



## Kenya GPE Primary Education Development Project (P146797)

AFRICA | Kenya | Education Global Practice |  
 Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 11 | ARCHIVED on 07-Apr-2020 | ISR40778 |

Implementing Agencies: Ministry of Education, Ministry of Finance

**Key Dates****Key Project Dates**

Bank Approval Date: 18-May-2015

Effectiveness Date: 08-Jul-2015

Planned Mid Term Review Date: 31-Mar-2017

Actual Mid-Term Review Date: 27-Feb-2017

Original Closing Date: 31-Dec-2021

Revised Closing Date: 31-Dec-2021

**Project Development Objectives**

Project Development Objective (from Project Appraisal Document)

The project development objectives are to improve early grade mathematics competency and to strengthen management systems at school and national levels.

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

No

**Components Table**

Name

Improving early grade mathematics competencies:(Cost \$38.50 M)

Strengthening school management and accountability:(Cost \$42.80 M)

Strengthening capacity for evidence-based policy development at national level:(Cost \$11.28 M)

Project coordination, monitoring and evaluation:(Cost \$5.30 M)

**Overall Ratings**

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Satisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

**Implementation Status and Key Decisions**

An additional Financing (AF) for the Project, US\$9.7 million, was approved in December 2019. MoE has initiated implementation of the AF activities under various components:

**Component 1: Improvement of early grade mathematics (EGM) competencies. MoE satisfactorily completed implementation of EGM activities under the parent project. A new activity was added to this component under the AF to enhance supervision/pedagogy support to teachers on EGM. The activity is centered on School Based Teacher Support (SBTS) for EGM methodologies; learner assessments in EGM; and improved school monitoring and support through lessons observations. The EGM technical committee has completed design and operational procedures for the SBTS for EGM and will focus on the roll out of the SBTS in the next three months, depending on the evolving situation of the coronavirus.**



**Component 2: Strengthening school management and accountability.** MoE achieved the target indicators for this component under the parent project. A new activity was added to this component to integrate good school management practices and accountability mechanism drawn from the School Improvement Plan (SIP) into nationwide student capitation grant scheme. MoE is conducting an independent evaluation of the SIP process to inform lessons learned and a study to document existing practices in allocation of students' capitation in selected countries to further inform the proposed new guidelines. The AF will also measure the share of public schools complying with selected key elements of the new school capitation grant guidelines and operational manual.

**Component 3: Strengthening capacity for evidence-based policy development at national level.** The outstanding activity for this component under the parent project is EMIS (education management information system) data for primary education published annually from 2016. MoE has now completed compiling draft statistical booklets for 2017, 2018, and 2019 using data from the NEMIS online platform, and the recently published Kenya Population and Housing Census report of November 2019 and plans to publish the three statistical booklets in April 2020. A new activity was added to train technical staff at the National Assessment Centre (NAC) in specific skills to improve learning assessment instruments. NAC has identified potential international training institutions in this area, but the training will only commence after the corona virus outbreak.

**Component 4: Project coordination, communication monitoring & evaluation.** The existing Project Coordination Unit (PCU) at MoE continues to function well and is being supported by the County based project coordination teams who are existing MoE and TSC staff based at the County and Sub-County levels. Under the AF, two key studies contributing to education sector policy development will be supported under this component (third-party evaluation of the TPAD, and feasibility of establishing options for allocation of the student's capitation grants to address the problem of under-resourced schools in lagging regions)













**Risks**

**Systematic Operations Risk-rating Tool**

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Macroeconomic	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Sector Strategies and Policies	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Technical Design of Project or Program	--	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Institutional Capacity for Implementation and Sustainability	--	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Fiduciary	--	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Environment and Social	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Low
Stakeholders	--	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Other	--	--	--
Overall	--	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

**Results**





**PDO Indicators by Objectives / Outcomes**

Improvement in basic mathematics competency level of Grade 2 pupils (Disaggregated by gender and Per				
► 5% over baseline (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	79.10	81.90	81.90	84.10
Date	11-Apr-2017	30-Aug-2019	18-Mar-2020	31-Dec-2021
Comments:	The AF is supporting a new sub-component (sub-component 1.6) to enhance supervision/pedagogy support to teachers on EGM through a school based teacher support initiative (SBTS). The aim is to facilitate achievement of the EGM target. The EGM technical committee, with support from the task team, completed design and operational procedures for the SBTS for EGM. In the next three months, March-June 2020, the EGM technical committee will roll out the SBTS. However, this will highly depend on the corona virus situation since schools are closed, and gatherings discouraged, which implies the teacher training and school based support will be delayed.			

