



Niger - GPE - Support to Quality Education Project (P132405)

AFRICA | Niger | Education Global Practice |

Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 4 | ARCHIVED on 29-Jun-2016 | ISR24029 |

Implementing Agencies: Ministry of Primary Education, Literacy, Promotion of National Languages and Civic Education, Ministry of Secondary Education

Key Dates

Key Project Dates

Bank Approval Date:07-Jul-2014

Effectiveness Date:19-Dec-2014

Planned Mid Term Review Date:30-Nov-2016

Actual Mid-Term Review Date:--

Original Closing Date:30-Sep-2018

Revised Closing Date:30-Sep-2018

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The objective of the Project is to improve access to schooling, retention of students in school, and the quality of the teaching and learning environment at the basic education level, in the Republic of Niger.

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

No

Components

Name

Expanding equitable access to schooling and retention of students in school:(Cost \$55.00 M)

Improving the quality of teaching and learning:(Cost \$23.00 M)

Strengthening management capacity:(Cost \$18.00 M)

Contingencies:(Cost \$4.00 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Substantial	● Substantial



Implementation Status and Key Decisions

Following the recent general elections, new ministers have been appointed for both implementing agencies, the Ministry of Primary Education (MEP) and the Ministry of Secondary Education (MES). Moreover, the security environment in Niger is still impacted by repeated attacks by Boko Haram in the Diffa region, leading to the internal displacement of people, and pressure on the government budget for increased security spending.

Implementation progress:

Nevertheless, there has been continued implementation progress over the past 6 months, and all sub-components are now under implementation, including the construction of classrooms and teacher training colleges, the provision of grants to primary schools and to girls in secondary school, teacher training, textbook acquisition, etc. Contract negotiations with the consortium selected as Implementation Support Agency (ISA) have finally been completed. This technical assistance contract will provide four international resident experts and some short-term assistance to support the implementation of the project/pooled fund and further strengthen the capacity of the two ministries. The consulting engineering firm that will support project implementation and build capacity through two resident experts has been in place since early May. The Ministry of Secondary Education produced a satisfactory 2016 Annual Action Plan in January—as well as a detailed budget for the entire project period. The Ministry of Primary Education, which is responsible for a much larger and more complex set of activities under the pooled fund, is still impacted by some coordination issues, and has taken longer to prepare a satisfactory 2016 Annual Action Plan (all the while implementing the activities validated in 2015). Both Annual Action Plans are now ready for formal approval by the Steering Committee for the PSEF (Programme Sectoriel de l'Éducation et de la Formation). Over the past 6 months, the disbursement rate has increased from 7% to 21%. Although there are still some delays in procurement, many contracts are now signed and have begun execution. The positive trend in disbursement is therefore likely to continue and accelerate as the ministries become more familiar with procurement and other project management functions, and as all the resident experts come on-board.

The following provides an overview of progress made under each of the project's components:

Component 1: Expanding equitable access to schooling and retention of students in school

Ministry of Primary Education (MEP): The construction of the first wave of 360 classrooms is ongoing, with the first few classrooms completed. Two Delegated Contracting Agencies (DCAs) have launched the bidding for their part of the construction program (160 classrooms). Bidding for another 330 classrooms will be launched later this year. The consulting engineering firm that has been recruited to support all school construction under the pooled fund will also support the development of a new more decentralized construction management modality, in line with the planned decentralisation. In terms of support to girls' education, the study to explore factors driving low school enrollment among girls is ongoing. The contract to develop information campaign tools and materials directed at increasing girls' school participation is also under execution. Preparations are underway to launch a large campaign to sensitize communities to the importance of girls' schooling, and to launch literacy training for women. The Ministry signed a contract with the World Food Programme (WFP) in March 2016 for the management of the school canteens and capacity building of the Ministry's unit for school feeding. The contract will cover 567 schools for two school years. The initial training of stakeholders in all participating schools is completed.

Ministry of Secondary Education (MES): The launch of construction of lower secondary school classrooms has been delayed due to difficulties recruiting the DCA to manage it, as very few qualified DCAs are available in Niger, but the process will likely be completed in the coming weeks. The technical studies and plans are completed. The sub-component for providing grants to 700 girls in 39 lower secondary schools is progressing well. Grants are being paid regularly to girls and host families, and planned training/sensitization and supervision missions have been carried out. An independent technical audit of this activity is underway. This activity is expected to improve retention of selected girls in lower secondary schools, and results will be monitored. The MES has worked with a communication firm to prepare audio-visual campaign tools that advocate for keeping girls in school, and these are already being used as part of sensitization campaigns held in schools and communities.

