



## B. Faso - Education Access and Quality Improvement Project (EAQIP) (P148062)

AFRICA | Burkina Faso | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2015 | Seq No: 10 | ARCHIVED on 27-Dec-2019 | ISR39432 |

Implementing Agencies: Ministry of Economics, Finances and Developpment, Ministere de l'Education Nationale et de l'Alphabetisation

### Key Dates

#### Key Project Dates

Bank Approval Date: 02-Apr-2015

Effectiveness Date: 30-Oct-2015

Planned Mid Term Review Date: 15-Feb-2018

Actual Mid-Term Review Date: 05-Feb-2018

Original Closing Date: 31-Jul-2019

Revised Closing Date: 31-Jul-2020

### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective is to support the Government of Burkina Faso to increase access to pre-school education in the two poorest regions, secondary education in the five poorest regions and to improve teaching and learning. The components in support of these objectives have been designed to complement other activities financed by the Government and other development partners.

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

No

### Components

Name

Component 1: Expanding equitable access to pre-school education in the two poorest regions and secondary education in the five poorest regions:(Cost \$30.00 M)

Component 2: Improving the quality of teaching and learning:(Cost \$13.00 M)

Component 3: Contributing to strengthening education institutional capacity at central and decentralized entities:(Cost \$8.00 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

**Overview.** The Education Access and Quality Improvement Project (EAQIP) was approved by the World Bank Board of Directors on April 2, 2015 and declared effective on October 30, 2015. The original closing date was July 31, 2019. However, the closing date was subsequently extended to July 31, 2020. The Government of Burkina Faso (GoBF) and the World Bank's conducted a supervision mission from December 9-17, 2019 to support the implementation of the project. The mission observed significant achievement of activities in all three components of the



project. Satisfactory progress has also been made towards the achievement of the PDO and overall implementation progress has been observed. As a result, the number of direct project beneficiaries has reached 121,575 persons against an end target of 83,494.

The following provides an overview of progress made by component to date as well as agreed next steps.

#### Progress by Component:

**Component 1: Expanding Equitable Access to Preschool Education in the two Poorest Regions and Secondary Education in the five Poorest Regions.** This component aims to provide early childhood education (ECE) to 3-4-year-old children living in the East and Central East regions and to contribute to increased and equitable access to secondary education.

**Secondary Education.** To date, in total, the construction program provided access to secondary education (lower and higher level) for approximately 20,595 students, including 10,010 girls (49%). (1) 327 classrooms were built and distributed as follows: 10 new secondary schools, including 5 lower secondary education schools (a lower secondary school comprises 4 classes) and 5 higher secondary education schools (a higher secondary school comprises 3 classes) which created spaces for a total of 5,600 students; 5 lower secondary education schools were constructed within high schools, which welcomed 600 pupils; and 20 higher and lower secondary schools which host, 7,200 students and 30 boreholes in secondary schools that did not previously have any water points. (2) As part of the public-private partnership, 55 classrooms, accommodating 3,575 pupils, have been built in secondary schools offering quality education in order to expand their capacity. In addition to expanding the course offering, these complementary classes made it possible to host at least 179 students from disadvantaged backgrounds for whom this quality education was not previously accessible. (3) 10 new secondary schools, including 5 lower secondary education schools and 5 higher secondary schools, were built and put up for hire-purchase and this made it possible to accommodate an additional; 3,200 students. (4) One thousand (1000) selected students, predominantly girls from poor households, received their subsidies as planned. In addition, the two scientific STEM high schools (*lycées scientifiques*) are now operational. For the present 2019-2020 school year and to avoid additional costs of renting spaces for the continuation of the courses, the Government has allocated classrooms and accommodation for students in the national training schools of primary school teachers both in Bobo Dioulasso in Ouagadougou and a new cohort of 70 students has been recruited for the 2019-2020 school year. The construction of these two schools is expected to be completed no later than FY 2020.

