



KENYA GPE COVID 19 LEARNING CONTINUITY IN BASIC EDUCATION PROJECT (P174059)

AFRICA EAST | Kenya | Education Global Practice |
 Recipient Executed Activities | Investment Project Financing | FY 2021 | Seq No: 4 | ARCHIVED on 22-Feb-2022 | ISR49940 |

Implementing Agencies: The Republic of Kenya, Ministry of Education

Key Dates**Key Project Dates**

Bank Approval Date: 13-Jul-2020

Effectiveness Date: 20-Jul-2020

Planned Mid Term Review Date: 30-Jun-2021

Actual Mid-Term Review Date: 21-Jun-2021

Original Closing Date: 31-Dec-2021

Revised Closing Date: 31-Dec-2021

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

To enhance access to online and distance learning for all students in primary and secondary schools and facilitate a smooth transition in the return to school for targeted vulnerable students.

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

No

Components Table

Name

Component 1: Expanding existing remote learning opportunities for learning continuity for all students in basic education:(Cost \$6250000.00 M)

Component 2: Facilitate smooth transition back to school for vulnerable students and girls:(Cost \$3000000.00 M)

Component 3: Project Coordination, Communication, and Monitoring and Evaluation:(Cost \$1550000.00 M)

Overall Ratings

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

Implementation Status and Key Decisions

Overall, project implementation is considered Satisfactory at project closure.

Component 1: Expanding existing remote learning opportunities for learning continuity for all students in basic education. Cumulatively, KICD has developed over 4,900 interactive online lessons for core subjects in the 12 grades. The interactive online lessons developed have been uploaded on the e-cloud <https://kec.ac.ke/>. Over, 20,800 multimedia materials have been catalogued and uploaded on the new digital repository system (<https://repository.kec.ac.ke:9443/xmlui>) to enhance access and retrieval of online resources by teachers and students. About 160,000 teachers were trained in interactive remote learning methodologies to reflect new roles for the teachers in supporting interactive remote learning.



Component 2: Facilitate smooth transition back to school for vulnerable students and girls, when schools reopen. MoE is continuing to monitor school attendance data for learners who re-enrolled when schools reopened in January 2021. About 98 percent of learners in basic education are attending school. Approximately 1,841,555 million learners in 3,475 target primary schools are receiving school meals. These schools are located mainly in arid and semi-arid regions, urban informal settlements, and schools with special needs learners. Over 150,000 students benefitted from psycho-social support services.

Component 3: Project Coordination, Communication, and Monitoring and Evaluation. MoE developed school reopening COVID 19 protocols and guidelines and conducted training school management committees and teachers in the guidelines. About 98.9 percent of learners in basic education are attending school. The County and Sub-county-based education officials are continuing to monitor implementation of the guidelines at the school level. Adequate social distancing at the school level remains a challenge. The National Assessment Centre (NAC) conducted 're-entry' learning assessments for 8,233,334 learners in grades 1 to 8 and provided school specific analysis report to school to inform remedial learning.

Risks

Systematic Operations Risk-rating Tool

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

Results

PDO Indicators by Objectives / Outcomes

To enhance access to online and distance learning for all students in primary and secondary schools				
▶ Percentage of students supported with remote learning interventions (online and distance programs) (male, female). (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	47.00	42.00	54.00	60.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	The percentage target not achieved since schools reopened for face to face learning in January 2021.			



<input type="checkbox"/> Percentage of female students supported with remote learning interventions (online and distance programs) (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	23.00	23.00	23.00	30.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
<input type="checkbox"/> Number of teachers trained in using remote learning methodologies (online and distance learning methods) (male, female) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	101,701.00	163,938.00	150,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	A new teacher training manual in remote teaching and learning methodologies was developed and approved.			
<input type="checkbox"/> Number of female teachers trained in using remote learning methodologies (online and distance learning methods) (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	42,340.00	95,266.00	75,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
To facilitate a smooth transition when schools reopen.				
<input type="checkbox"/> Percentage of students, previously enrolled in pre-school, primary and secondary schools, who return to school once the school system is reopened, disaggregated (male, female) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	94.00	98.90	100.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	This data is at November 2021. According to MoE, a total of 13,842,811 out of about 14,000,000 learners previously enrolled in schools returned to school following re-opening of schools in July 2021. Pre-Primary: 2,435,562; Primary 8,578,144; Secondary 2,828,105. A significant number of girls did not return to schools mainly due to cases of teenage pregnancies.			
<input type="checkbox"/> Percentage of female students, previously enrolled in pre-school, primary and secondary schools, who return to school once the school system is reopened. (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	49.00	49.00	100.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021



▶Number of students provided access to school meal and nutrition for at least 151 learning days in a year (male, female) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,841,555.00	1,841,555.00	1,750,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	The project is providing a 'top up' grant to the existing National school meals program which is co-financed by GPE and GoK resources.			
□Number of female students provided access to school meal and nutrition for at least 151 learning days in a year (male, female) (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	947,216.00	947,216.00	875,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021

Overall Comments

Two PDO indicators are fully achieved, while two PDO indicators are partially achieved.