Component 2: Improving the quality of teaching and learning

Ministry of Primary Education: The key activities which have been carried during the first year of the project are: (i) the revision of the grade 2 curriculum, including the development of textbooks for that grade in five national languages while simultaneously piloting the new national language curriculum for grade 1 in 500 classes across Niger; (ii) the revision of the curriculum for pre-service teacher training with the support of an international specialist; and (iii) other decentralized activities aimed at improving teaching quality (undertaken by the teacher training directorate). The project is also financing the construction of three teacher training colleges (ongoing) and the production of lexicons and dictionaries in national languages. In the coming year, the pooled fund will also support student assessment and orientation activities, distance teacher training and scale up an initiative aimed at improving foundational skills of primary school pupils.

Ministry of Secondary Education: The Ministry has carried out a 2-week training of 1,120 contractual teachers who do not have pre-service training. Moreover, the project has financed the acquisition of textbooks and teacher guides in French, mathematics and sciences for the two first grades of lower secondary schools, and these were delivered to schools in April 2016. Acquisition of library books is underway as per the government's new policy that all lower secondary schools should have a library.

Component 3: Strengthening management capacity

Ministry of Primary Education:

In relation to school grants, school management committees and school directors of 1,000 primary schools were trained, and grants were transferred to 180 schools. Delays in disbursing school grants to the remaining schools were due to the shortage of financial institutions in many places and delays in recruiting the eight regional accountants. In the fall, this activity will be further scaled up to 2,000 schools. This activity is expected to improve the quality of the learning environment in the participating schools. Over the past 6 months, considerable progress was made in agreeing on a comprehensive approach to putting in place a teacher/human resources information system that will be shared by the ministries of education and the ministries of finance and civil service. This will be funded by several development partners and projects (see below under Links with other Projects). This system is an important building block of a better managed education system, as it will contribute to improved payroll, teacher allocation and teacher career management. The large TA contract for the Implementation Support Agency has been finalized, and the resident experts will be on board shortly. Component 3 is also financing the fiduciary teams, training, vehicles, equipment and rehabilitation of ministry offices (on-going).



Ministry of Secondary Education: The project financed most of the expenditures related to the school census 2014/15, for which the statistical yearbook has recently been released. A series of institutional strengthening and training activities have been also been carried out, including training of hundreds of staff and the provision of equipment to the Ministry.

Links with other World Bank-financed projects:

In collaboration with other development partners and projects, notably GIZ, the European Union, and the World Bank-financed Public Sector Capacity and Performance for Service Delivery Project (P145261), this operation is contributing to the implementation of an integrated teacher management system/data base. This initiative could greatly improve human resources and payroll management in the education sector. This collaboration has also been supported by a grant from the REACH Trust Fund. Data collection has been completed for the Service Delivery Indicator (SDI) survey for health and education (also supported by P145261) and data cleaning and analysis is ongoing with results expected later this year. This activity will contribute much-needed knowledge of the service delivery challenges that contribute to the weak learning outcomes in Niger. The regional World Bank-financed Sahel Women's Empowerment and Demographics Project (P150080) will provide additional financing for the education of adolescent girls, including secondary education, and for impact evaluation.

Implementation support and partnership:

There have been two joint implementation support missions since the last ISR – in January and June 2016. Moreover, a joint sector review was held in January 2016. In between missions, the task team has been providing implementation support via field-based team members and videoconferences, as needed. The Swiss Cooperation will join the pooled fund this year with a financing equivalent to about US\$5 million, bringing the total pooled fund financing to around US\$105 million. Due to the election period, the signature of the grant agreement has been delayed by about six months, but it is now due to be signed in June or July 2016. Norway is still considering participation in the pooled fund.

Risks

Systematic Operations Risk-rating Tool

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

Results

Project Development Objective Indicators

- ▶ Primary completion rate (Percentage, Custom)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	51.20	62.20	73.80	58.60
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	01-Jun-2018

Comments

Data provided by the Statistics Unit at MEP. The baseline value is for 2012/13, the Year 1 value for 2013/14, and the Year 2 value for 2014/15.

► Increase in primary education gender parity index in areas targeted by the project (average) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.02	0.01	0.03
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	01-Jun-2018

Comments

The values are national averages based on data provided by the Statistics Unit of MEP. The base year value is for 2012/13, the Year 1 value was based on preliminary data, and the Year 2 value is for 2014/15.

► Increase in lower secondary education gender parity index in areas targeted by the project (average) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.02	0.00	0.03
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	01-Jun-2018

Comments

Data provided by the Statistics Unit at MES. The base year is 2013/2014, the Year 1 value was based on preliminary data, and the Year 2 value is for 2014/15.