**Early Childhood Education (ECE).** ECE activities have been piloted in 88 schools in two regions. A total of 15,446 (103% of the target) child benefited from this intervention and 640 early childhood class facilitators (instead of 300 initially planned) were enrolled in the short-track training and successfully certified by the end of the project.

**Component 2: Improving the Quality of Teaching and Learning.** This component aims to contribute to improving the quality of teaching and learning with a focus on: (i) curriculum improvement; (ii) secondary teacher training; (iii) textbook development; (iv) school-based quality initiatives; and (v) expanding the use and management of assessment and examination systems.

**School-based quality initiatives.** 766 school improvement plans (SIPs) have been funded for a total amount of F CFA 1,332, 617, 500 and are being implemented and the refresher training (around topics like participatory micro-planning; mobilization of resources; advocacy; partnership and the development and implementation of school improvement plans (SIPs) of 2,061 responsible for school management committees has been provided in all relevant regions. The monitoring and evaluation activities of SMCs and SIPs were completed, and the report is available.

**Assessment of learning outcomes and examination systems.** Satisfactory results have been achieved under this sub-component. Three item banks have been set up; these are quality items on mathematics programs, French and Physics (SVT) and an item bank management software and another item analysis software are acquired. The national survey on learning outcomes was completed: data collection was conducted in May 2018 and reports are readily available. A management software for CEP, BEPC, BEP, CAP, Baccalaureate exams has been constructed. Approximately 40 teachers and supervisors in post-primary and secondary education have been trained in the construction of quality tests. This training has achieved the expected objectives. In addition, the training of 250 educational supervisors were also trained to conduct the testing of exams.

**Textbooks.** The 56 disciplinary and pedagogical guides were developed and tested, and the production process of the guides is completed. A total of 87,188 teachers have been trained to the use of the new guides.

**Component 3: Contribute to strengthening institutional capacity in education in central and decentralized entities.** This component aims to contribute to strengthening the ministry's capacity for data management and planning, reinforce school level management and support the functioning of the project coordination unit (PCU).

To date, the following key achievements have been noted: (1) The budgeted action plan of the DGESS/MENA (*Direction Générale des Etudes et des Statistiques Sectorielles – Ministère de l'Éducation Nationale et de l'Alphabétisation* /General Directorate of Studies and Sector Statistics – Ministry of national Education and Literacy) for the production of school statistical data and the educational map has been supported and implemented. (2) The reproduction of the school statistical data collection forms was carried out. The statistical yearbook is available every year. It was agreed to strengthen the integration of the statistical production of the sector by setting up a single management platform. This process will be continued as part of the additional funding). (3) The CAMPUSFASO platform is now set up and operational. Registration for new graduates was undertaken online since the 2018-2019 academic year with the signing and payment of agreements between the MESRSI (*Ministère de l'Enseignement Supérieur, de la Recherche Scientifique et de l'Innovation*/ Ministry of Higher Education, Scientific Research and Innovation) and the mobile telephone operators. (4) The project has paid the 2018 FasoREN's membership agreement with WACREN. (5) The selection of schools for the planned "Circle of Excellence" was carried in October 2018 and has made it possible to reward the twenty (20) best schools in the 2017-

2018 school year (10 public and 10 private schools). The communication plan on the circle of excellence (publication through the press and websites, workshops) was completed.

**Next steps.** At the request of Government, the Bank has agreed to provide an Additional Financing (AF) that is under preparation; and the closing date of the project has been extended by one year—from July 31, 2019 to July 31, 2020 to allow a proper completion of remaining activities and to ensure the preparation of the Additional Financing.

