



Guinea Bissau: The Quality Education for All Project (P160678)

WESTERN AND CENTRAL AFRICA | Guinea-Bissau | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2019 | Seq No: 11 | ARCHIVED on 15-Feb-2024 | ISR58742 |

Implementing Agencies: The Ministry of National Education, The Republic of Guinea-Bissau

Key Dates

Key Project Dates

Bank Approval Date: 31-Jul-2018

Effectiveness Date: 21-Dec-2018

Planned Mid Term Review Date: --

Actual Mid-Term Review Date:

Original Closing Date: 31-Oct-2023

Revised Closing Date: 31-Oct-2024

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective is to improve the teaching and learning environment in grades 1-4 in targeted schools in Guinea-Bissau.

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

No

Components Table

Name

1. Strengthen School-Based Management Practices and Empower Communities:(Cost \$0.59 M)
2. Improve the Quality of Instruction:(Cost \$10.98 M)
3. Strengthen Education Sector Management Capacity:(Cost \$2.79 M)
4. Contingency:(Cost \$0.64 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	□ Moderately Satisfactory	□ Moderately Unsatisfactory
Overall Implementation Progress (IP)	□ Moderately Satisfactory	□ Moderately Unsatisfactory
Overall Risk Rating	□ Moderate	□ Moderate

Implementation Status and Key Decisions

Progress towards Achievement of the Project Development Objective (PDO)/Overall Implementation Progress (IP). The Project's rating on progress toward achievement of the PDO and IP are both considered *Moderately Unsatisfactory*. While the pace of Project implementation has accelerated significantly, key procurement bottlenecks prevented the full expansion of the new curriculum at the beginning of the 2023/24 school year as planned. The Project has also yet to collect the evidence required to measure two of the three PDO indicators. Given that the Project's PDOs center on improving the teaching and learning environment, delivery of all planned learning materials, and evidence that the new curriculum and related teacher training program is in fact contributing to improved learning outcomes, is necessary to be able to demonstrate achievement of the PDO. The disbursements rate for FY24 has reached 50% and an additional US\$2.5 million is expected to be disbursed by June 30, 2024. The delivery of all of the learning materials and the teacher post-test are expected to take place in April 2024. Completion of these two key activities and the results of the teacher tests will determine whether the Project's PDO and IP ratings can be upgraded from *Moderately Unsatisfactory* to *Moderately Satisfactory*.



Component 1: Strengthening School Management Practices. The rating for Component 1 is considered *Moderately Satisfactory*. Component 1 focuses on: (i) development of a policy and manual for establishing School Councils in Guinea-Bissau (CEGB); (ii) training activities at the central level and in all Regional Directorates of Education (DREs); and (iii) inspection activities to monitor and support implementation at the school level. The official CEGB policy and associated manual were adopted in late 2021/early 2022 and training sessions finalized in 2023. However, implementation of the new policy has been challenging given the continued revolving door of school directors and leadership at the school level. In terms of inspection: (i) motorcycles were disseminated to 90 inspectors from the 5 targeted regions; (ii) tablets purchased; (iii) technicians from the Inspectorate General in Education trained on Kobo Toolbox; and (iv) electronic versions of the inspection tool developed. Given that the reports are being administered electronically via Kobo Toolbox, the entire team has been able to monitor this activity closely. By January 2024, all targeted schools had been visited at least twice and performance has improved significantly.

