



Kenya GPE Primary Education Development Project (P146797)

AFRICA | Kenya | Education Global Practice |

Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 10 | ARCHIVED on 04-Oct-2019 | ISR38149 |

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-Mar-2019

Revised Closing Date: 31-Mar-2020

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

Name

Improving early grade mathematics competencies:(Cost \$34.50 M)

Strengthening school management and accountability:(Cost \$38.80 M)

Strengthening capacity for evidence-based policy development at national level:(Cost \$10.80 M)

Project coordination, monitoring and evaluation:(Cost \$4.30 M)

Overall Ratings

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

Implementation Status and Key Decisions

Overall, progress towards achievement of the PDOs is considered moderately satisfactory.



Component 1: Scaling up, across Kenya, of the Early Grade Mathematics (EGM) methodology piloted under the Primary Math and Reading Initiative (PRIMR) supported by USAID and DFID. Implementation of this component, as designed, is considered completed. As reported earlier, targets for textbook provision and teacher training on EGM were exceeded and the number of classroom observations conducted by Curriculum Support Officers (CSOs) annually improved over the project implementation period. The EGM midline results showed a 2.5 percent decline in the 'subtraction' mathematical operation of grade 2 learners. In response the Government moved quickly to implement several strategic actions that were informed by an independent expert review of the teacher training and support model at the school level. These actions, which included adjusting the schedule, modality and manuals for training as well as strengthening teacher support, contributed to the end line survey results. The EGM end line results showed a 5.3% improvement (81.9%) compared to the midline results (76.6%). However, this improvement is short by 2.8% of the needed 5% improvement from baseline (79.1%) to the end target (84.1%). The proposed GPE Additional Financing (AF) will continue to support implementation of the 'revised' EGM methodologies at the school level and assess progress towards the end target at the end of the AF period.

Component 2: Strengthening school management and accountability. This component supports a pilot to improve school performance through strengthened school management and accountability for results in the delivery of primary education. As reported earlier, the targets for this component are achieved. An evaluation of this component highlighted the contribution of capacity development of head teachers, Boards of Managements, parent committees and county based education officers to strengthened school management and accountability. The end of project target for the PDO indicator, which is targeted schools completing the top two priorities in the School Improvement Plan, has been achieved.

Component 3: Strengthening capacity for evidence-based policy development at national level. This component aims at strengthening capacity of the education sector for evidence based policy development. Implementation progress for this component is on track. However, challenges remain on activities related to data collection and utilization. The annual education statistical reports for 2017 and 2018 have not been published due to earlier concerns about data credibility. The Government has put in place, a National Education Management Information System (NEMIS) that is expected to be a management tool and a single source for generating accurate, timely and reliable education data. Operationalization of the first phase of NEMIS is progressing well -with over 98 percent of secondary school students registered with a Unique Personal Identifier (UPI), and the use of this data for disbursing student capitation grants to secondary schools in January 2019. The lack of birth certificates among primary school learners is still a challenge. The BC is required to generate the UPI. This issue is being resolved. Findings of the grade 3 learner assessment under the National Systems for Monitoring Learner Achievements (NASMLA, 2018) were disseminated through the July/August 2019 national and county-level education dialogues.

Component 4: Project coordination, communication, monitoring & evaluation. This component covers project management functions including coordination, supervision, communication and result monitoring and evaluation. Project management and coordination is satisfactory.

The next technical mission is planned for February 2020.

















Risks

Systematic Operations Risk-rating Tool

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

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	81.90	84.10
Date	11-Apr-2017	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	<p>The project scaled up the EGM model that was piloted under the Primary Mathematics and Reading Initiative (PRIMR) initiative. However, the EGM midline results showed a 2.5 percent decline in the 'subtraction' mathematical operation of Standard 2 students. Following the decline, an assessment was conducted by EGM experts who recommended adjustments to the EGM methodologies. MoE and the TSC moved quick to implement several strategic actions that were informed by the independent expert review. These actions, which included adjusting the schedule, modality and manuals for training as well strengthening school-based teacher support, have contributed to a 5% improvement from end line survey results (81.9%) compared to the midline results (76.6%). However, this improvement is short by 2.8 percent of the needed 5% improvement from baseline (79.1%) to end target (84.1%). The proposed AF will continue to support the adjusted EGM interventions and measure performance towards the end target at the end of the AF.</p>			



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	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	Implementation of the SIPs is ongoing. However, the target schools have completed the required top two priorities in the SIPs. The County based project teams monitor and report on this implementation.			

