architecture (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Mar-2014	05-Jun-2018	28-May-2019	28-Jun-2019
▶Geo-referencing of public and private schools (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Mar-2014	30-Nov-2017	28-May-2019	28-Jun-2019
▶Building Knowledge & Capacity Development--Study 1: Analysis on introducing education fondamentale including early childhood development (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Mar-2014	05-Jun-2018	28-May-2019	28-Jun-2019
▶Building Knowledge and Capacity Development--Study 2: Skills for the labor market (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Mar-2014	20-Dec-2016	28-May-2019	31-Mar-2018
▶Building Knowledge & Capacity Development--Study 3: Policy Note on adult literacy and out-of-school children (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Mar-2014	20-Dec-2016	28-May-2019	31-Mar-2018
▶Building Knowledge & Capacity Development--Study 4: Student Flow and Higher Education Reform (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Mar-2014	20-Dec-2016	28-May-2019	28-May-2019
▶Mid-Term Review (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target

Value	No	Yes	Yes	Yes
Date	26-Feb-2014	04-Nov-2016	28-May-2019	28-Feb-2018

Data on Financial Performance

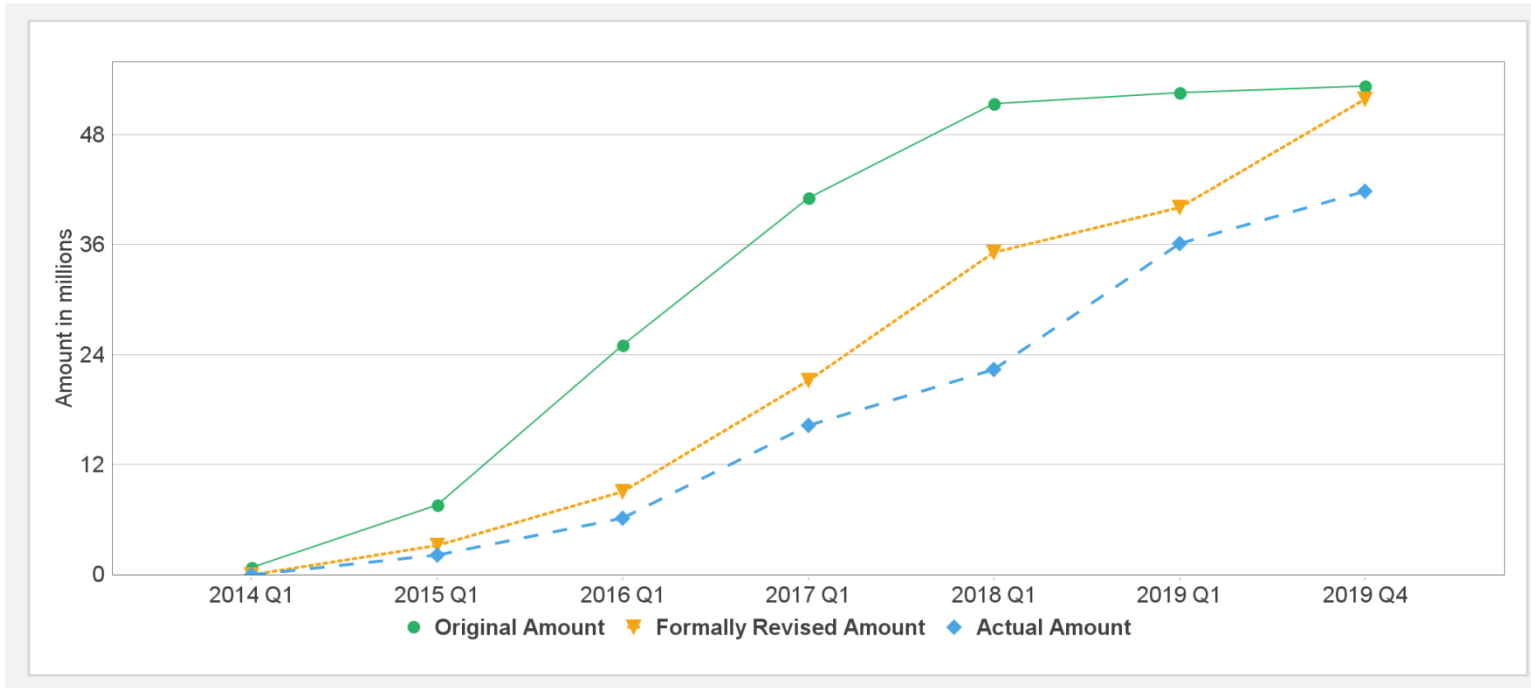
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P133338	TF-16665	Effective	USD	53.30	51.87	1.43	41.81	10.06	81%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P133338	TF-16665	Effective	11-Mar-2014	11-Mar-2014	05-Jun-2014	30-Sep-2018	28-Jun-2019

Cumulative Disbursements





Restructuring History

Level 2 Approved on 11-Dec-2015 ,Level 2 Approved on 29-Jun-2017 ,Level 2 Approved on 27-Sep-2018

Related Project(s)

There are no related projects.