Component 2: Improve the Quality of Instruction. Activities supported under Component 2 focus on: (i) support for the implementation of the Teacher Career Law (ECD); and (ii) implementation of the new school curriculum in grades 1-4. In order to successfully implement the ECD and reduce teacher strikes, the Project has been supporting the establishment of the Directorate General of Human Resource (DGRH) and development of a reliable database with data on all staff employed in the education sector. Interventions have included: (i) development of a reliable database with data on all staff; and (ii) an in-depth diagnostic of the current HR system. Based on these efforts, there have been nearly no teacher strikes over the last three years. In relation to the new school curriculum in grades 1-4, the new manuals and teacher guides were developed and the pilot of new curriculum for all grades 1-4 was completed at the end of the 2022/23 school year. More than 3,000 teachers have been trained on the new curriculum. The Project was expected to expand the implementation of the new curriculum and learning materials to all 560 schools at the beginning of the 2023/24. However, due to procurement delays this was not possible. The delivery of the textbooks, guides, and kits is a critical activity of the Project which aims to improve the teaching and learning environment in grades 1-4. Given the delays in procurement, the overall performance under Component 2 is considered to be *Moderately Unsatisfactory*.

Component 3: Strengthening Education Sector Management Capacity. Progress under Component 3 is considered *Moderately Satisfactory*. The main activities supported under Component 3 are: (i) collecting basic education statistics in the 5 targeted regions; (ii) administering learning assessments –*Programme d'analyse des systèmes éducatifs de la Confemén* (PASEC); and (iii) project management. The Project Implementation Unit (UGPE) and the Directorate for Statistics (DGEPASE) worked together to develop a simple electronic survey and administer this to all school principals. This survey was successfully administered in 2021, 2022, and 2023. As a result, up-to-date data have been available to adequately plan for project activities. The World Bank (WB) and the Ministry of Education worked together to help Guinea-Bissau become official members of PASEC and participate in the regional assessment planned to be conducted in 2025. A national team from Guinea-Bissau was identified and they have benefitted from several capacity building workshops. Though this work is being rolled out in a satisfactory manner, it will only be fully completed after the Project closes.

Risks

Systematic Operations Risk-rating Tool

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



Overall □ High □ Moderate □ Moderate

Results

PDO Indicators by Objectives / Outcomes

To improve the teaching and learning environment in grades 1-4 in targeted schools				
▶ Percentage of teachers who received in-service training under the project with improved content knowledge in Portuguese and Mathematics (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	70.00
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	The pre-test for teachers was administered at the beginning of training sessions in September 2022 in all five regions targeted by the Project. This test established the baseline for teachers' content knowledge in Portuguese and Mathematics. The official post-training test will be administered in April 2024 after the final training session. However, the training sessions have included tests at the end of each 1-2 week session to ensure there is measurable progress being made. After the first two sessions, 21.6% of teachers were able to answer <10 Mathematics questions correctly (significantly down from 85.2% on the pretest) and 38.5% of teachers were able to answer <10 Portuguese questions correctly (slightly down from 41.2% on the pre-test). It will only be possible to provide a figure once the final post-test is completed but the trends are positive.			
▶ Percentage of grade 2 students in targeted schools with improved content knowledge in Portuguese and Mathematics (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	Due to the regionally established timeline for PASEC, it was not possible to use this particular assessment to measure student learning as planned. While Guinea-Bissau is participating as planned in PASEC, results will only be available in 2025/26 after project closure. Alternatively, a pre-test to measure student learning in the schools participating in the pilot was developed by the curriculum developers (UdeMinho together with INDE) and was administered among all students in grades 1-4 at the end of the 2022/23 school year. According to pre-test data from 8 of the 10 pilot schools, on average the 792 grade 2 students scored 71% for Portuguese and 66% for Mathematics. The post-test will be applied in June 2024 at the end of the current school year. The final results will analyze data from all 10 schools by region, gender, and all 4 grade levels to measure improvements and identify any geographic or gender disparities.			
▶ Number of Direct Project Beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	7,627.00	105,938.00	77,090.00
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024



Comments:	The project has now reached 102,840 students in grades 1-4 (surpassing the original target of 73,408 due to increased enrollments and actual number of students in the targeted schools) and 3,098 public school teachers in grades 1-4 (surpassing the original target of 2,976 due to some newly hired teachers/changes in locations). The updated number of central level staff, inspectors, regional staff, and school directors is being confirmed and will be provided in the next update. Based on earlier figures, it is expected that the number of beneficiaries in these areas has also been surpassed. For the students, the total number female is 49% while the number of teachers is 39%.			
<input type="checkbox"/> Percentage of which are female (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	48.00	48.70	47.00
<input type="checkbox"/> Students benefitting from direct interventions to enhance learning (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3,914.00	102,840.00	73,408.00
Date	01-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024