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	No	No	Yes
Date	18-May-2015	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	2015-16 data was collected, analyzed and published with support from UNICEF. 2017/18 data was also collected with support from UNICEF but was not published due to concerns raised by MoE on the data. MoE is now collecting the 2018-19 data through the new National Education Management Information System (NEMIS) online platform-over 98 percent of secondary school students are now registered on NEMIS with unique personal identifiers (UPI). However, registration of primary school learners is affected by a lack of birth certificates among many learners. MoE is addressing this matter. MoE plans to publish the data this FY.			

National assessment (NASMLA) for standard 3 students conducted and disseminated in 2015 and 2018 (Yes/No)				
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	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	2015 NASMLA was conducted and disseminated. The 2018 NASMLA was conducted and disseminated through the National and County education dialogues held in July and August 2019.			

Intermediate Results Indicators by Components

Improving early grade mathematics competencies
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Number of EGM textbooks distributed to schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	10,469,754.00	10,469,754.00	6,000,000.00
Date	18-May-2015	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	Against a target of six million EGM textbooks, MoE has procured and distributed 10,469,754 EGM textbooks targeting to four cohorts (2016-2019). The number of textbooks procured increased each year due to continued increase in student's enrolment. The enrolment data was based on submissions by the County project teams.			
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	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	Out of the 40,000 targeted teachers, about 102,157 teachers have been trained in EGM methodologies. The training included 7,421 teachers from the early grade in Private sponsored 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 CBC.			
Number of classroom observations conducted under the project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	103,848.00	103,848.00	120,000.00
Date	18-May-2015	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	The number of classroom observations has significantly improved. About 30,380 classroom observations were conducted by CSO against an annual target for 40,000-compared to 12,008 observations last year. The data on classroom observations needs to be independently verified.			

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	4,000.00	4,000.00
Date	18-May-2015	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	KNEC completed analysis and distribution of the school specific KCPE reports for the years 2015-2017 (for the 4000 target schools). The reports are available on the KNEC website www.knec.ac.ke . Analysis of the 2018 reports is complete and KNEC is planning printing and distribution to the target schools by April 31, 2019. 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 (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	32,775.00	32,775.00	30,000.00
Date	18-May-2015	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	Out of a target 30,00 teachers, 32,775 teachers have been appraised through the TPAD process in the 4000 target schools. However, the TSC rolled out the TPAD initiative in all schools.			
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	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	According to MoE, SIPs for the 4000 target schools were reviewed and cleared. The schools were supported to prepare the SIPs by MoE 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
Value	0.00	3,976.00	4,000.00	4,000.00
Date	18-May-2015	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	The 4000-target school received the first and second tranches of US\$3000 and US\$ 2000 respectively to implement the SIPs. Disbursement of the second tranche is based on a verification process by MoE and county project team-the process entails confirmation of implementation of SIP priorities under tranche one.			
Number of participating schools being audited (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	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	A baseline audit for the 4000 target schools was carried out in December 2017. A follow-on audit was conducted in June 2018. The school-based audit for FY 2018/19 was completed in April 2019. MoE trained 250 school auditors trained on risk-based audit approach. The audits are conducted annually. Although all target schools have been audited over the three years, for the last FY, 3,884 of the 4000 target school were audited. MoE is following up with the 116 school not audited (was reported to be due to insecurity or weather conditions). The Directorate of school audit at MoE has been training and supporting target schools, including the BoMs, in the required fiduciary aspects.			

Strengthening capacity for evidence-based policy development at national level



Percentage of primary schools submitting EMIS data (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	60.00	20.00	20.00	98.00
Date	18-May-2015	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	The 2015-16 data was collected and analyzed with support from UNICEF. The 2017/18 data was also collected with support from UNICEF but was not published due to concerns raised by MoE on the data. MoE is now collecting the 2018/19 data through the new National Education Management Information System (NEMIS) online platform-over 90 percent of secondary school students are now registered on NEMIS with unique personal identifiers (UPI). MoE is preparing a 2018-2019 statistical booklet for Secondary school based on information collected on the NEMIS. The Government is also sorting the lack of birth certificates among most of the Primary school learners. The certificates are required to generate the UPIs.			
Sector diagnosis covering access, equity and efficiency (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	18-May-2015	29-Mar-2019	30-Aug-2019	31-Mar-2020
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	29-Mar-2019	30-Aug-2019	31-Mar-2020
Comments:	Development of the NESSP is complete. The NESSP was largely informed by the findings of the ESA. The document was validated and awaiting printing and dissemination.			