Intermediate Results Indicators by Components

Component 1: Expanding existing remote learning opportunities for learning continuity				
▶Number of interactive online lessons available for use by students in basic education (Grades 1 to 12). (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	690.00	3,411.00	4,900.00	3,665.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	Production of the total cumulative 4,900 interactive online lessons is supported by GoK and GPE resources. The online lessons are for grades 1 to 12 which are available on various channels including the educational television and radio channels, KICD Education YouTube Channel and e-cloud.			
▶Broadcast hours, with the expanded partnerships, for interactive online lessons for core subjects in basic education. (Hours, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.50	6.00	6.00	6.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	The target number of broad cast hours was 8 hours per day at project design. This target was appropriate during the school closures in 2020. When schools re-opened in January 2021 for all grades, the			



Government adjusted the broadcast hours for online lessons from 8 hours to 6 hours. The end target is therefore revised from 8 hours broad cast hours to 6 hours per day.				
▶ New online supplementary materials acquired from external partners uploaded on the Kenya Education Cloud and made available for use. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	9.00	53.00	20.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	KICD has acquired additional online supplementary materials from 'external' or third-party providers , including for learners with special needs. These are available on the Kenya education cloud https://kec.ac.ke/			
▶ An integrated monitoring and evaluation system for the remote learning interventions is established and used (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	KICD has completed establishment of an integrated system in five areas : (i) a readiness and decision support tool for remote learning interventions was developed; (ii) upgrading of e-cloud is ongoing to enhance capacity to monitor the level of engagement regarding access to online resources; (iii) a user satisfaction survey conducted in February and August/September 2021- KICD is utilizing the findings to improve the interactive online resources; (iv) KICD developed 250 tips to support parents and caregivers in remote learning approaches and needed support for learners at home. The tips have been translated into Kiswahili and disseminated widely; and (v) KICD established a multiagency technical working team composed of officers from relevant Government agencies mandated to promote child protection and enforcement of intellectual property rights. This team, among others, is developed an information and data security system for remote learning in KICD platforms.			

Component 2: Facilitate smooth transition back to school for vulnerable Students				
▶ Students provided access to Psycho-social support services (data disaggregated by gender, grades and Sub-County) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	157,556.00	100,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	A consortium of counselling institutions supported this activity-psycho-social support services for learners and teachers. The consortium worked closely with MoE and the TSC (including selected teachers responsible for guidance and counselling in schools), to develop various operational manuals targeting parents/guardians, teachers, field-based education officials and head teachers. The consortium assessed different levels of trauma among teachers and learners from the COVID-19 pandemic to establish a baseline for the psychosocial interventions, which informed development of the counselling manuals and provision of the psychosocial support services through a hybrid approach, online and face-to face.			
☐ Number of female students provided access to Psycho-social support services. (Number, Custom Breakdown)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	78,418.00	50,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021

Component 3: Project Coordination, Communication, and Monitoring and Evaluation

► Students previously enrolled in schools who return to school once the school system is reopened (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	11,755,237.00	13,162,911.00	14,000,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	Current update based on Term 2 data as at November 30, 2021. A total of 13,842,811 out of the 14,000,000 target learners previously enrolled in schools returned to school (Pre-Primary: 2,435,562; Primary 8,578,144; Secondary 2,828,105).			

Female students previously enrolled in schools who return to school once the school system is reopened (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	5,760,066.00	6,449,826.00	6,800,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021

► Students whose learning was assessed to evaluate loss of learning during school closure (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	8,233,334.00	8,233,334.00	8,930,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	The National Assessment Centre (NAC) at KNEC conducted 're-entry' learning assessments for learners in primary school who re-enrolled in (grades 1 to 8). In total 8,233,334 learners in Primary schools were assessed. The aim of the assessment was to evaluate the students' re-entry behavior and establish any learning losses during the school closures. Grades 1 to 3 were assessed in foundational literacy and numeracy; grades 4, 5 and 6 were assessed in mathematics, languages and science; and grades 7 and 8 were assessed in all the subjects. Schools have received school specific analysis report for the re-entry assessments to inform remedial learning. Substantial learning losses have been noted in all grades.			

