



Nigeria Partnership for Education Project (P143842)

AFRICA WEST | Nigeria | Education Global Practice |
Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 11 | ARCHIVED on 09-Dec-2020 | ISR44290 |

Implementing Agencies: Federal Republic of Nigeria, Universal Basic Education Commission, Federal Ministry of Education

Key Dates

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Bank Approval Date: 08-May-2015

Effectiveness Date: 02-Nov-2015

Planned Mid Term Review Date: 29-Sep-2017

Actual Mid-Term Review Date: 03-Oct-2017

Original Closing Date: 29-Jun-2019

Revised Closing Date: 29-Jun-2020

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The PDO is to improve access and quality of basic education in selected States, with particular attention to girls' participation.

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

No

Components Table

Name

Promoting School Effectiveness and Improved Learning Outcomes:(Cost \$42.00 M)
Increasing Access to Basic Education for Out-of-School Girls:(Cost \$40.00 M)
Strengthening Planning and Management Systems including Learning Assessment and Capacity Development:(Cost \$18.00 M)

Overall Ratings

Name

Previous Rating

Current Rating

Progress towards achievement of PDO

Satisfactory

Satisfactory

Overall Implementation Progress (IP)

Satisfactory

Satisfactory

Overall Risk Rating

Moderate

Moderate

Implementation Status and Key Decisions

Progress towards achievement of PDO and Overall Implementation Progress is rated Satisfactory.

Progress by Component is as follows:

Component 1: Promoting School Effectiveness and Improved Learning Outcomes. Progress has been observed on a number of activities with the following achievements to date under Component 1: (i) number of NIPEP school grants awarded to pre-primary schools has reached 18,317 (exceeded the project target of 11,000); (ii) number of NIPEP school grants awarded to primary schools has reached 28,049 (exceeded the project target of 16,220; more than 35% of these pre-primary and primary schools were Islamiyya and Qur'anic Schools which have now integrated numeracy and literacy classes into their teaching. In addition, 150 nomadic schools in Sokoto and Katsina have received school improvement grants; (iii) 14,357 SBMCs have so far benefited from training on resource management and in developing SIPs, etc. Kaduna State has mobilized over N75,000,000.00 internally through resource mobilization to support schools with minor repairs and the provision of instructional materials. In



addition, **some** states have institutionalized SBMCs in all their schools including secondary Schools; and (iv) percentage of beneficiary schools (including pre-primary and primary) implementing 80 percent or more of its SIP activities is 100 percent (exceeding the annual target of 60 percent). **Component 2: Increasing Access to Basic Education for Out-of-School Children.** Progress has been observed under key activities and the following has been achieved: (i) the number of early grade teachers trained with NIPEP funds has reached 132,477 which is above the project target of 96,000; (ii) number of female teachers awarded a scholarship to upgrade and to attain the national certificate in education (NCE) has reached 15,514 and (iv) the total number of girls receiving NIPEP scholarships has reached 417,302 (exceeding the project revised target of 300,000).

Component 3: Strengthening Planning and Management Systems including Learning Assessment and Capacity Development including the institutionalization of the NLA system following two rounds of the EGRA exercise. The COVID 19 pandemic has adversely affected the end-line surveys and reports of these impact studies planned to be complete on May 29, 2020. Under the component, both federal and state implementation teams responded with various activities to mitigate the effect of COVID 19 on education activities by providing water and sanitation in schools and making remote learning available through TV, Radio, YouTube, and Website (the TV and Radio channels). The second round of EGRA exercise was also affected by the COVID 19 pandemic and the completion date for this exercise is now June 29, 2020. In all of the 27 LGEAs in Jigawa state data generation and management was strengthened through project support in terms of the provision of servers, Uninterrupted Power Supply (UPSs), computers, and printers. These LGEAs have also been provided with a solar-powered system to ensure continuous power supply to the servers for better delivery of information products.

It is expected that the project achievements would be sustained by leveraging and integrating current approaches into the on-going and planned UBEC and SUBEBs activities at the federal and state level, respectively. The on-going and planned development partners' programs and activities and in particular, DFID, USAID, UNICEF, and World Bank-Assisted projects in Education (such as Better Education Service Delivery for All (BESDA), Adolescent Girls Initiative for Learning and Empowerment (AGILE), and the new GPE 2) will further assure project sustainability. The government has also agreed to scale up, widen the scope, and innovate with project best practices including the technical and fiduciary approaches. For example, Kano is currently leveraging on the use of project's Information Communication and Technology (ICT) model to improve education service delivery and strengthening education management information system (EMIS), school-based management committees (SBMCs), teacher management and professional development, learning assessment system, monitoring and evaluation systems.

