



Kenya GPE Primary Education Development Project (P146797)

AFRICA | Kenya | Education Global Practice |
 Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 8 | ARCHIVED on 01-Oct-2018 | ISR34158 |

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-2019

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	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Satisfactory	● Satisfactory
Overall Risk Rating	● Substantial	● Substantial

Implementation Status and Key Decisions

Progress towards achievement of the PDO is considered moderately satisfactory at this mission.

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. Cumulatively, MoE has procured and distributed 7,617,068 EGM textbooks out of the target six million-procurement for the January 2019 cohort is ongoing; about 109,259 teachers were trained on EGM in August 2018; and EGM classroom observations have slightly improved from about 17,000 annually to 25,869 (out of the target 40,000 annually). The EGM midline assessment showed a decline of approximately 2.1 percentage points from baseline. The initial assessment report showed an improvement but after further analysis, there was a decline on 2.1 percentage points for the 'subtraction' mathematical operation which this project measures for PDO



1. Although the T test shows that the deviation is not statistically significant, this decline cannot be ignored considering the importance of foundational numeracy (and literacy) to learning outcomes in subsequent grades. Measures have been undertaken concerning a review of the teaching strategies/methods for 'subtraction', 'multiplication' and 'divisions'.

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. This component is on track. Notably, all the 4000 target school submitted school improvement plans(SIPs) of which **3,989 (99.7%)** reported having completed implementation of the top 2 SIP priorities; About 3832 schools were audited by April 2018 (out of the target 4000); 32,624 teachers were appraised in the target 4000 schools.

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 for this component has continued to improve. MoE has completed development of the Education Sector Analysis (ESA) and the National Education Sector Strategic Plan(NESSP, 2018-22). Students registration on the new NEMIS online systems is continuing albeit with delays due to challenges in acquisition of birth certificates by some learners -these are required to generate the students UPI. Development of the National quality assurance framework and related tools is delayed.

Component 4: Project coordination, communication monitoring & evaluation. This component will cover project management functions including coordination, supervision, communication and result monitoring and evaluation. Overall, project management and coordination is satisfactory. Project work plans and the results framework are up to date.

The next mission is rescheduled to January/February 2019 due to the ongoing preparations for the National examinations from October, 2018. Technical review missions were undertaken in July 2018 and August 2018.













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	--	● Substantial	● Substantial
Technical Design of Project or Program	--	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	--	● High	● High
Fiduciary	--	● Substantial	● Substantial

Environment and Social	--	● Low	● Low
Stakeholders	--	● Substantial	● Substantial
Other	--	--	--
Overall	--	● Substantial	● Substantial

Results

PDO Indicators by Objectives / Outcomes

Improve early grade mathematics competency and to strengthen management systems at school and nation				
▶ Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	7,617,068.00	7,020,000.00
Date	01-Jun-2016	--	20-Sep-2018	29-Mar-2019
Comments:	About 7,617,068 EGM procured and delivered to students to date.			
▲ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	4,037,000.00	3,046,000.00
▶ Improvement in basic mathematics competency level of Grade 2 pupils (disaggregated by gender) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	79.00	--	76.90	84.00
Date	30-Dec-2016	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	Target is 5 percent improvement from the baseline. Preliminary results for the EGM midline survey indicate an improvement from baseline of 79 percent. The actual improvement percentage will be updated here once the final analysis and report are adopted. This percentage represents the number of class 2 learners obtaining 50 percent benchmark in the 'subtraction' mathematical operation-scored at least half, 50percent, of subtraction questions out of a maximum score was 10 points.			
▶ Improvement in basic mathematics Subtraction competency level of Grade 2 pupils (Disaggregated by gender) (Percentage (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	79.10	--	76.90	84.00
Date	01-Feb-2017	--	20-Sep-2018	29-Mar-2019
Comments:	Further analysis of the EGM midline assessment showed a decline of approximately 2.1 percentage points from baseline (for the 'subtraction' operation that this project measures). Although the T test shows that the deviation is not statistically significant, this decline cannot be ignored considering the importance of foundational numeracy (and literacy) to learning outcomes in subsequent grades.			