## Risks

### Systematic Operations Risk-rating Tool

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

## Results

### PDO Indicators by Objectives / Outcomes

Project Development Objective Indicators				
► Increase in the grade promotion rate in lower secondary education disaggregated by gender in the 5 targeted regions. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	59.10	68.10	68.10	66.00
Date	15-Oct-2014	15-May-2019	15-Nov-2019	31-May-2019
Comments:	<b>Based on data from the 2016-2017 school year:</b>			
	<b>Grade 7= 68.1</b>			



	<b>Grade 8=69.7</b>			
	<b>Grade 9=89.4</b>			
	for Girls			
	<b>Grade 7= 65.9</b>			
	<b>Grade 8=66.2</b>			
	<b>Grade 9=83.7</b>			
<b>▲Increase in girls' grade promotion rate in lower secondary education in the 5 targeted regions. (Percentage, Custom Breakdown)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	59.70	66.00	64.00	66.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
<b>▶Increase in gross intake rate in the first grade of lower secondary education in the 5 targeted regions disaggregated by gender (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	41.10	62.00	43.60	62.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	<p>Progress of the indicators related to grade promotion rate and gross intake rate seems to be lagging behind because the definition of the baseline and the end- of-project targets were wrongly based on the available national data instead of considering existing data related to the 5 targeted regions. In 2018-2019, most indicators have decreased compared to 2017-18 at the national level. This situation could be explained in large part by the security situation that has led to the closing of several schools (2152 classrooms closed affecting most around <b>358,879</b> students) in seven regions of our country (Boucle du Mouhoun, Center-Est, Nord, Sahel, North Central, South Central, and Eastern). Three out of five PAAQE regions namely North, East-Central and East are areas of high security challenges. This certainly led to the decline in indicators for all five project target regions.</p>			
<b>▲Increase in girls' gross intake rate in the first grade of lower secondary education in the 5 targeted regions. (Percentage, Custom Breakdown)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	39.20	61.00	45.10	61.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
<b>▲Increase in gross intake rate in the first grade of upper secondary education in the 5 targeted regions (Percentage, Custom Breakdown)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	8.70	14.30	14.30	14.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019



<b>▲Increase in girls' gross intake rate in the first grade of upper secondary education in the 5 targeted regions (Percentage, Custom Breakdown)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.10	11.60	11.60	12.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
<b>▶Number of additional students enrolled in early childhood education using Interactive Audio Instruction programs in the 2 targeted regions and Ouagadougou (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	15,004.00	15,446.00	15,000.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	All of the 100 EIA programs (50 in Mooré and 50 in Gulmancema), all 100 guides and 24 scripts out of the 25 of the were developed. 240 ECD caregivers have already been trained and the first cohort of 6898 students has been enro			
<b>▶Direct project beneficiaries (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	42,016.00	121,575.00	83,494.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	The number of direct project beneficiaries reached 121,575 persons against as against the end target of 83,494; and the finalization of the 56 manuals allowed the training of around 87.188 teachers.			
<b>▲Female beneficiaries (Percentage, Custom Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	50.00	50.00	50.00

### Intermediate Results Indicators by Components

<b>Component 1: Expanding equitable access to pre-school education in the two poorest regions and secondary education in the five poorest regions</b>				
<b>▶Number of pre-school class facilitators enrolled in the short-track training successfully certified by the end of the project. (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	640.00	640.00	300.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	The planned short-track training is linked with the Interactive Audio Instruction (IAI) pilot which was completed with the production of 100 audio emissions, 100 guides and 25 distance-learning training modules for IAI program educators. 640 ECD caregivers have been trained and a total of 15,446 students has been enrolled.			



▶Percent % of Lower secondary schools in the targeted five poorest regions have agreed School Improvement Plans (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	90.00
Date	22-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	Following the signing of 683 School Improvement Plans (SIPs) in the 2018-2019 school year, an amount of 1,164,237,500 FCFA was transferred to 683 SMCs in the 5 target regions for the implementation of their school improvement plans.			
▶Percent % Lower secondary schools in the targeted five poorest regions have functional SBMCs (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	90.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	SMCs were set up in all secondary schools in the 5 targeted regions (687 functional SMCs exist). SIPs have been developed and a refresher training of trainers was organized for around 40 trainers on various modules who will carry out this training for the benefit of SMCs' members.			

