



## Senegal Quality and Equity of Basic Education (P133333)

AFRICA | Senegal | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2013 | Seq No: 9 | ARCHIVED on 27-Jun-2018 | ISR32462 |

Implementing Agencies: Ministry of Education, Ministry of Finance, MINISTRY OF EDUCATION, MINISTRY OF EDUCATION, Government of Senegal, Ministry of Economy and Finance

## Key Dates

## Key Project Dates

Bank Approval Date:13-Jun-2013

Effectiveness Date:10-Feb-2014

Planned Mid Term Review Date:15-Aug-2016

Actual Mid-Term Review Date:09-May-2016

Original Closing Date:31-Jan-2018

Revised Closing Date:31-Dec-2021

## Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective is to improve learning outcomes for early grades, increase access to the science and mathematics tracks of secondary schools, and to improve equity in access to basic education.

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

No

## Components

Name

Component 1 : Quality improvement of basic education:(Cost \$107.76 M)

Component 2: Equity in access and retention:(Cost \$155.74 M)

Component 3: Project management and capacity building:(Cost \$14.20 M)

## Overall Ratings

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



## Implementation Status and Key Decisions

**Overview.** This *Quality and Equity of Basic Education Project* was approved by the World Bank Board of Executive Directors on 13-June-2013, and it became effective on 10-February-2014. The project focusses on improving learning outcomes for early grades, increasing access to the science and mathematics tracks of secondary schools, and to improving equity in access to basic education. On 31-May-2018, an Additional Financing (AF) was approved in response to the Government's request to scale up activities under the original project and to pilot new ways to implement some existing activities to maximize results and sustainability. Implementation of all three components (and subcomponents) of the project is progressing well.

### Component 1: Improving the quality of Basic Education

An independent consultant is being recruited by the Government to assess the Quality Improvement Agreement (QIA) performance. As of October 2017, 81.3 percent of *Inspection de l'éducation nationale et de la formation* (IEF) had achieved 90 percent of their agreed targets with the regional authorities (IA) against an end target of 80 percent. Performance-based education grants have been awarded to 14 IEFs and the 56 corresponding district level offices responsible for overseeing utilization of school grants. Supervision of the school grants includes overseeing implementation of quality improvement initiatives at the district level including in-service teacher training, learning materials, and remediation courses. On school grants, to date, 8,135 schools have received around FCFA 3,500 (US\$5 equivalent) per student through the school grants supported under this component for at least two rounds. Currently, 100 percent of schools have negotiated and signed a Quality Improvement Agreement (QIA) with their relevant District Education Authorities (IEF) and received grants for the implementation of their QIAs. Amongst the schools who have received grants, 90 percent have achieved at least 80 percent of the agreed to targets in their QIAs. The newly recruited teachers have all been trained in the Regional Center for Training of Education Staff (CRFPE) innovative programs. With regards to community involvement, 98 percent of schools have a functional school-based management committee (against an end target of 90 percent), to support school activities, monitor the quality of service delivery, participate in the management of the school grant funding and report on the quality of service delivery. As of October 2017, improvements have been observed in terms of the promotion of science and mathematics. The Government decided to mainstream the teaching of science at all levels of junior secondary school and to build scientific and technical blocks (BST) in the 14 regions. These BSTs are designed to help middle school students develop practical scientific experience and provide scientific facilities and equipment for groups of schools. In addition, a national action plan has been developed, budgeted and is being implemented to support the teaching of science and math. In terms of pre-service teacher training, the core objective has been already met: 100 percent of new teachers in 2016 have been trained and certified in CRFPE using the new training program aligned with the curriculum used in classes. The promotion of more than 2,500 teachers is currently underway following their training from the teacher training center (CRFPE). The decentralization of teacher training is ongoing and the planned four new CRFPEs are under construction (assessed as 85 percent completed as of October, 2017).