Female students whose learning was assessed to evaluate loss of learning during school closure (Number) (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,006,757.00	4,006,757.00	4,465,000.00
Date	22-Apr-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021

Overall Comments



Among the seven IRIs, five IRIs are fully achieved (with targets exceeded for some indicators), and two are partially achieved mainly because about 1.1 percent of learners did not re-enroll in school.

Performance-Based Conditions

Data on Financial Performance

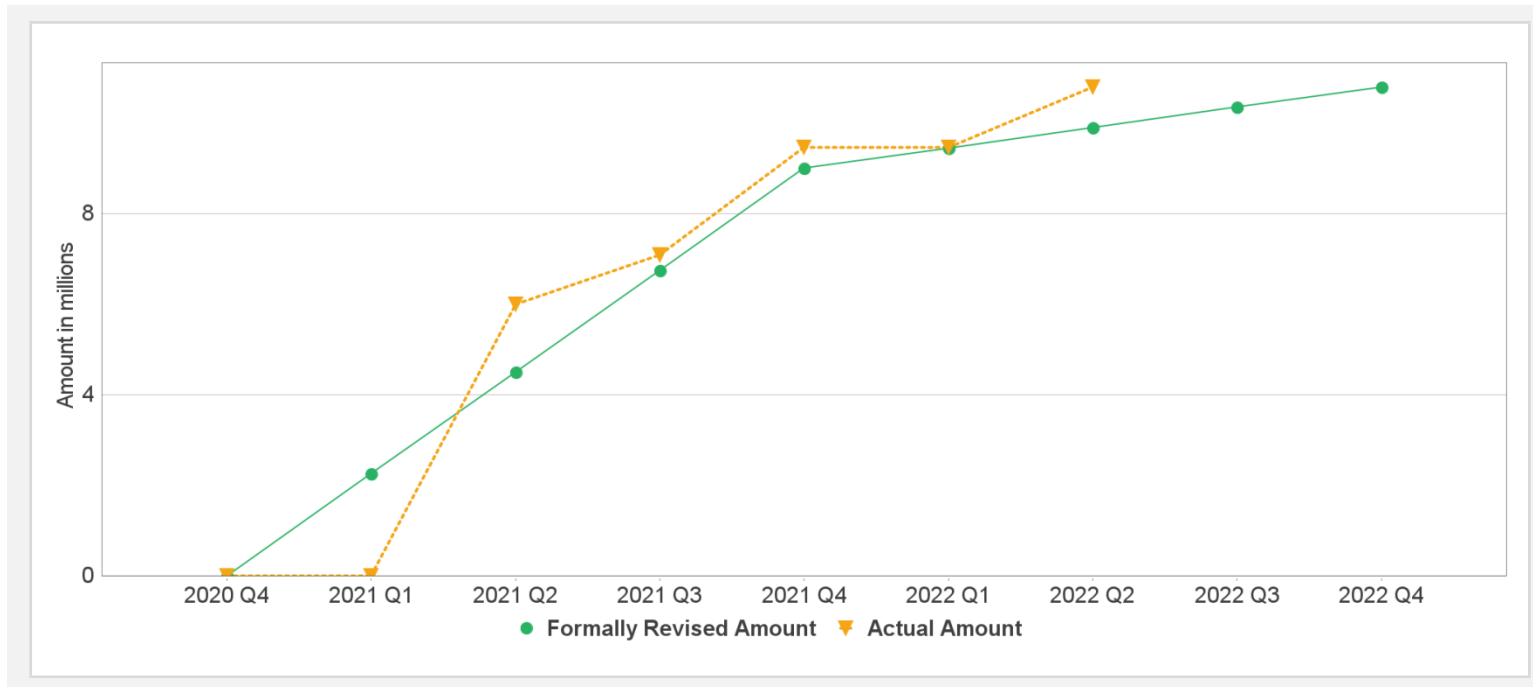
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P174059	TF-B3336	Closed	USD	10.80	10.80	0.00	10.80	0.00	100%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P174059	TF-B3336	Closed	06-Jul-2020	20-Jul-2020	20-Jul-2020	31-Dec-2021	31-Dec-2021

Cumulative Disbursements





PBC Disbursement

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC
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Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.