Component 2: Improving the quality of teaching and learning				
▶Percent % teachers have been coached in situ by supervisors by the end of the project. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	5.00	76.50	76.00	60.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	<b>The current progress was achieved through the provision of existing in-service teacher training programs.</b> In-service training for teachers has been conducted in the regional direction of education (DREPS) in the form of pedagogical workshops and class visits, and the design workshop of Open Distance Learning modules for the benefit of 50 teacher-researchers and pedagogical supervisors. was also held.			
▶Percent % Lower and upper secondary teachers have participated in in-service training by the end of the project (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	43.60	92.00	60.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	The selected supervisors involved in the MS4SSA initiative have been trained in Niger node and are expected to expand the approach. In addition, ongoing teacher training is underway and expected to reach at least 50% of teachers by the end of the school year.			
▶Number of teachers and staff trained on the using of the new guides. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	0.00	0.00	87,148.00	50,000.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	The 56 disciplinary and pedagogical guides (preschool, primary and post-primary) were developed and 87,188 teachers were trained on the use of the new guides.			
<b>►Number of teaching guides developed and piloted with project support for the three education levels (ECD, primary and secondary education). (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	56.00	56.00	56.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	The new guides have been prepared along with the new curriculum and are ready for use.			
<b>►Number of additional classrooms built in lower and upper secondary levels resulting from project interventions. (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	270.00	315.00	339.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	The construction of 5 lower and 5 higher secondary schools to be awarded to private sector as well as the construction of 55 additional classes for the benefit of well-performing private educational institutions have been completed. On the target of 339, 315 are completed and 24 are delayed, because of security issues as companies are not able to work in the security affected areas.			
<b>►Number of Students receiving subsidies to support the costs of their school fees disaggregated by gender in the five targeted regions (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1,000.00	1,000.00	1,000.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	In the academic year 2016-2017, 566 lower secondary students received support for their schooling. During the 2017-2018 academic year, additional 434 upper secondary students received subsidies. In total, 1,000 secondary students benefited from support, already reaching the end-of-project target. The support to these 1,000 lower and upper secondary students was planned in a way that they all complete their current education cycle before the project close.			
<b>▲Percentage of Students receiving subsidies to support the costs of their school fees in the five targeted regions are girls. (Percentage, Custom Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	55.00	55.00	50.00
<b>►Percentage increase in gross enrollment rate in lower and upper secondary education in the five poorest regions disaggregated by gender (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	40.20	47.80	47.80	63.00



Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
Comments:	This indicator is disaggregated by level (Lower and Upper Secondary) and the level is determined by the values of its sub- indicators (listed below). It will not be monitored by itself. The opening of 5 lower and 5 higher secondary schools to be awarded to private sector as well as the construction of 55 additional classes for the benefit of well-performing private educational institutions at the next school year will allow recruitment of new students and the project will then likely exceed the end-of-project target on the percentage increase in gross enrollment rate in lower and upper secondary education in the five poorest regions disaggregated by gender.			
▲Percentage increase in the gross enrollment rate in lower secondary education in the five poorest regions disaggregated by gender (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	37.60	47.80	46.40	63.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
▲Percentage increase in girls' gross enrollment rate in lower secondary education in the five poorest regions (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	35.10	49.60	49.20	43.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
▲Percentage increase in gross enrollment rate in Upper secondary education in the five poorest regions (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	9.20	14.50	18.60	20.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019
▲Percentage increase in girls' gross enrollment rate in Upper secondary education in the five poorest regions (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	5.80	10.90	15.30	12.00
Date	15-Oct-2014	15-Mar-2019	15-Nov-2019	31-May-2019