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"/> 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"/> Moderate	<input type="checkbox"/> Moderate
Stakeholders	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Other	--	--	--
Overall	--	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate

Results

PDO Indicators by Objectives / Outcomes



To improve access and quality of basic education in selected States, with particular attention to girls				
► Primary School Net enrollment rate (NER) disaggregated by gender (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	48.00	57.00	57.00	52.00
Date	30-Apr-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
Comments:	Number of P1-P6 pupils ages 6-11 enrolled in registered primary schools (public or Islamiya) divided by the projected population of 6-11 year-olds			
► Gender parity index (primary enrolment) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	72.00	90.00	90.00	76.00
Date	02-Mar-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
► Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	6,348,829.00	6,348,829.00	6,000,000.00
Date	02-Mar-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
□ Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	51.00	51.00	50.00
► Hausa reading rate of students enrolled in the Primary 2 and 3 grades. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.00	5.00	5.00	10.00
Date	02-Mar-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
□ English reading rate of Primary 3 pupils as measured by EGRA survey. (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3.00	3.60	3.60	10.00
Date	02-Mar-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020



▶ System for learning assessment at the primary level (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	02-Mar-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
□ Utility of System for Learning Assessment (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4.00	5.00	4.00

Overall Comments

During project restructuring, duplicated versions of the sub-indicator "Utility of System for Learning Assessment" were created by error, resulting in three of the same sub-indicators. The targets for two of the versions was set at 3 while for the third one, it was set at 4. A revision is made to drop the duplicated indicators. The target is set to 4. Moreover, the Actual (Current) is revised to 5 as all the 5 states have conducted EGRA in 2019 using the System for Learning Assessment, which was not reflected in the last ISR.

Intermediate Results Indicators by Components

Promoting School Effectiveness and Improved Learning Outcomes				
▶ Percentage of Beneficiary schools (including pre-primary and primary) implementing 80% or more of its SIPs activities. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	30-Apr-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
Comments:	Divide the "number of schools disbursing 80% or more of their school grants" by the "number of schools receiving NIPEP grants." Subject to third-party validation.			
▶ Number of NIPEP school grants awarded to pre-primary schools. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	18,317.00	18,317.00	11,500.00
Date	30-Apr-2015	09-Jun-2020	09-Jun-2020	29-Jun-2020
▶ Number of early grade teachers who successfully completed training with NIPEP funds. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	132,477.00	132,477.00	96,000.00



Date	30-Apr-2015	09-Jun-2020	09-Jun-2020	29-Jun-2020
Comments:	The number of early grades primary teachers (KG-P4) participating in project supported in-service skills training.			

Increasing Access to Basic Education for Out-of-School Girls

► Number of Girls receiving NIPEP scholarship. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	417,302.00	417,302.00	360,000.00
Date	30-Apr-2015	09-Jun-2020	09-Jun-2020	29-Jun-2020
Comments:	Number of girls receiving scholarship support though NIPEP (cumulative), the baseline reports scholarships under existing schemes. This is the actual number including those who received scholarship as the time Bank's commitment was given. In the project restructuring paper, the target was revised to 360,000. This revised target was not reflected in the post-restructuring ISRs. To have consistency with the RP, the target is revised.			

► Percentage of NIPEP-supported female teachers receiving NCE scholarship. (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	38.54	38.54	50.00
Date	30-Apr-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
Comments:	The numerator is the number of teachers who receive NIPEP scholarship who either continue with or complete the NCE course in the following year (year "n+1"). The denominator is the total number of female teachers in that year.			

► Number of School Based Management Committees trained. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	8,635.00	14,357.00	12,130.00
Date	30-Apr-2015	20-Dec-2019	29-Jun-2019	29-Jun-2020
Comments:	Schools must have an SBMC and be newly trained in accordance with state developed guidelines. The committee trained consist of not less than 10-15 members. In the Results Framework of the last ISR, 8,635 SBMC being trained was reported. However, in the write-up, it was reported that by the project closing, 14,357 SBMC have been trained, which was not reflected in the RF. In this new ISR, the Actual (Current) value is updated in line with the results reported in the write up.			