►Number of participating schools completing top two priorities in the School Improvement Plans (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	3,989.00	4,000.00
Date	31-Dec-2015	--	20-Sep-2018	29-Mar-2019
Comments:	About 3989 (99.7%) of the target schools reported to have completed implementing top 2 priorities in the SIP			
►Number of participating schools completing top two priorities in the School Improvement Plans (Number (Thousand), Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3,569.00	3,569.00	4,000.00
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	3569 (89.2percent) of the target schools have reported completion of top two priorities in the school improvement plans. The County project teams are mandated to verify the 'completion' and report the same to MoE.			
►EMIS data for primary education published annually from 2016 (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Yes	--	No	Yes
Date	30-Dec-2016	--	20-Sep-2018	29-Mar-2019
Comments:	Statistical report for 2016 compiled with support from UNICEF. The 2017/18 data collection is ongoing albeit with delays due to the birth certificate challenges for some of the learners.			
►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	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	Data for 2017 collected with support from UNICEF. For the 2018 data , MoE is directly collecting data from schools using the new NEMIS online system. A first draft on the education statistical report is expected by June 30, 2018. Data credibility remains a main concern in the Education sector. The new NEMIS system is expected to enhance data credibility and accountability.			
►National assessment (NASMLA) for Standard 3 students conducted and disseminated in 2015 and 2018 (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019



Comments:	NASMLA for grade 3 was conducted in June 2016 and the report launched in January, 2017. The report is available on KNEC website www.knec.ac.ke . The ongoing County level dialogues on 'quality of education' are partly informed by the findings assessment (low learning outcomes). KNEC has completed development of instruments for the 2018 NASMLA grade 3 assessment. Data collection is scheduled for this quarter.			
►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
Date	31-Dec-2015	--	20-Sep-2018	29-Mar-2019
Comments:	Final report for NASMLA class 3, 2018 ready awaiting validation.			

Overall Comments

Progress towards the PDO is considered moderately satisfactory at this stage. Further analysis of the EGM midline assessment showed a decline of approximately 2.1 percentage points from baseline (for the 'subtraction' operation that this project measures). Although the T test shows that the deviation is not statistically significant, this decline cannot be ignored considering the importance of foundational numeracy (and literacy) to learning outcomes in subsequent grades.

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	--	7,617,068.00	7,020,000.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	Cumulatively 7,617,068 EGM textbooks distributed to pupils			
►Number of EGM textbooks distributed to schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	7,617,068.00	7,617,068.00	7,020,000.00
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	Cumulatively 7,617,068 EGM textbooks were procured and distributed to pupils in grades 1 and 2 in public schools (2018 cohort = 2,811,000; 2017 Cohort= 2,449,280; Special Needs Education, 2017 cohort 19, 314; 2016 cohort = 2,337,474). Review of the EGM textbooks and teachers guides is nearing completion-to align to the new early grades Competency based curriculum (CBC). This review has also provided an opportunity to separate the EGM textbook from the pupils workbook for sustainability. A new			



set of EGM textbooks and teachers guides will be procured and distributed ahead of the August and December 2018, teachers training on EGM. According to MoE, the early years CBC will be rolled out from January 2019.				
►Number of teachers trained in EGM (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	109,259.00	40,000.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	About 109,259 teachers have been trained in EGM (Male: 43,229, Female: 66,151).			
►Number of teachers trained in EGM (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	117,484.00	117,484.00	40,000.00
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	Four EGM teacher trainings have taken place as follows: Term 1, 2018=117,484 (Male: 48,890 Female: 68,594). In addition, 24,086 teachers from private schools were trained. Term 2, 2017= 83, 329 (Male, 32 739; Female, 50 590); Term 1, 2017= 91, 644 (Male, 37 876; Female, 53 769); and for Term 3, 2016= 71,469). Term 3, 2017 training of teachers was deferred due to the National elections. Preparations for the Term 2, 2018 training in April 2018have been completed. This training will be jointly conducted by MoE and KICD to facilitate integration of EGM methodologies into the new early years competency based curriculum.			
►Number of classroom observations conducted under the project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	17,121.00	17,121.00	120,000.00
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	Achievement towards this target is very low. MoE and TSC are discussing the issues emerging affecting classroom observations with an aim to establish a sustainable way forward.The target for number of classroom observations was revised at MTR from 100, 000 classroom observations per year as at design to a target of 40, 000 classrooms per year. Cumulative validated classroom observations as at 31st December 2018 is 17, 121 (Term 3, 2017= 3, 541; Term 2-2017 = 5,992; Term 1-2017 =6,131; and Term 3-2016 = 1,457). Curriculum Support Officers(CSOs) should be able to conduct classroom observations as part of their core mandate under the TSC.			
►Number of classroom observations conducted under the project (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	25,869.00	120,000.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	This indicator is off track. Cumulative classroom observations as at is 25, 869 (65%) of the targeted 40,000 annually			



►Teachers recruited or trained (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	109,259.00	120,000.00
Date	01-Jun-2016	--	20-Sep-2018	29-Mar-2019
Comments:	About 109, 259 teachers have been trained on EGM methodologies			
▲Number of teachers recruited (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	0.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
▲Teachers recruited or trained - Female (RMS requirement) (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	66,151.00	48,000.00
▲Number of teachers trained (Number, Corporate Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	109,259.00	120,000.00
Date	01-Jun-2016	--	20-Sep-2018	29-Mar-2019