Intermediate Results Indicators by Components

Component 1: Strengthen School-Based Management Practices and Empower Communities				
▶ Development and adoption of school management committee policy and manual (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	The harmonized policy was adopted and the manual finalized. Trainings took place in all 11 DREs and 20,000 copies of the manual were printed and disseminated among CEGBs, the central and regional education ministry staff, and members of the Local Education Group.			
▶ Number of school inspectors' visits to targeted schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	84.00	1,033.00	2,024.00
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	For the inspectorate, the tablets were purchased, the electronic questionnaires developed, the motorcycles disseminated to inspectors in the 5 regions targeted by the project, and training on Kobo toolbox received by those in the general inspectorate for education. Inspection visits began to take place in all 5 regions in March 2023 and all schools targeted by the project were visited at least once by the end of the 2022/23 school year. The tools were updated based on feedback from the the first round of visits and the second round of visits began in November 2023 to validate school level data and prepare for the			



textbook distribution. The inspection surveys are being administered via kobo toolbox which is helping to keep track of visits conducted and improve accountability.

Component 2: Improve the Quality of Instruction

► National teacher evaluation tools and processes/procedures established (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	Drafts of teacher evaluation tools were developed together with the General Inspection unit. However, these needed to be reviewed for quality; many changes in leadership recently has significantly delayed this work. The Ministry has been prioritizing the establishment of the HR database and census activities - while they still plan to establish the national teacher evaluation tools and processes/procedures, it is likely that the timeline for completion will be after the project closes. Hence, to better reflect the Ministry of Education's priorities, this indicator will be modified as part of the restructuring. (Part of the work to evaluate teachers performance will include data monitoring their attendance. The Ministry has included developing the mechanism to monitor teacher attendance as a key priority under the Human Capital Project.)			

► Evaluation of teachers' using the new school curriculum in grades 1-4 in the pilot completed (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	The pre-test for all teachers was administered at the beginning of the September 2022 teacher training sessions. Based on these results, 41.2% of teachers answered 10 questions or less correctly for Portuguese and 85.2% of teachers answered 10 questions or less correctly for Mathematics. The post-test to measure improvements in teachers' content knowledge in Portuguese and Mathematics is planned to be administered in April 2024.			

► Teachers recruited or trained (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3,027.00	3,098.00	2,976.00
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	The training program was expanded in 2022/23 to include not only the teachers participating in the pilot but all grade 1-4 teachers from the 560 schools in the 5 regions targeted by the Project. There have been 6 training sessions on the new curriculum to date with one final session planned for April 2024.			

□ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,454.00	1,208.00	535.00



► Number of IAI lessons in grades 1 and 2 in Portuguese and Math developed (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	65.00	200.00
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	All areas/content for the planned IAI lessons have been identified together by the curriculum developers at INDE and the University of Minho. As of January 2024, 65 of these lessons had been finalized (40 in Portuguese and 25 in Mathematics) and the recording of these others is underway. All 200 lessons are expected to be finalized no later than April 2024.			
► Number of primary schools with grades 1-4 using the new curriculum and IAI (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	10.00	560.00	496.00
Date	21-Jun-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	Pilot versions of the manuals and teacher guides were implemented in 10 pilot schools during the 2021/22 school year. Then, during the 2022/23 school year, (i) the pilot versions of the manuals were updated based on feedback received; and (ii) the teacher training program was scaled-up to include teachers from all of the 560 public primary schools in the 5 regions targeted by the project. All 560 schools under the project started implementing the new curriculum at the beginning of the 2023/24 school year. Due to procurement delays for the printing of the teachers guides and textbooks, the teachers have been using electronic copies of the guides and handouts for students. The printed copies are expected to arrive no later than March 2024.			
► National textbook policy and dissemination plan adopted (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	Terms of Reference have been prepared and experts in this area identified. Initial discussions on the planned policy have taken place and concrete plans are in place to create storage space at the regional and school levels. It is expected that the draft policy will be finalized no later than June 2024. This policy and dissemination plan will be key inputs into the Human Capital Project which focuses on support to operationalize the new textbook policy.			
► Learning materials for the new curriculum delivered to all public primary schools with grades 1-4 in targeted regions (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	The procurement to print the new manuals and teacher guides for grades 1-4 was delayed. To facilitate implementation of the new curriculum and address this issue, electronic copies of all new guides were shared with teachers in early October and handouts from the new curriculum in all grades 1-4 printed in			