### Component 2: Strengthening equity in access to education

The detailed status and implementation progress of the project's construction activities have been provided above. With regards to the replacement of all temporary schools, the Government intends to use their own financing to pursue a Public-Private Partnership (PPP) modality. The private sector will be contracted to design, build and maintain the facilities per the Government requirements. The facilities will be operated by the private sector and the education sector will use them during a 10-year period paying fees, by the end of which the facilities will be transferred to the Government. To date, the Ministries of Education and Finance have conducted several workshops to determine the amount of work and financing that will be needed. An estimated budget of about 75 billion CFA francs is required. A committee has been set up to monitor the PPPs and five firms have already been identified using a call for expressions of interest procedure. In sum, the rehabilitation works, according to the types of works, are distributed as follows: 6,368 classrooms, 324 administrative blocks, and 2,678 hygiene blocks and closing walls. For the Daaras, the rehabilitation contracts have been launched and work is underway. Some 12,346 out-of-school children (including 34 percent of girls) from 100 competitively selected daaras are benefiting from training in math and French through an improved learning environment and new curriculum supported by the project.

### Component 3: Supporting project management and capacity building

The project has supported capacity building of the Directorate of Planning and Education Reform including staff training, and that of other relevant agencies involved in implementation (such as IA, IEF). Despite progress made, the M&E system requires additional funding because existing resources are not sufficient, particularly given that the system includes a technology-based data management tool inclusive of the entire subsector which will comprehensively monitor primary/secondary education data at school, district, regional and national levels. Learning assessments have been undertaken annually, as have regional education reports. Decentralization of the education sector is ongoing. Currently 100 percent of regional and district inspectorates have at least two officials in HR, statistics and budget management trained to undertake their revised roles and responsibilities against an end target of 95 percent.



## Risks

### Systematic Operations Risk-rating Tool

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

## Results

### Project Development Objective Indicators

► Increase in the % of students who, by the end of Grades 2 and 4 of primary schooling, demonstrate their ability to read and comprehend grade level texts (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	CP: 34.5 CE2: 51.7	CP : 59.73 CE2: 60.27	CP: 59.73 CE2: 60.27	CP: 63 CE2: 65
Date	02-Jan-2012	10-Feb-2017	30-May-2018	30-Dec-2021

► Increase in the % of students who, by the end of grade 2 and 4 of primary schooling, demonstrate their ability to compute and solve grade level math problems (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	CP: 51.09 CE2: 46 CE2 :46.2	CP : 59.21 ; CE2 : 54.20 ESVS:73.2	CP : 59.21 ; CE2 : 54.20 ESVS:73.2	CP: 65 CE2:65 ESVS:80



Date	02-Jan-2012	14-Nov-2017	20-Jun-2018	30-Dec-2021
------	-------------	-------------	-------------	-------------

► Number of kids enrolled in the two new Lycees pour l'Intégration, l'Equité et la Qualité (INEQ) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	600.00
Date	03-May-2018	03-May-2018	03-May-2018	30-Dec-2021

▲ % of Female (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50.00

► % of middle school students enrolled in math and science tracks (S1, S2) in secondary level (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	32.00	34.91	34.91	45.00
Date	02-Jan-2012	14-Nov-2017	20-Jun-2018	30-Dec-2021

▲ Female beneficiaries (Percentage, Custom Supplement)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	24.30	24.30	24.30	30.00

► Direct project beneficiaries (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,073,450.00	1,913,975.00	1,913,975.00	2,500,000.00
Date	02-Jan-2012	14-Nov-2017	20-Jun-2018	30-Dec-2021

▲ Female beneficiaries (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	504.00	504.00	504.00	525.00

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Y	Y	Y	Y
Date	02-Jan-2012	14-Nov-2017	20-Jun-2018	30-Dec-2021

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



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.00	4.00	4.00	4.00

► Number of non-repeater enrolled students in grade 1 to 4 in 5 regions:Kafrine, Tambacounda, Matam, Louga, Diourbel (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	35365 65398 51496 66834 69324	48273 83579 69463 89992 106706	48273; 83579; 69463; 89992; 106706	49721; 86086; 71547; 92692; 109907
Date	02-Jan-2012	14-Nov-2017	20-Jun-2018	30-Dec-2021