Strengthening Planning and Management Systems including Learning Assessment and Capacity Development

► Number of State Annual Education Sector reviews. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	3.00	5.00	5.00	5.00
Date	30-Apr-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
Comments:	The completion of a state annual education sector review. Each of the 5 states has completed an AESR.			
► Number of State EMIS in place producing timely data. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3.00	5.00	5.00	5.00
Date	30-Apr-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
Comments:	There are functional state EMIS which produce data annually. Timely means production of ASC before April of the proceeding year. Note that in previous ISRs, there was a duplicated sub-indicator of the same indicator. This duplicated sub-indicator is dropped.			
► Number of State that developed and administered standardized test. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3.00	3.00	3.00
Date	30-Apr-2015	20-Dec-2019	20-Dec-2019	29-Jun-2020
Comments:	The piloting of state NAS instruments in Hausa.			

Performance-Based Conditions

Data on Financial Performance

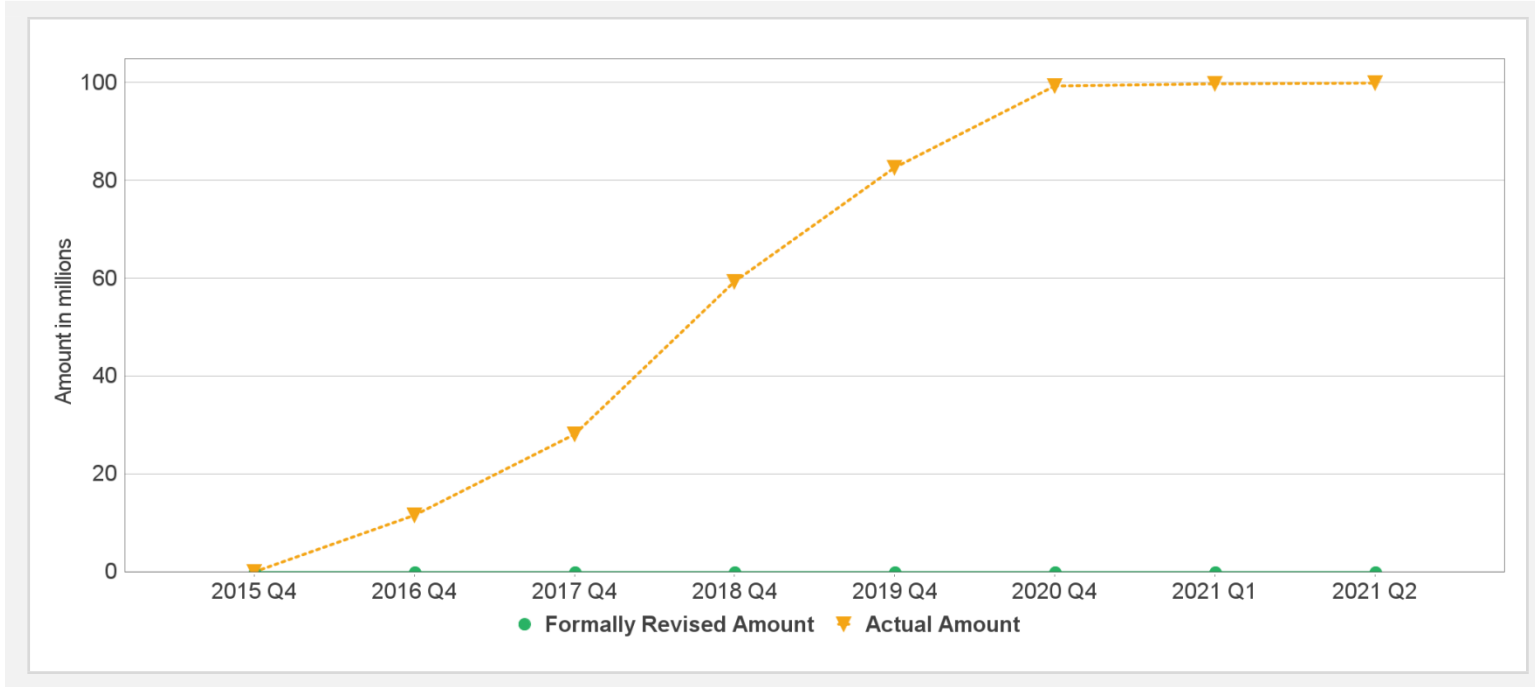
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P143842	TF-18918	Closed	USD	100.00	99.97	0.03	99.97	0.00	100%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P143842	TF-18918	Closed	08-May-2015	22-May-2015	02-Nov-2015	29-Jun-2019	29-Jun-2020

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 11-Jun-2019

Related Project(s)

There are no related projects.