Project coordination, monitoring and evaluation

Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	7,258,427.00	7,258,427.00	6,040,000.00
Date	18-May-2015	29-Mar-2019	29-Mar-2019	31-Mar-2020
Comments:	Cumulatively 7,258,427 beneficiaries have directly benefited from the project. These include pupils, teachers trained in EGM, national master trainers, EARCS, CSOs, Sub-county directors of education, teachers appraised, county project coordinator, county directors of education, regional coordinators of education and BoM members.			



Female beneficiaries (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	53.00	53.00	40.00
Date	18-May-2015	29-Mar-2019	29-Mar-2019	31-Mar-2020
Comments:	53% of project beneficiaries are female			

Data on Financial Performance

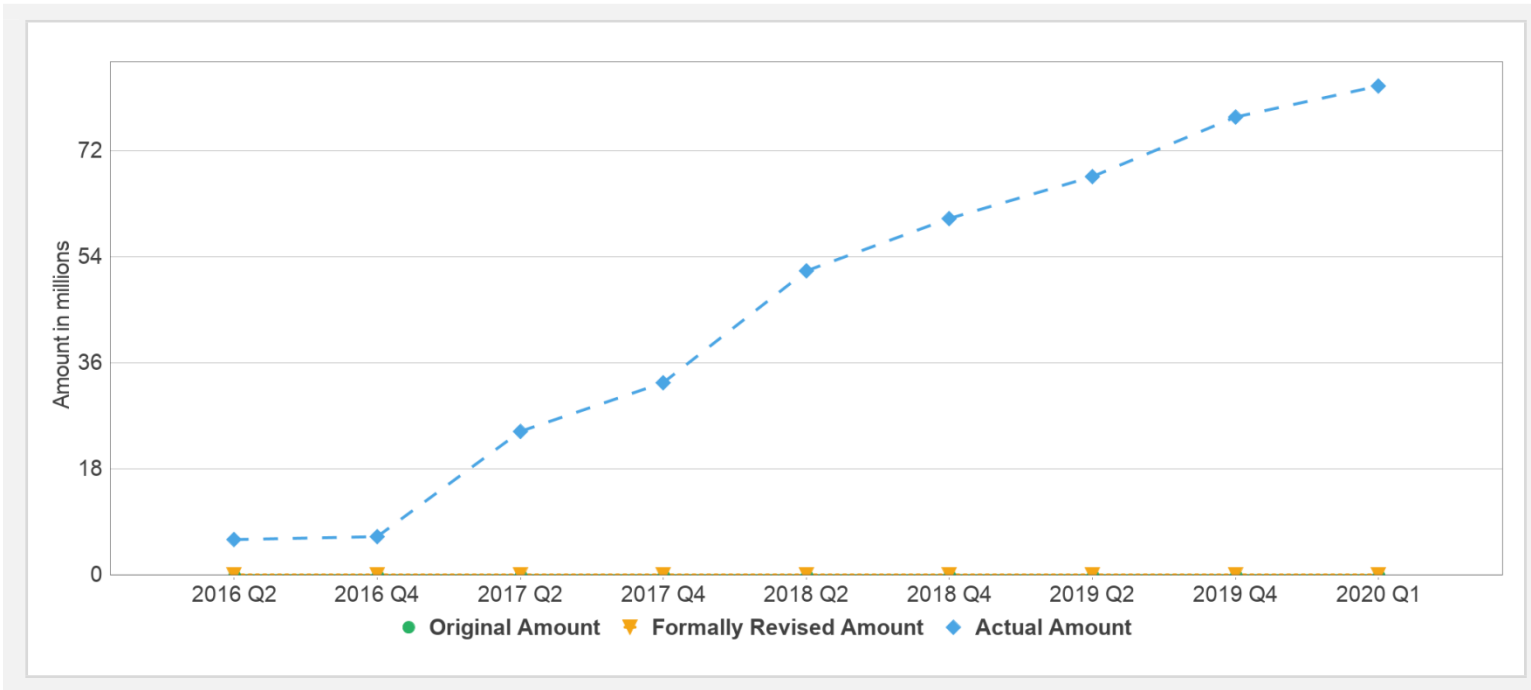
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P146797	TF-18863	Effective	USD	88.40	88.40	0.00	83.01	5.39	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	Effective	18-May-2015	04-Jun-2015	08-Jul-2015	31-Mar-2019	31-Mar-2020

Cumulative Disbursements



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