Number of participating schools completing top two priorities in the School Improvement Plans (SIPs)				
► Number of participating schools completing top two priorities in the School Improvement Plan (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,000.00	4,000.00	4,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	Implementation of the SIP is now complete as reported by MoE. MoE is conducting an independent evaluation of the SIP process to inform lessons learned related to good practices in school management and accountability. These will subsequently inform the proposed new policy guidelines and associated operational manual for management and accountability of the student capitation grants.			

EMIS data for primary education published annually from 2016				
► EMIS data for primary education published annually from 2016 (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	MoE has completed compiling draft statistical booklets for 2017, 2018, and 2019 using data from the National Education Management Information System (NEMIS) online platform, and the recently published Kenya Population and Housing Census report of November 2019. MoE plans to publish the three statistical booklets in April 2020.			

National assessment (NASMLA) for standard 3 students conducted and disseminated in 2015 and 2018 (Ye				
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► National assessment (NASMLA) for standard 3 students conducted and disseminated in 2015 and 2018 (Yes/No) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	2015 and 2018 NASMLA were conducted and disseminated through the National and County education dialogues held in 2017 and 2019.			

### Intermediate Results Indicators by Components

Improving early grade mathematics competencies				
► Number of EGM textbooks distributed to schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	10,469,754.00	10,539,073.00	6,000,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	Cumulatively Ten Million, Five hundred and thirty nine thousand and seventy three ( 10,539,073) books ( both pupils' books and teachers' guides) distributed to grade 1 & 2 in public schools, as at 15th June 2019 as follows; (2019 cohort= 2,921,987- (2,900,000 for regular learners and 21,987 for learners with special needs in the area of Hearing impairment, Physical Impairment, Low Vision and Braille books for learners with Total blindness.; 2018 cohort = 2,811,000; 2017 Cohort= 2,449,280; SNE, 2017 cohort 19,312; 2016 cohort = 2,337,494 ).			
► Number of teachers trained in EGM (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	102,157.00	102,157.00	40,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	Out of the 40,000 targeted teachers, about 102,157 teachers have been trained in EGM methodologies. The training included 7,421 teachers from the early grade in Private sponsored schools. Inclusion of these teachers was important since the EGM textbook and methodologies are adopted for the roll out, nationwide, of the early years CBC.			
► Number of classroom observations conducted under the project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	103,848.00	103,848.00	120,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Dec-2021



Comments:	Classroom observations will continue under the school based teacher support initiative to be rolled out under the AF.			
<b>► Number of CSOs and QASOs trained in SBTS manual for EGM (Number) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1,000.00
Date	31-Jul-2019	31-Jul-2019	18-Mar-2020	31-Dec-2021
Comments:	These trainings will be conducted under the new AF sub-component activities that are centred on school-based teacher support initiative (SBTS) for EGM methodologies; learner assessments in EGM; and improved school monitoring and support through lessons observations. The EGM technical committee completed design and operational procedures for the SBTS for EGM. Timely implementation of the SBTS will highly depend on the evolving situation of the coronavirus.			

<b>Strengthening school management and accountability</b>				
<b>► Number of participating schools receiving KCPE analysis report (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,000.00	4,000.00	4,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	KNEC completed analysis and distribution of the school specific KCPE reports for the years 2015-2017 (for the 4000 target schools). The reports are available on the KNEC website <a href="http://www.knec.ac.ke">www.knec.ac.ke</a> . Analysis of the 2018 reports is complete and KNEC is planning printing and distribution to the target schools by April 31, 2019. KNEC trained about one hundred and eighty-eight (188) trainers of trainers (ToT) at the County level on the utilization of these reports.			
<b>► Number of teachers appraised in the participating schools (disaggregated by gender) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	32,775.00	32,775.00	30,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	Out of a target 30,00 teachers, 32,775 teachers have been appraised through the TPAD process in the 4000 target schools. However, the TSC rolled out the TPAD initiative in all schools.			
<b>► Number of participating schools submitting satisfactory school improvement plans (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,000.00	4,000.00	4,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	According to MoE, SIPs for the 4000 target schools were reviewed and cleared. The schools were supported to prepare the SIPs by MoE in collaboration with the County project teams. The SIP process			