► System for learning assessment at the primary level (Yes/No, Core)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y



Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	01-Jun-2018
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Comments

Over the past 6-8 months, results have become available from several student learning assessments in Niger, including the PASEC supported by the CONFEMEN and an EGRA supported by the Millennium Change Corporation/USAID. However there is a long way from having a student learning assessment system. The project will begin to support the ministry's unit for student assessment in the current year, including for planning and implementing a survey in the early grades of primary in the schools where the curriculum reform is being tested. A work plan has been established with the Ministry for Primary Education to that effect.

▲ Utility of the learning assessment system (Number, Core Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2.00	2.00	2.00	3.00

▶ Appropriate tools and materials for improving reading in the early grades are adopted by MEP (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	01-Jun-2018

Comments

The project will continue to support the development and testing of the curriculum reform that will change the language of instruction from French to local languages. A series of other measures to support early grade learning are under development or implementation, on a pilot basis, with financing from other development partners. The project will provide funding to help MEP consolidate and scale up some of these.

▶ Direct project beneficiaries (Number, Core)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	14825.00	444951.00	2100000.00
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	01-Jun-2018



Female beneficiaries (Percentage, Core Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.00	20.00	37.00	47.00

Overall Comments

Despite good implementation progress since the last ISR, it is still early to measure the pooled fund's contribution towards the Project Development Objective.

The education system in Niger is undergoing rapid expansion, and the primary completion rate (and lower secondary completion rate) is growing steadily, already exceeding the target set for the project. However, the expectation that girls' access would improve faster than that of boys has not been met.

In the last ISR, prepared in December 2015, preliminary data on gender parity showed some progress compared with the base year. However, the final data show that gender parity indices have in fact hardly changed at all since the base year, due to large increases in enrollments of boys as well as girls.

Intermediate Results Indicators

Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions. (Number, Core)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	20.00	1245.00
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	01-Jun-2018

Comments

The construction of the first 360 classrooms is ongoing, and the bidding process is underway for the next 80. Later this year, the MEP will launch the bidding for another 330 classrooms.

Number of classrooms built at the lower secondary level resulting from project interventions (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	330.00
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	30-Apr-2018

Comments

The construction of classrooms at the lower secondary level has been delayed due to procurement delays. However, all technical studies and plans have been completed for the first phase of construction (168 classroom).



▶ Total enrollments in primary education (all schools) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2166268.00	2444979.00	2444979.00	2400000.00
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	30-Apr-2018

Comments

The baseline value is for 2012/13 and the Year 1 value is for 2014/15, based on data from the Directorate of Statistics at MEP.

▶ Girls, boys, parents and teachers reached through subcomponent 1(B) on promoting girls' education (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	4190.00	11506.00	100000.00
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	30-Apr-2018

Comments

Out of this number, 700 girls are receiving grants to cover their living expenses while living away from home to attend lower secondary school.

▶ Students reached through school feeding programs (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90000.00
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	30-Apr-2018

Comments

The MEP signed a contract with the World Food Programme in March 2016 for the management of the school feeding programme for the next two school years covering 567 primary schools. There will therefore be a substantial number of beneficiaries to report in the next ISR.



► Curriculum review for first cycle of primary school completed (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	Y	Y
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	30-Apr-2018

Comments

The curriculum review for grade 2 is completed, and the new materials will be tested in 500 classes during the next school year.

► Contract teachers trained as a result of the project (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	555.00	1620.00	3500.00
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	30-Apr-2018

▲ Primary (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	500.00	--
Date	01-Apr-2016	--	01-Jun-2016	--

▲ Lower secondary (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	1120.00	--
Date	01-Apr-2016	--	01-Jun-2016	--



► Share of grade 1-3 teachers trained for teaching early grade reading and simple classroom assessment (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75.00
Date	01-Apr-2014	01-Dec-2015	01-Dec-2015	30-Apr-2018

► Teacher trainers, inspectors and pedagogical advisors trained through the project (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	190.00	1219.00	800.00
Date	01-Apr-2014	01-Dec-2015	01-Dec-2015	30-Apr-2018

► Assessment of reading fluency conducted for grade 2 and 3 and results shared widely (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	30-Apr-2018

► Human resource management strategy developed and implemented (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	30-Apr-2018

Comments

In collaboration with other development partners and the relevant ministries, a strategy/plan has been developed to put in place a data base of all teachers (all education ministries). The project will collaborate closely with this initiative, and finance some of the costs for MEP and for MES. Furthermore, a plan for institutional strengthening of the two ministries is under preparation and will be finalized with the support of the Implementation Support Agency.



