



## Kenya GPE Primary Education Development Project (P146797)

AFRICA EAST | Kenya | Education Global Practice |  
 Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 15 | ARCHIVED on 21-Feb-2022 | ISR49939 |

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"/> Satisfactory	<input type="checkbox"/> Moderately 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

Implementation of the project remains satisfactory at completion in December 31, 2021.

**Component 1: Improvement of early grade mathematics (EGM) competencies.** MoE satisfactorily completed implementation of project activities for this component under the original project. Over 10.5 million pupils' textbooks in EGM and teachers' guide have been distributed to schools leading to attainment of 1:1 Pupil EGM textbook ratio in the early grades. The textbooks and teachers' guides have been adapted for learners with special needs and disability (physical impairment, hearing, and visual impairment as well as low vision). About 102,000 teachers completed the trainings on new EGM teaching and assessments methodologies. An end line evaluation of the EGM intervention will be conducted by October 31, 2021. MoE has completed establishment of functional structures for the school-based teacher support (SBTS) initiative in early grades (grades 1, 2 and 3).



**Component 2: Strengthening school management and accountability.** MoE completed implementation of the main activities for this component under the original project. For example, primary schools can access school specific KCPE analysis reports on [www.knec.ac.ke](http://www.knec.ac.ke). Training was conducted on the utilization of these reports by the schools. The project supported development of the updated Teacher Performance and Appraisal Development (TPAD) processes and tools. Implementation of the school grants was completed, and an independent evaluation conducted in 2020 to assess the process for implementation of the School grants pilot and the achieved results. The evaluation concluded that the school grants were efficiently utilized. MoE adopted new policy guidelines for management and accountability of the student's capitation grants, and conducted relevant trainings targeting County and sub-county-based education officials, as well as all head teachers and School committees/Boards of management members in public primary schools. The policy guidelines are based on lessons learned from the school grants pilot, and are aimed at strengthening management and accountability approaches for the regular Government supported student's capitation grants in all primary schools.

**Component 3: Strengthening capacity for evidence-based policy development at national level.** All the key results for this component were achieved under the original project. Key achievements include development of the current National education strategy; strengthening of the National learning assessment framework and tools; development of the National Education Qualification Framework and related reporting tools; ongoing revamping of the National Education Management information System (NEMIS); For the Additional Financing (AF) activities, data collection is completed for the 2019 and 2020, and analysis is ongoing. The 2020 data will have gaps in indicators such as school enrollments since the schools were closed for about 9 months because of the pandemic. Capacity building of target staff at the National Assessment Centre (NAC) was completed.

**Component 4: Project coordination, communication monitoring & evaluation.** Overall, project management remains satisfactory. The PCU undertook major activities for this Components including monitoring, safeguards and fiduciary actions, studies and evaluations. The PCU is supported by the National Project Steering Committee (NPSC) chaired by the Cabinet Secretary and County based project technical committees.

## 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"/> Low	<input type="checkbox"/> Low
Sector Strategies and Policies	--	<input type="checkbox"/> Low	<input type="checkbox"/> Low
Technical Design of Project or Program	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Institutional Capacity for Implementation and Sustainability	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Fiduciary	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Environment and Social	--	<input type="checkbox"/> Low	<input type="checkbox"/> Low
Stakeholders	--	<input type="checkbox"/> Low	<input type="checkbox"/> Low
Other	--	--	--
Overall	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

## 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	81.50	84.10
Date	11-Apr-2017	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	An end-line conducted in October 2021 showed a 2.4 percentage point increase over the baseline (79.1 % at baseline to 81.5 at end line).			

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-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	Implementation of the SIP pilot was completed. An independent evaluation of the SIP process was conducted to inform lessons learned in school management and accountability. These lessons informed the new policy guidelines and the related operational manual for management and accountability of the student capitation grants by schools.			

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	Yes	Yes	Yes
Date	25-Sep-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	MoE has completed development of the combined education statistical booklet for 2017, 2018 and 2019. The booklets were published.			

National assessment (NASMLA) for standard 3 students conducted and disseminated in 2015 and 2018 (Ye				
► 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-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	2015 and 2018 NASMLA were conducted and disseminated through the National and County education dialogues held in 2017 and 2019.			



## Overall Comments

Three of the four PDO indicators are fully achieved, while one PDO indicator is partially achieved. Despite the COVID-19 related school closures in 2020, the end line assessment conducted in October 2021 for early grade mathematics, showed a 2.4 percentage increase from the baseline (against a target of 5 percentage increment).