entailed engagement of key stakeholders at the school level such as parents' representatives; BoMs; and the county education teams				
▶ Number of participating schools receiving annual school grant allocation (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,000.00	4,000.00	4,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	<p>MoE is conducting an independent evaluation of the SIP process to inform lessons learned related to good practices in school management and accountability. These will subsequently inform the proposed new policy guidelines and associated operational manual for management and accountability of the student capitation grants.</p> <p>The 4000-target school received the first and second tranches of US\$3000 and US\$ 2000 respectively to implement the SIPs. Disbursement of the second tranche is based on a verification process by MoE and county project team-the process entails confirmation of implementation of SIP priorities under tranche one.</p>			
▶ Number of participating schools being audited (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,000.00	4,000.00	4,000.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	<p>A baseline audit for the 4000 target schools was carried out in December 2017. A follow-on audit was conducted in June 2018. The school-based audit for FY 2018/19 was completed in April 2019. MoE trained 250 school auditors trained on risk-based audit approach. The audits are conducted annually. Although all target schools have been audited over the three years, for the last FY, 3,884 of the 4000 target school were audited. MoE is following up with the 116 school not audited ( was reported to be due to insecurity or weather conditions). The Directorate of school audit at MoE has been training and supporting target schools, including the BoMs, in the required fiduciary aspects.</p>			
▶ Number of BoMs trained in new guidelines and related operations manual for utilizing student capitation grants in primary schools (disaggregated by gender). (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	10,000.00
Date	31-Jul-2019	31-Jul-2019	18-Mar-2020	31-Dec-2021
Comments:	<p>These trainings will be conducted once MoE completes development of the proposed new policy guidelines and draft operational manual for management and accountability of students' capitation grants. MoE is conducting an independent evaluation of the SIP process to inform lessons learned for the proposed new policy guidelines and associated operational manual. MoE will also conduct a study to document existing practices in allocation of students' capitation in selected countries to further inform the proposed new guidelines.</p>			

Strengthening capacity for evidence-based policy development at national level

▶ Percentage of primary schools submitting EMIS data (Percentage, Custom)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	60.00	20.00	20.00	98.00
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	MoE transitioned from a manual to an online data system in 2017/2018. This change has led to a delay in school adapting to the new online system to submit the required data. n MoE has completed compiling draft statistical booklets for 2017, 2018, and 2019 using data from the National Education Management Information System (NEMIS) online platform, and the recently published Kenya Population and Housing Census report of November 2019. MoE plans to publish the three statistical booklets in April 2020. Once the statistical booklets are completed, MoE will update the number of primary school reporting on NEMIS.			
<b>► Sector diagnosis covering access, equity and efficiency (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	An Education Sector Analysis (ESA) report was developed in 2018. The ESA was informed by various studies and learning assessments conducted under the project and by other partners.			
<b>► Preparation of the next five year education sector plan launched (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	18-May-2015	30-Aug-2019	18-Mar-2020	31-Mar-2020
Comments:	Development of the NESSP is complete. The NESSP was largely informed by the findings of the ESA. The document was validated and dissemination.			
<b>► Number of technical staff at KNEC trained in monitoring learning assessment skills (Number) (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20.00
Date	31-Jul-2019	31-Jul-2019	18-Mar-2020	31-Dec-2021
Comments:	KNEC has identified potential institutions for trainings in psychometrics and data analytics for large scale educational assessments. However, the trainings will be delayed due to the coronavirus outbreak since the trainings are to be undertaken in the region and abroad.			
<b>► Publication of annual secondary education statistical booklet for 2019 and 2020 (Disaggregated by gender ) (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes



Date	31-Jul-2019	31-Jul-2019	18-Mar-2020	31-Dec-2021
Comments:	MoE has completed compiling draft statistical booklets for 2017, 2018, and 2019 using data from the National Education Management Information System (NEMIS) online platform, and the recently published Kenya Population and Housing Census report of November 2019. MoE plans to publish the secondary education statistical booklet for 2019 in April 2020.			

Project coordination, monitoring and evaluation				
▶ Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6,000,000.00	6,000,000.00	6,000,000.00	7,000,000.00
Date	31-Jul-2019	31-Jul-2019	18-Mar-2020	31-Dec-2021
Comments:	This indicator will be updated once the AF interventions are rolled out.			
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	40.00
▶ Direct Project beneficiaries by component (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	7,258,427.00	7,258,427.00	7,258,427.00	7,300,000.00
Date	31-Jul-2019	31-Jul-2019	18-Mar-2020	31-Dec-2021
Comments:	This indicator will be updated once the AF interventions are rolled out.			
▶ A report on beneficiary survey and feedback report produced and disseminated. (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Jul-2019	31-Jul-2019	18-Mar-2020	31-Dec-2021
Comments:	The surveys will be conducted as the AF interventions are rolled out.			