country to cover the material to be taught the first part of the school year. This indicator will only be considered complete once the hard copies of the teacher guides and student manuals and school kits have successfully been delivered to all 560 schools targeted by the project. The launch for national dissemination is expected to take place in early April 2024.

Component 3: Strengthen Education Sector Management Capacity

► Basic education statistics for 5 regions targeted by the project available annually (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	Using an electronic rapid survey based on GEMS, a report with basic education statistics for the 5 regions targeted by the project has been completed in 2021, 2022 and 2023. The quality and reliability of the data has improved with each round. This data has made it possible to plan the teacher training activities, implement the new curriculum in grades 1-4, advance on key procurements to expand use of the new curriculum and improve planning in the sector. The final project supported survey is planned for May 2024 at a national level to provide data which will be needed for the upcoming Human Capital Project.			

► PASEC II learning assessment in grades 2 and 5 conducted and results disseminated (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	31-Jul-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	Guinea-Bissau's application to participate as formal members in PASEC 2024 was accepted in early 2023. The project is financing the preparation work required from 2023 until October 2024 when the project closes. After this another source of financing has been identified to cover the other expenses until 2026. A national team was identified – this team has been participating in various workshops led by CONFEMEN. Unfortunately, the timing for the official PASEC does not align well with the timeline for implementation of the project and data collection will only take place in May 2025. However, opposed to implementing a stand-alone, adapted PASEC II, official membership/participation comes with the key advantages including being more sustainable and the results will be comparable across countries and can be used for benchmarking exercises like the World Bank's Human Capital Index.			

► Percentage of total grievances received through the GRM established under the project which are addressed (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	75.00
Date	31-Oct-2018	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	A Social Development Specialist was recruited by the Project and has been based at the PIU since 2022. Building on work done together with UNICEF, a GRM was developed which has been implemented among the schools targeted by the project. Over the past 6 months, the majority of complaints received were related to the teacher training program. Of the 15 complaints, 12 of these had been resolved by the time of the supervision mission in early December 2023. The other complaints were resolved in late December/early January during the teacher training sessions.			



► Large-scale primary/secondary learning assessments completed (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1.00
Date	01-Jun-2021	22-May-2023	01-Feb-2024	31-Oct-2024
Comments:	With the support of the project, Guinea-Bissau is now an official member of PASEC and the Ministry of Education has been making preparations to participate in the next official round of PASEC. The national team has been established and a series of capacity building workshops have taken place. Unfortunately, due to delays related to COVID-19, the next PASEC is planned to be administered only in May 2025 which will be after the closing of the project. However, the project is supporting the necessary preparations and initial phase of work so this is possible. (This indicator is a CRI but captures the same activities as the earlier indicator on PASEC. This duplication will be resolved with the restructuring.)			