## Data on Financial Performance

### Disbursements (by loan)

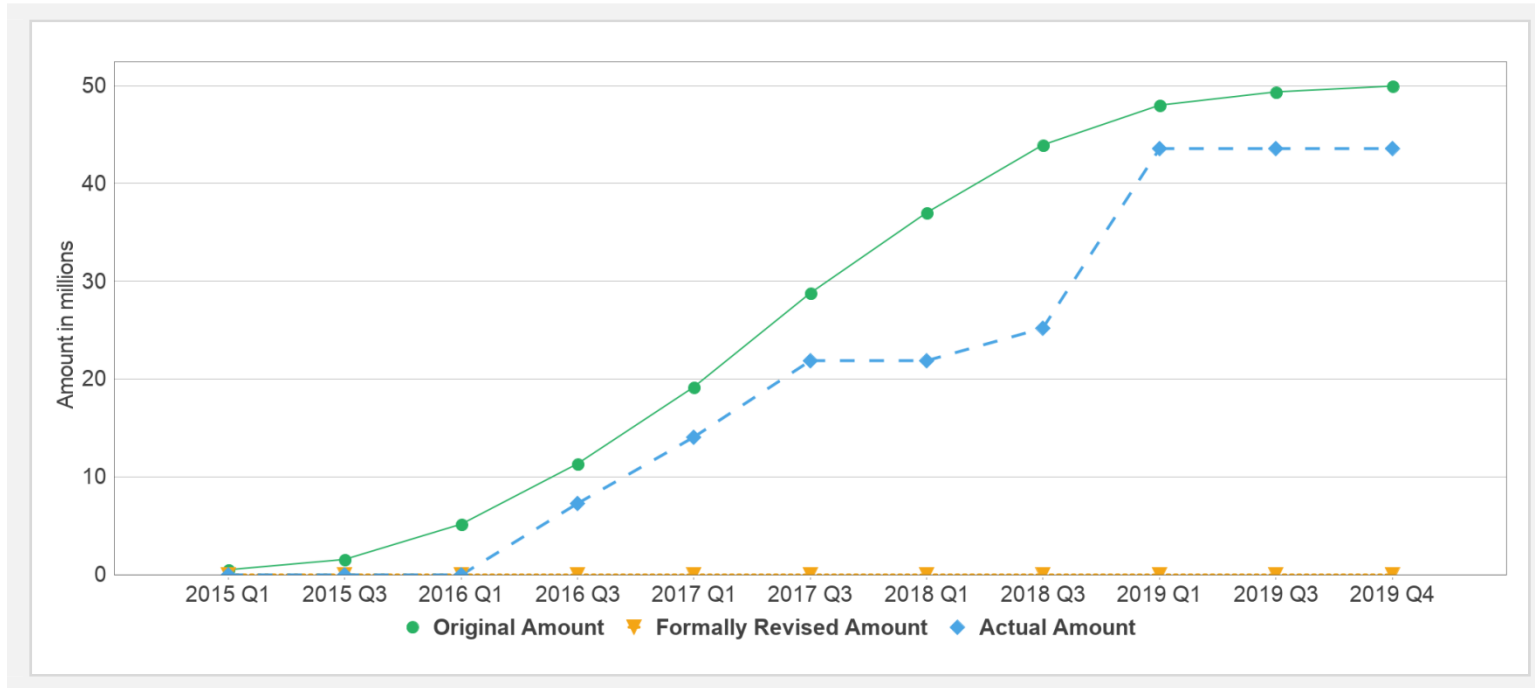
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P148062	IDA-D0330	Effective	USD	50.00	50.00	0.00	43.61	6.16	88%



**Key Dates (by loan)**

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P148062	IDA-D0330	Effective	02-Apr-2015	13-May-2015	30-Oct-2015	31-Jul-2019	31-Jul-2020

**Cumulative Disbursements**



**Restructuring History**

Level 2 Approved on 07-May-2019

**Related Project(s)**

P170452-Burkina Faso - Education Access and Quality Improvement Project Additional Financing