Strengthening school management and accountability				
►Number of participating school receiving KCPE analysis report (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	4,000.00	4,000.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	Two sets of KCPE school specific analysis reports were completed by KNEC (2015, 2016 ; 2017; and 2013, 2014 2015) and are available on KNEC website www.knec.ac.ke . The 4000 target schools received the analysis, which are used for the SIP process. KNEC has scaled up this task to cover all school in the Country using its resources.			
►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	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	KCPE school specific analysis for 2013 to 2017 were completed by KNEC and reports for 22,000 primary schools are available on KNEC website www.knec.ac.ke . County Education officers have been trained on the use of these reports to support target schools in the interpretation and utilization.			



▶Number of teachers appraised in the participating schools (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	32,624.00	30,000.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	Teacher appraisal is carried out using TPAD by the TSC. 32,624 teachers have been appraised in the target schools			
▶Number of teachers appraised in the participating schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	29,159.00	29,159.00	30,000.00
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	Teacher appraisal has been ongoing using the Teacher Performance and Appraisal Development (TPAD) system.			
▶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	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	The 4000 schools submitted School improvement plans, which were reviewed and cleared County project teams.			
▶Number of participating schools receiving annual school grant allocation (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	3,990.00	3,990.00	4,000.00
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	3,990 target schools have confirmed receipt of first tranche of KES 300, 000 of the SIP grant. 1254 target schools have received the second tranche. Disbursement of the second tranche is based on confirmation by the County project team that the school has adequately utilized the first tranche and reported on the same.			
▶Number of participating schools submitting satisfactory school improvement plans (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	4,000.00	4,000.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019



Comments:	The 4000 target schools submitted SIP Priorities. The County Technical Project Coordination Committees are responsible for review and clearance of teh SIPs.			
►Number of participating schools being audited (Number) (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	3,832.00	4,000.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	A total of 3832 schools have been audited out of the target 4000 SIP/school grant schools. The remaining 168 schools were audited as the close of the audit period in April 2018 due to insecurity in some regions and prevailing weather conditions then. A follow up audit is planned for this schools. An updated categorization of the schools based on fiduciary compliance will be uploaded on MoE website.			
►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	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	A baseline audit was carried for the 4000 target schools as at December 2017. The 2018 school based audit is ongoing and will be completed by April 30, 2018.			

Strengthening capacity for evidence-based policy development at national level				
►Percentage of primary schools submitting EMIS data (Percentage) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	60.00	--	60.00	98.00
Date	01-Jun-2016	--	20-Sep-2018	29-Mar-2019
Comments:	Data collection exercise for 2018 under the new NEMIS system is ongoing. Data for 2017/18 is delayed due to the lack of birth certificate among some learners, particularly those in primary school. The certificate are required to generate the UPIs for each student. Collection of data from the secondary schools using the new NEMIS is about 80% complete. . 95% of schools submitted data, enabling publication of statistical booklet for 2016 with support from UNICEF.			
►Percentage of primary schools submitting EMIS data (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	60.00	95.00	95.00	98.00
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	Submitted with support from UNICEF. The 2018 data is being collected by MoE under the new NEMIS online system, which is aimed at enhancing data credibility and accountability at all levels.			
►Sector diagnosis covering access, equity and efficiency (Yes/No) (Yes/No, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	Yes	Yes
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	Education Sector Analysis (ESA) report was developed, reviewed and finalized. A final draft PER for the Education sector is in place awaiting validation.			
►Preparation of the next five year education sector plan launched (Yes/No) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	Yes	Yes
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	A final draft of the National Education Sector Strategic Plan (NESSP-2018-2022) was submitted to the Bank for appraisal.			
►Sector diagnosis covering access, equity and efficiency (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	Progress towards this indicator is satisfactory. A draft Education Sector Analysis (ESA) report has been developed for further consultations with stakeholders. An expenditure review for the Education sector is ongoing-as part of an overall PER for key service sectors by the World Bank.			
►Preparation of the next five year education sector plan launched (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Jun-2015	26-Sep-2017	26-Sep-2017	31-Mar-2019
Comments:	MoE has developed a first draft of the National Education Sector Strategic Plan (NESSP) based on the draft ESA and upcoming MTP III. MoE intends to conclude this process by June 30, 2018.			

Project coordination, monitoring and evaluation

►Direct project beneficiaries (number), of which female (Number)-(Core) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	7,258,427.00	6,040,000.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	Cumulatively about 7,258,427 beneficiaries have directly benefited from the project (including pupils in class 1, & 2 benefiting from EGM text books; EGM teachers; teachers appraised; and BOM members.			