Performance-Based Conditions

Data on Financial Performance

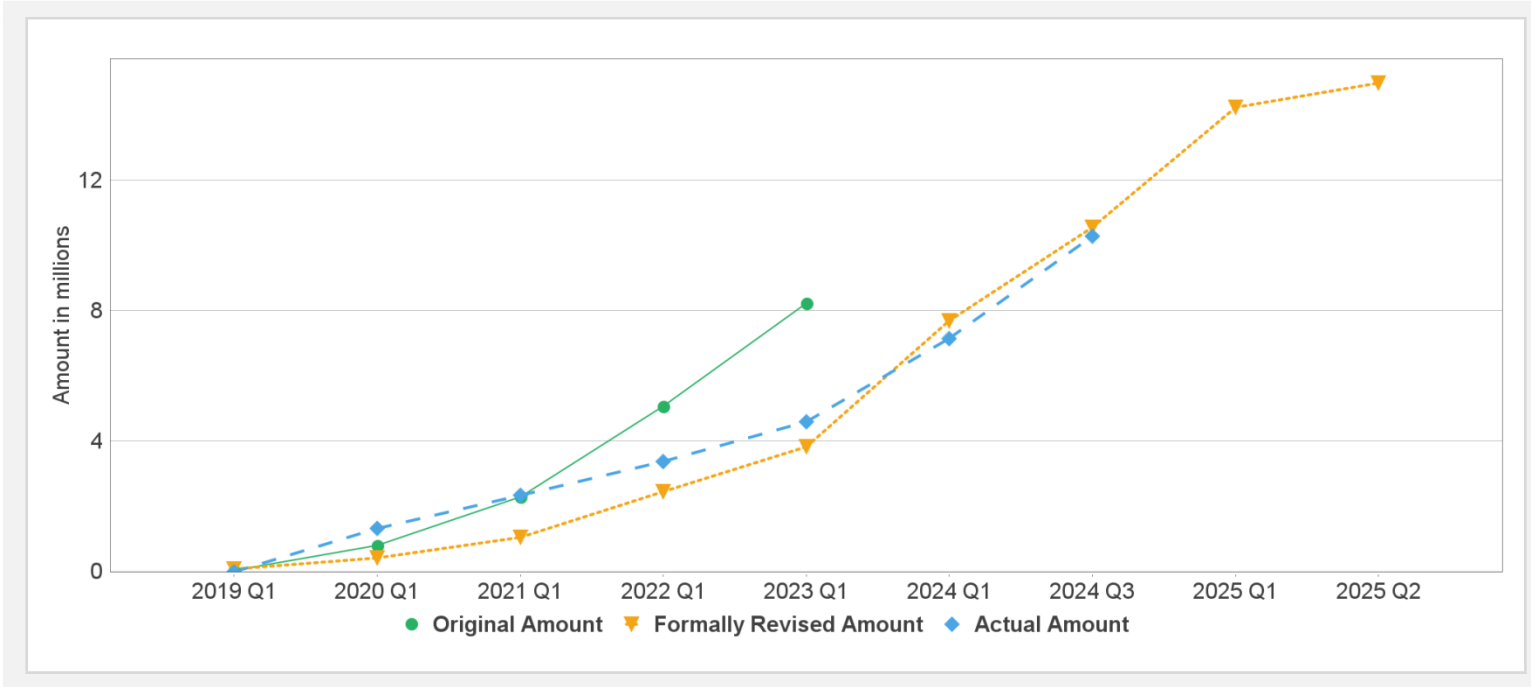
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P160678	IDA-D3640	Effective	USD	10.70	10.70	0.00	7.45	2.66	<div style="width: 74%;"><div style="width: 74%;"></div></div> 74%
P160678	TF-A7392	Effective	USD	4.30	4.30	0.00	2.84	1.46	<div style="width: 66%;"><div style="width: 66%;"></div></div> 66%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P160678	IDA-D3640	Effective	31-Jul-2018	03-Oct-2018	21-Dec-2018	31-Oct-2023	31-Oct-2024
P160678	TF-A7392	Effective	11-Jul-2018	03-Oct-2018	21-Dec-2018	31-Oct-2023	31-Oct-2024

Cumulative Disbursements



Restructuring History

Level 2 Approved on 25-Nov-2019 ,Level 2 Approved on 24-Feb-2021

Related Project(s)

There are no related projects.