► Increase in the % of students who, by the end of Grades 1 of primary schooling, demonstrate their ability to read and comprehend grade level texts (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	53.90	53.90	53.90	60.00
Date	30-Nov-2017	30-Nov-2017	20-Jun-2018	30-Dec-2021

#### Overall Comments

All the End target were updated to be accommodated with the AF. In view of the substantial progress made since the October 2017 mission, the project maintains a strong *Moderately Satisfactory* rating for both the Project Development Objective (PDO) and Implementation Progress (IP). 5 Out of 6 PDO indicators have been fully achieved. The only PDO indicator in which progress has been moderately slow, is the “percentage of middle school students enrolled in math and science tracks (S1, S2) at the secondary level,” which currently stands at 34.91 percent against an end target of 45 percent.

#### Intermediate Results Indicators



▶ % of IEF that achieved all least 95% of targets (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	88.13	88.13	100.00
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021

▶ Number of In-Services Teachers Trained (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	25,000.00
Date	03-May-2018	03-May-2018	03-May-2018	30-Dec-2021

▶ Number of out of school children back into the system (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	15,000.00
Date	03-May-2018	03-May-2018	03-May-2018	30-Dec-2021

▲ % of Female (Percentage, Custom Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	30.00



▶ number of school community members trained using the revised materials in local languages (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	14,000.00
Date	03-May-2018	03-May-2018	03-May-2018	30-Dec-2021

▶ % of school heads trained (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	03-May-2018	--	--	30-Dec-2021

▶ % of schools with a QIA based on Quality Improvement Plan (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Nov-2021

▶ % of newly recruited teachers trained and certified in CRFPE using the new training program (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021





► % of schools with a functional school-based management committee (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	10.00	98.38	98.38	100.00
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021

► % of middle schools teachers trained in the utilization of the new teaching guides (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021

► Cumulative number of schools built by the project to extend the primary education network (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	190.00	190.00	200.00
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021

► % of Daaras that achieved the 75% of the agreed targets (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	78.87	78.87	85.00
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021



► % of Academic Inspectorates and Inspectorates of Training and Education have at least two officials in HR, statistics, and budget management trained to handle the transferred roles and responsibilities (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	100.00
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021

► System of learning assessment (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Y	Y	Y	Y
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021

► A regional education report is produced yearly (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Nov-2021

► A human resources (HR), statistics and budget management system including software and equipment is established in all Academic Inspectorates and in all Training and Education Inspectorates (Yes/No, C (Yes/No, Custom))

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	02-Jan-2012	14-Nov-2017	14-Nov-2017	30-Dec-2021

Overall Comments

***[Wedoud, please insert your overall comments here relating to the Intermediate-level Results Indicators. The above Intermediate Results Indicators seem off--they do not have Results as of 30-May-2018]***



