



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: 8 | ARCHIVED on 07-May-2022 | ISR50134 |

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

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 | <input type="checkbox"/> Moderately Unsatisfactory | <input type="checkbox"/> Moderately Satisfactory |
| Overall Implementation Progress (IP) | <input type="checkbox"/> Moderately Satisfactory | <input type="checkbox"/> Moderately Satisfactory |
| Overall Risk Rating | <input type="checkbox"/> Substantial | <input type="checkbox"/> Substantial |

Implementation Status and Key Decisions

The Guinea-Bissau Quality Education for All Project (P160678) was approved in July 2018. Despite several achievements after the first two years, the project faced significant implementation delays. These were mainly due to: (i) political instability; (ii) teacher strikes; (iii) and the COVID-19 global pandemic. To address the implementation challenges, the project was restructured in January 2021. Overall, the performance of the project is improving. Below is an update of progress achieved based on recent supervision missions which took place between January and April 2022.

Overall. Despite the many challenges, the pace of project implementation has been accelerating with several key achievements made over the last few months. Disbursements as of March 10, 2022 were \$3.88 million, more than 26% of the project total, and the project is expected to be able to disburse another US\$2.5 million before the end of year 2022. As of January 2022, the pilot of the new curriculum (including completion of the draft



manuals for grades 1 and 3 and conducting the teacher training sessions) has begun in earnest. This key achievement was a critical milestone for the project - the initial Component 2 bottlenecks have finally been resolved.

Component 1: Strengthening School Management Practices. This component 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 has been adopted and the final version of the manual printed. More than 20,000 manuals have been printed and are being used to train staff in the Regional Directorates of Education (11) on its use. In terms of inspection, the motorbikes for the school inspectors in the targeted regions have been purchased and the data collection instrument to be used during inspection visits prepared. Formal visits will begin once the “*despacho*” about the use of the motorcycles has been issued.

Component 2: Improve the Quality of Instruction. Activities supported by Component 2 focus on: (i) support for 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 the frequency and length of teacher strikes, the project has been supporting the Directorate General of Human Resource to create a database with data on all staff employed in the education sector. Interventions to date include: (i) development of a reliable database with data on all staff; and (ii) an in-depth diagnostic of the current HR system. This diagnostic and recommendations are being used to inform the new Public Sector Strengthening Project (P176383) under preparation. In order to achieve the PDO of the project, implementation of the new school curriculum in grades 1-4 is essential. The earlier bottlenecks related to finalizing the draft manuals and training the teachers in their use have finally been overcome. Distance learning equipment was successfully installed in all 5 teacher training centers and the first teacher trainings sessions were launched in January 2022.

Component 3: Strengthening Education Sector Management Capacity. The main activities supported under Component 3 are: (i) collecting basic education statistics in the 5 targeted regions; (ii) administering learning assessments – PASEC; and (iii) project management. In addition to successfully setting up UGPE and equipping the key departments with materials, UGPE and GEPASE worked together to develop a simple electronic survey, collect the phone numbers of school principals in all 5 regions of the project, and administer survey. As a result, up-to-date data for the 2021/22 school year was available to adequately plan for project activities. UGPE and GEPASE are now administering this same survey to collect data for the upcoming school year. Regarding the follow-up PASEC, the Terms of Reference (ToRs) were prepared and it was expected that Pole de Dakar would continue to support this activity. However, the Ministry of Education was just informed that they are no longer available. The World Bank, the Ministry of Education, and UGPE are now urgently exploring other options to administer this learning assessment for grade 2 students and teachers in the 5 regions targeted by the project by no later than February 2023.

Risks

Systematic Operations Risk-rating Tool

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



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 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ▶ 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 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ▶ Number of Direct Project Beneficiaries (Number, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 313.00 | 467.00 | 77,090.00 |
| Date | 31-Jul-2018 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| □ Percentage of which are female (Percentage, Custom Supplement) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 47.00 | 19.00 | 47.00 |
| □ Students benefitting from direct interventions to enhance learning (Number, Custom Breakdown) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 0.00 | 73,408.00 |
| Date | 01-Jul-2018 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |

Overall Comments

Teacher pre-tests are being administered as part of the recently launched in-service training program that accompanies the implementation of the new curriculum (first sessions took place in January 2022 for 110 grade 1 and 3 primary school teachers). This will enable the project to establish a baseline. In addition, the upcoming PASEC I Parte II will include tests for both grade 2 students and teachers (training to begin in 2022/23 school year) in the five regions targeted by the project.



Project beneficiaries to date include grade 1 and 3 teachers, inspectors, and school directors in the 5 regions of the project in addition to Ministry of Education staff at the central level. The grade 1 and 3 students in the 10 schools who are now benefitting from the new manuals and new curriculum will be reflected in the next ISR.