►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	01-Jun-2015	30-Mar-2018	30-Mar-2018	31-Mar-2019
Comments:	These include 5,562,114 pupils in grades 1 and 2 benefiting from EGM text books; EGM training for 117,784 teachers teaching grades 1,2 and 3; 102 national master trainers; 239 EARCS; 1122 CSOs; 361 Sub-county directors of education; 33,024 teachers appraised; forty-seven county project coordinator; 47 county directors of education; 8 regional coordinators of education; and 18,791 BOM members.			
▲Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	53.00	53.00	40.00
►Female beneficiaries (Percentage –Sub-Type: Supplemental)-(Core) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	53.00	40.00
Date	01-Jun-2015	--	20-Sep-2018	29-Mar-2019
Comments:	Of the cumulative 7,258,427 direct project beneficiaries, about 53% are female.			

Overall Comments

The process being followed for classroom observations needs to be reviewed. The Curriculum support officers(CSO) responsible for classroom observations are employed by the TSC, yet this activity is implemented by the MoE. There is need to fully transition this activity from MoE to the TSC under the proposed AF.

Data on Financial Performance

Disbursements (by loan)

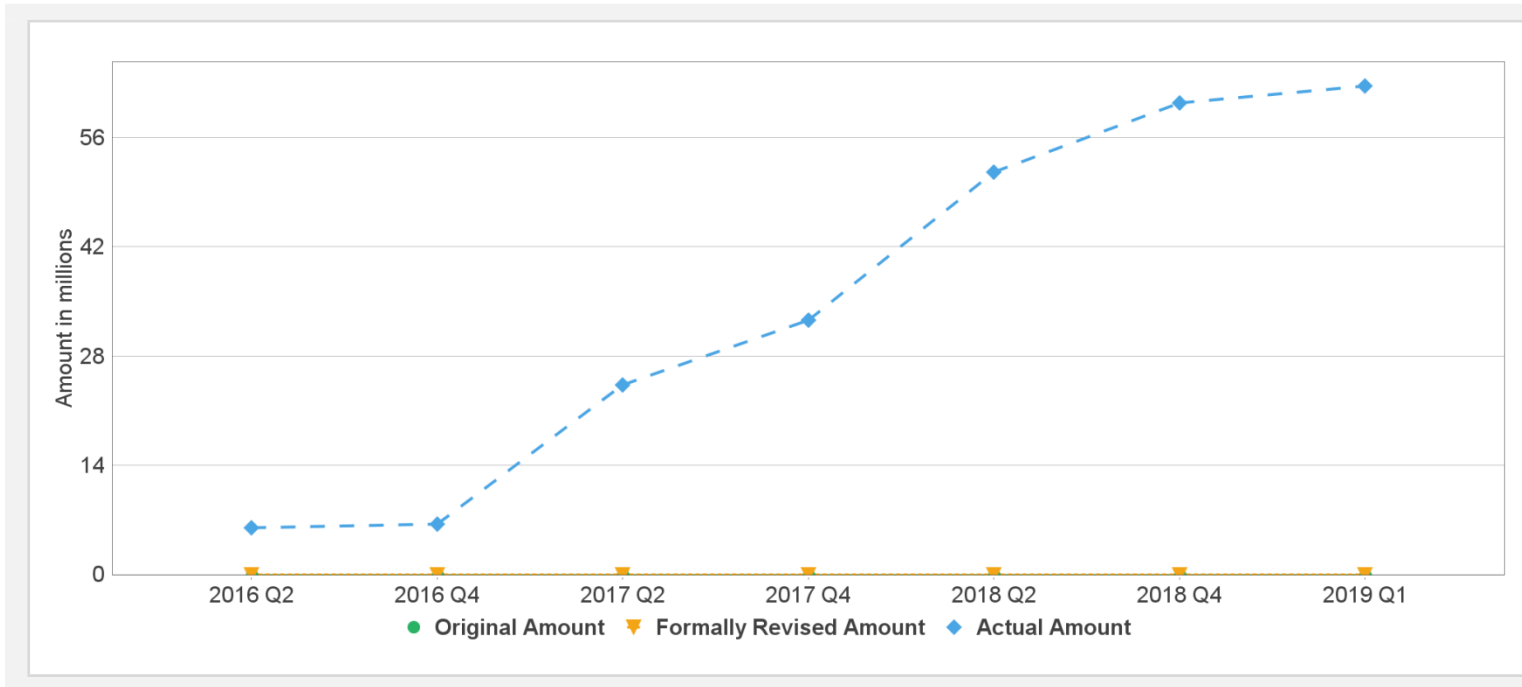
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P146797	TF-18863	Effective	USD	88.40	88.40	0.00	62.64	25.76	71%

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-2019



Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

P168142-Kenya GPE Primary Education Development Project