## Data on Financial Performance

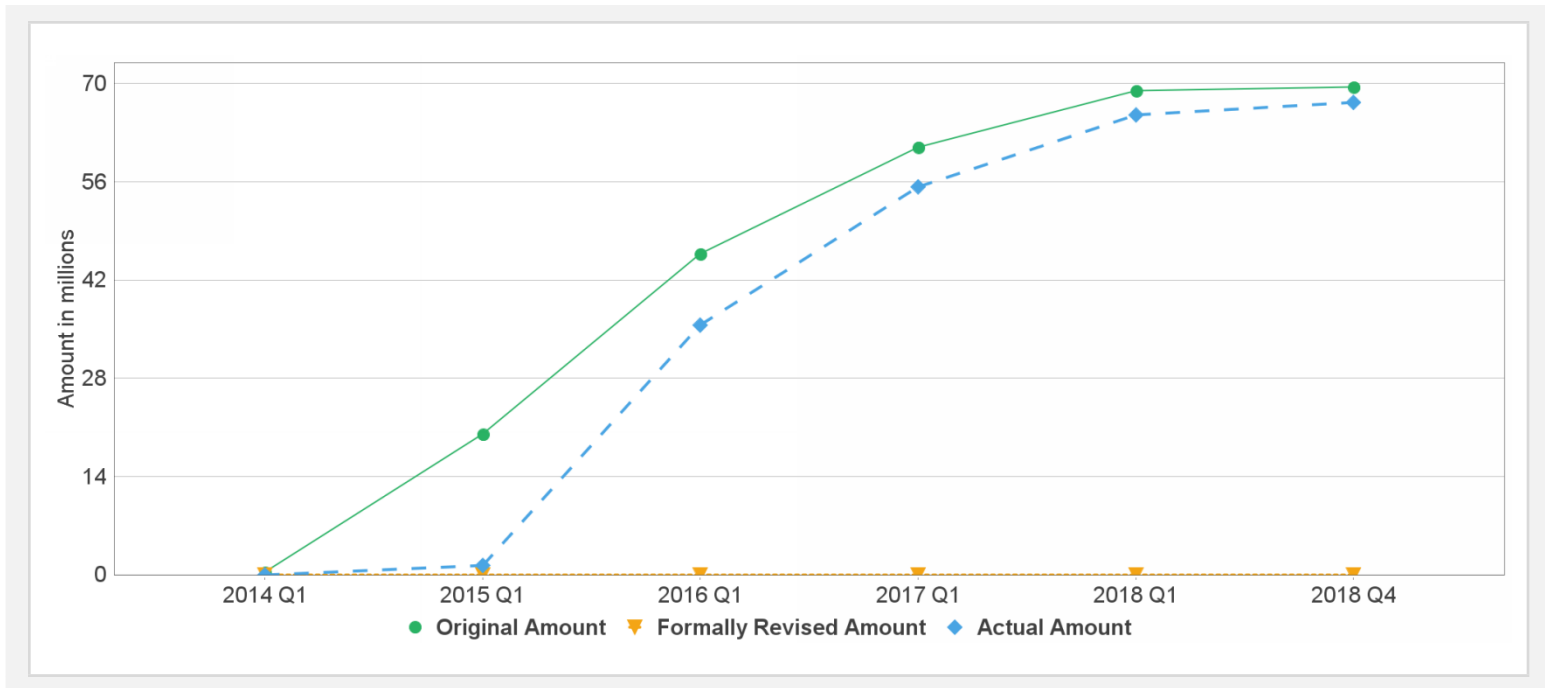
### Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P133333	IDA-52750	Effective	USD	20.00	20.00	0.00	19.11	0.07	 100%
P133333	IDA-62520	Not Effective	USD	60.00	60.00	0.00	0.00	56.88	0%
P133333	TF-15232	Closed	USD	6.90	6.90	0.00	6.66	0.24	 97%
P133333	TF-15285	Closed	USD	40.00	39.66	0.34	39.66	0.00	 100%
P133333	TF-15311	Closed	USD	2.22	1.70	0.53	1.85	0.00	 100%

### Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P133333	IDA-52750	Effective	13-Jun-2013	22-Nov-2013	10-Feb-2014	31-Jan-2018	30-Sep-2018
P133333	IDA-62520	Not Effective	31-May-2018	--	--	31-Dec-2021	31-Dec-2021
P133333	TF-15232	Closed	22-Nov-2013	22-Nov-2013	10-Feb-2014	31-May-2017	31-May-2018
P133333	TF-15285	Closed	22-Nov-2013	22-Nov-2013	10-Feb-2014	30-Oct-2015	30-Sep-2017
P133333	TF-15311	Closed	22-Nov-2013	22-Nov-2013	10-Feb-2014	23-Aug-2017	23-Aug-2017

### Cumulative Disbursements



## Restructuring History

Level 2 Approved on 30-Oct-2015 ,Level 2 Approved on 01-Mar-2016 ,Level 2 Approved on 30-May-2017 ,Level 2 Approved on 23-Apr-2018

## Related Project(s)

P163575-Senegal-Quality Improvement and Equity of Basic Education - AF