## 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	10,539,073.00	10,539,073.00	6,000,000.00
Date	18-May-2015	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	Cumulatively 10,539,073 books ( both pupils' books and teachers' guides) have been distributed to grade 1, 2 and 3 learners , and teachers teaching these grades. The books include instructional materials for learners with special needs in the areas of hearing and physical Impairment, low vision and visually impaired.			
▶ 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-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	From a targeted 40,000 teachers, 102,157 teachers have been trained in EGM methodologies. The training included 7,421 teachers from private schools. Inclusion of these teachers was important since the EGM textbook and methodologies are adopted for the roll out, nation-wide, of the early years Competency Based Curriculum (CBC).			
▶ Number of classroom observations conducted under the project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	31,803.00	31,803.00	100,000.00
Date	25-Sep-2020	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	Lesson observations are affected by the school closures and the COVID 19 protocols at the school level for the reporting period. Classroom observations will continue as part of the school based teacher support (SBTS) initiative.			
▶ Number of CSOs and QASOs trained in SBTS manual for EGM (Number) (Number, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,587.00	1,587.00	1,000.00
Date	31-Jul-2019	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	This is a new activity under the AF. The trainings were conducted after the initial delays due to the COVID pandemic.			

**Strengthening school management and accountability**

► Number of participating schools receiving KCPE analysis report (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4,000.00	31,200.00	4,000.00
Date	18-May-2015	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	KNEC scaled up analysis and access to these reports to all public and private primary schools. KNEC completed analysis and distribution of school specific KCPE reports for the years 2015, 2017 , 2018 and 2019. The reports are available on the KNEC website www.knec.ac.ke. KNEC trained about one hundred and eighty-eight (188) trainers of trainers (ToT) at the County level on the utilization of these reports.			

► Number of teachers appraised in the participating schools (disaggregated by gender) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	32,685.00	32,685.00	30,000.00
Date	18-May-2015	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	The TSC scaled up the TPAD initiative in all schools thus 257,948 teachers are appraised. The TPAD is institutionalized. For the initially 4000 target schools, 32,685 teachers were appraised through the TPAD process out of the targeted 30,000.			

► Number of participating schools submitting satisfactory school improvement plans (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-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	According to MoE, SIPs for the 4000 target schools were reviewed and cleared. The schools were supported to prepare the SIPs by MoE/PCU 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
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Value	0.00	4,000.00	4,000.00	4,000.00
Date	18-May-2015	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	The target schools received the first and second tranches of US\$3000 and US\$ 2000 respectively to implement the SIPs. Disbursement of the second tranche was based on a verification process by MoE/PCU and the County based project teams.			
<b>► Number of participating schools being audited (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3,893.00	4,000.00	4,000.00
Date	18-May-2015	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	All 4,000 target schools are audited in 2021.			
<b>► Number of BoMs trained in new guidelines and related operations manual for utilizing student capitation grants in primary schools (disaggregated by gender). (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	46,366.00	46,366.00	10,000.00
Date	31-Jul-2019	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	This is a new activity under the AF. To date, 46,366 Board of management committees/School Board of members in 23,900 schools have been trained (31,993 males and 14,373 females) .			

<b>Strengthening capacity for evidence-based policy development at national level</b>				
<b>► Percentage of primary schools submitting EMIS data (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	60.00	70.00	90.00	98.00
Date	18-May-2015	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	99 percent of secondary schools and 90 percent of primary schools have submitted data through the NEMIS online portal.			
<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-Jun-2021	31-Dec-2021	31-Dec-2021
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.			



► Preparation of the next five year education sector plan launched (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	18-May-2015	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	Development of the NESSP was completed. The NESSP was largely informed by the findings of the ESA. The document was validated and dissemination.			
► Number of technical staff at KNEC trained in monitoring learning assessment skills (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	28.00	20.00
Date	31-Jul-2019	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	This is a new activity under the AF. 17 of the target staff were supported under the ACER.			
► Publication of annual secondary education statistical booklet for 2019 and 2020 (Disaggregated by gender ) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	31-Jul-2019	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	This is new activity under the AF. The 2020 education statistical booklet is finalized. 2019 data was published.			