► Number of school management committees (CGDES) strengthened through the project (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	339.00	1039.00	2800.00
Date	01-Apr-2014	11-Dec-2015	01-Jun-2016	01-Jun-2018

▲ Primary (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	1000.00	--
Date	01-Apr-2014	--	01-Jun-2016	--

▲ Lower secondary (Number, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	39.00	--
Date	01-Apr-2014	--	01-Jun-2016	--

► MES organizational review completed (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	01-Apr-2014	01-Dec-2015	01-Dec-2015	01-Jun-2018

Comments

The Implementation Support Agency that has now been recruited will be able to support the MES with this organizational review.



▶ Regular education sector reviews held during project implementation (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	1.00	4.00
Date	01-Apr-2014	01-Dec-2015	01-Jun-2016	01-Jun-2018

Comments

An annual sector review was held on January 18-19, 2016, in Niamey.

Overall Comments

Over the past six months, there has been substantial movement in the intermediate level indicators, almost all showing progress. This shows that most planned activities are now in active implementation.

Data on Financial Performance

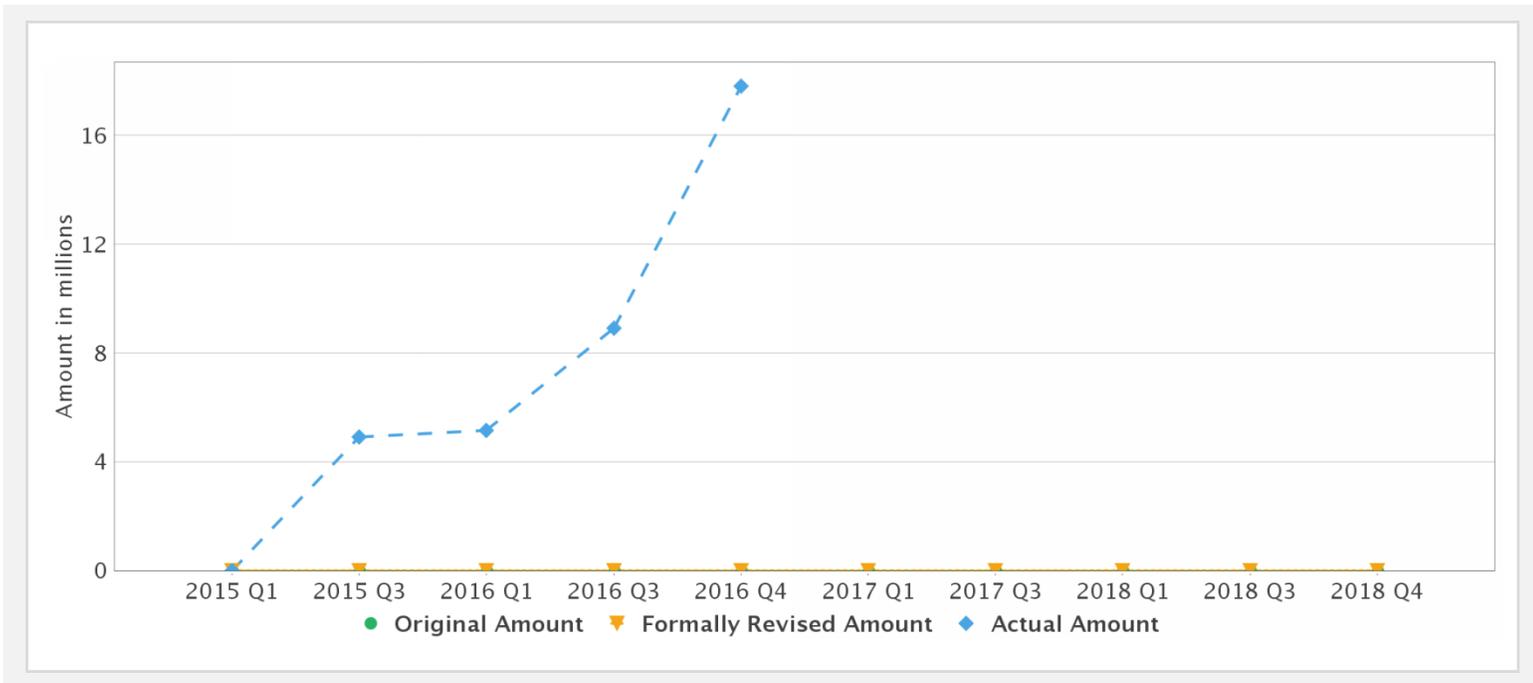
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P132405	TF-16565	Effective	USD	84.20	84.20	0.00	17.82	66.38	 21%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P132405	TF-16565	Effective	19-Jul-2014	19-Jul-2014	19-Dec-2014	30-Sep-2018	30-Sep-2018

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.