### Overall Comments

MoE is on track for the AF activities. Most of the new activities have been initiated but will be slowed down by the coronavirus outbreak.



**Data on Financial Performance**

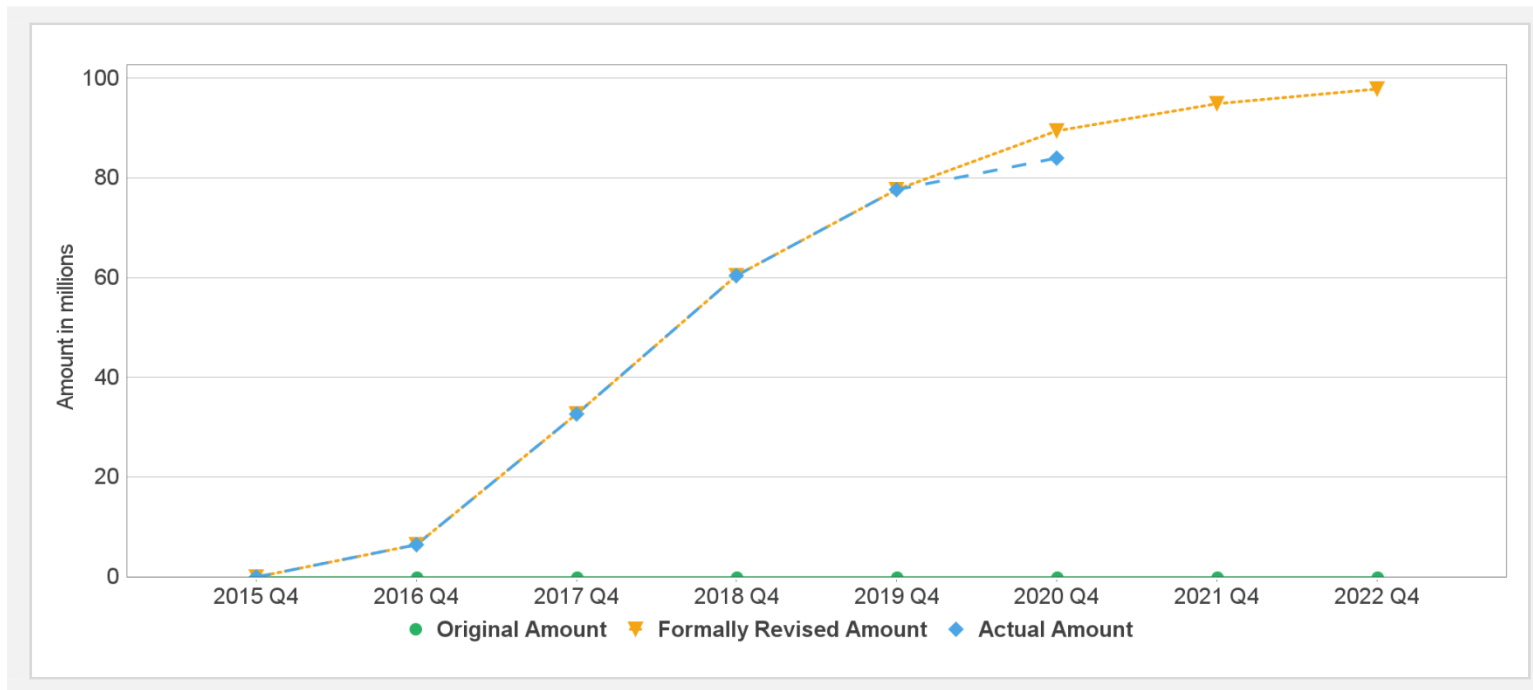
**Disbursements (by loan)**

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P146797	TF-18863	Effective	USD	88.40	88.40	0.00	83.98	4.42	95%
P146797	TF-B0830	Effective	USD	9.48	9.48	0.00	0.00	9.48	0%

**Key Dates (by loan)**

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P146797	TF-18863	Effective	18-May-2015	04-Jun-2015	08-Jul-2015	31-Mar-2019	31-Dec-2021
P146797	TF-B0830	Effective	27-Dec-2019	06-Jan-2020	06-Jan-2020	31-Dec-2021	31-Dec-2021

**Cumulative Disbursements**



**Restructuring History**

Level 2 Approved on 28-Nov-2018 ,Level 2 Approved on 20-Jun-2019

**Related Project(s)**



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P168142-Kenya GPE Primary Education Development Project Additional Financing

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