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	7,476,697.00	7,476,697.00	7,000,000.00
Date	31-Jul-2019	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	This indicator includes target beneficiaries for the AF interventions.			
□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	53.00	53.00	40.00
► Direct Project beneficiaries by component (Number, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	7,258,427.00	8,334,811.00	8,334,811.00	7,300,000.00
Date	31-Jul-2019	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	This indicator will be updated by Component once all 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	Yes	Yes
Date	31-Jul-2019	30-Jun-2021	31-Dec-2021	31-Dec-2021
Comments:	The survey was conducted.			

### Overall Comments

Largely, the project has achieved most of the intermediate results indicators (IRIs) expect for two IRS which are partially achieved (classroom observations and percentage of school submitting EMIS data).

### Performance-Based Conditions

#### Data on Financial Performance

#### Disbursements (by loan)

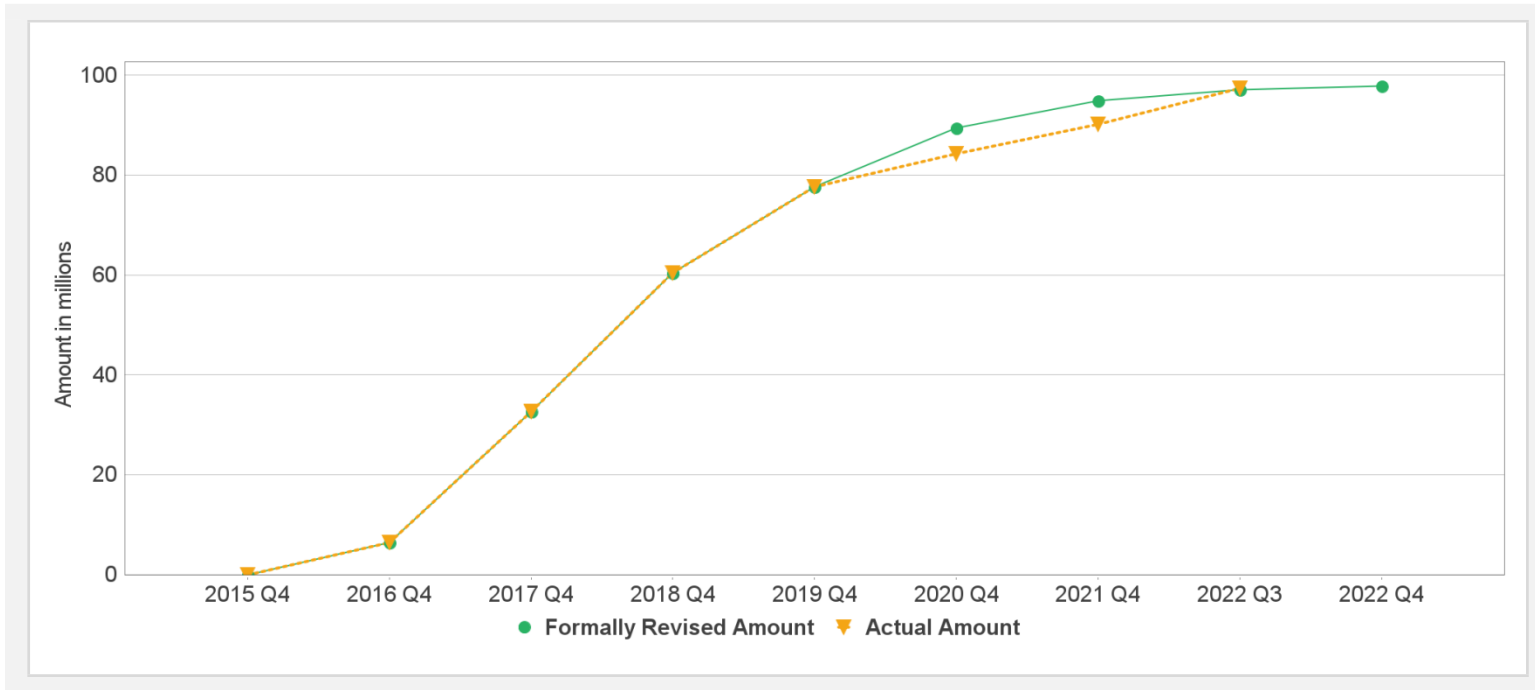
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P146797	TF-18863	Closed	USD	88.40	88.40	0.00	88.40	0.00	100%
P146797	TF-B0830	Closed	USD	9.48	9.48	0.00	8.93	0.55	94%

#### Key Dates (by loan)

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

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

#### Related Project(s)

P168142-Kenya GPE Primary Education Development Project Additional Financing