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 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ▶ Number of school inspectors' visits to targeted schools (Number, Custom) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 0.00 | 2,024.00 |
| Date | 31-Jul-2018 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| Comments: | For the inspectorate, the tablets have been purchased, the electronic questionnaires have been developed, and the motorcycles have been purchased. However, distribution of the motorcycles is pending due to the need to issue the despacho regarding the use of the motorcycles. | | | |

| 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 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ▶ 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 | No | No | Yes |
| Date | 31-Jul-2018 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ▶ Teachers recruited or trained (Number, Corporate) | | | | |



| | Baseline | Actual (Previous) | Actual (Current) | End Target |
|---|-------------|-------------------|------------------|-------------|
| Value | 0.00 | 0.00 | 48.00 | 2,976.00 |
| Date | 31-Jul-2018 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| □ Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement) | | | | |
| | Baseline | Actual (Previous) | Actual (Current) | End Target |
| Value | 0.00 | 0.00 | 40.00 | 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 | 0.00 | 200.00 |
| Date | 31-Jul-2018 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-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 | 0.00 | 10.00 | 496.00 |
| Date | 21-Jun-2018 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-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 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ► 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 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-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 | No | Yes | Yes |
| Date | 31-Jul-2018 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ► 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 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ► 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 | 0.00 | 0.00 | 75.00 |
| Date | 31-Oct-2018 | 22-Mar-2021 | 01-Mar-2022 | 31-Oct-2024 |
| ► 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 | 01-Jun-2021 | 01-Mar-2022 | 31-Oct-2024 |

Performance-Based Conditions

Data on Financial Performance

Disbursements (by loan)

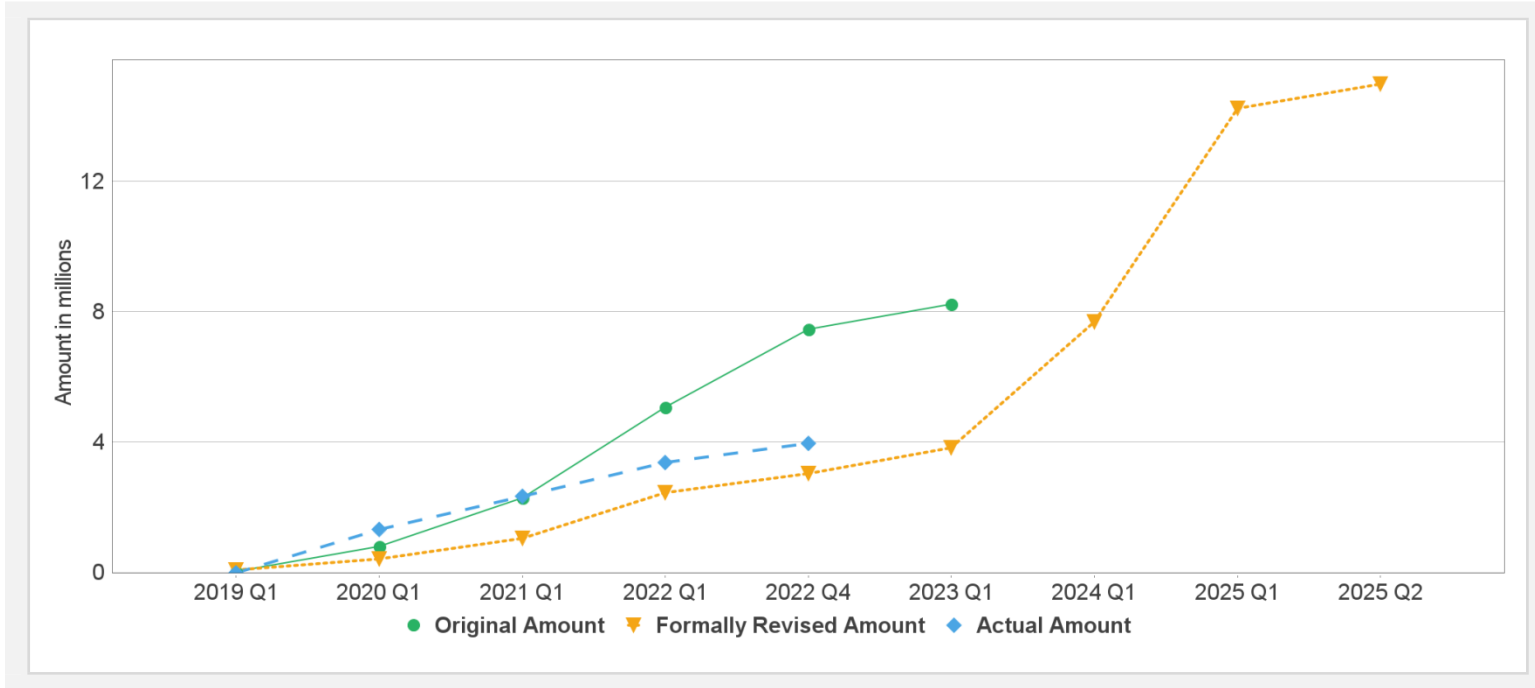
| Project | Loan/Credit/TF | Status | Currency | Original | Revised | Cancelled | Disbursed | Undisbursed | % Disbursed |
|---------|----------------|-----------|----------|----------|---------|-----------|-----------|-------------|-------------|
| P160678 | IDA-D3640 | Effective | USD | 10.70 | 10.70 | 0.00 | 3.02 | 7.15 | 30% |
| P160678 | TF-A7392 | Effective | USD | 4.30 | 4.30 | 0.00 | 0.94 | 3.36 | 22% |

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.