



Kenya GPE Primary Education Development Project (P146797)

AFRICA | Kenya | Education Global Practice |
 Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 4 | ARCHIVED on 15-Feb-2017 | ISR26822 |

Implementing Agencies:

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:--

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	● Moderately Satisfactory	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Moderately Satisfactory	● Moderately Satisfactory



Overall Risk Rating

● Substantial

● Substantial

Implementation Status and Key Decisions

Overall project implementation is satisfactorily. Main project activities are initiated as described below.

Component 1: Component 1: Scaling up, across Kenya, of the EGM methodology piloted under the Primary Math and Reading Initiative (PRIMR) supported by USAID and DFID. Printing of the second batch of 2449280 EGM text books was completed and distribution is ongoing; and a total of 22,259 head teachers and 49,215 class 1 and 2 teachers were trained in EGM methodologies. The EGM baseline survey was significantly delayed. However, the pilot study was concluded and the main study report is being finalized -data cleaning and report writing are at advanced stages; a total of 1101 classroom observations had been recorded on the Tusome RTI platform; and principals from 26 PTTC were sensitized on EGM methodologies and 46 PTTC college tutors were trained as EGM Master Trainers .

Component 2: Pilot to improve school performance through strengthened school management and accountability for results in the delivery of primary education. Kenya Certificate of Primary Education (KCPE) school specific analysis reports for the 4000 pilot schools were prepared and the pilot schools accessed these from KNEC website as well as hard copies; 15,356 teachers were appraised ; eight firms were contracted in November 2016 to facilitate development of SIPs in 10 regions country wide targeting clusters of the 4000 schools-SIPs review and clearance is ongoing prior to disbursement of grants to target schools; Directorate of school audit has prepared risk based audit manuals and commenced audit of the 4000 schools implementing SIP.

Component 3 aims at strengthening capacity for evidence-based (education sector) policy development at national level. No EMIS activities have been undertaken to date financed under the GPE project. UNICEF has been supporting MoE in 2015/16 with collection and analysis of the EMIS data. The World Bank supported MoE through a consultant to review and propose an EMIS architecture. The standard 3 NASMLA study was completed and launched; The SACMEQ IV report is completed-awaiting validation and dissemination February 2017; and procurement for firms to conduct two studies, teacher deployment and utilization, and alternatives for education provisions in the ASAL, was launched and bid evaluation is ongoing.

Component 4 will cover project management functions including coordination, supervision, communication and result monitoring and evaluation. Overall, project management is satisfactory. MoE has fast tracked implementation of key project activities, EGM and SIP, since the last mission in July 2017. The County Education project teams have continued to support implementation of EGM and SIP activities at the school level. MoE has also developed project brochures and disseminated these in key education sector events. A World Bank consultant supported MoE to develop relevant M&E tools for use at the National and County levels-the county project teams are using the tools to collect data.

The Mid Term Review (MTR) is planned for February 2017.



















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	--	● Substantial	● Substantial
Stakeholders	--	● Substantial	● Substantial
Other	--	--	--
Overall	--	● Substantial	● Substantial

Results

Project Development Objective Indicators

- ▶ Improvement in basic mathematics competency level of Grade 2 pupils (disaggregated by gender) (Percentage, Custom)



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	5.00
Date	31-Dec-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

The EGM baseline study report is being finalized this month. The main study was completed in December 2016. The mid line study is planned for November 2017.

► 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	0.00	0.00	4,000.00
Date	01-Jun-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

Development of SIPs was completed in December 2016. County education teams and MoE are reviewing and clearing the SIPs prior to actual SIP grant disbursement in February 2017.

► EMIS data for primary education published annually from 2016 (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	Y	Y	Y
Date	01-Jun-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

UNICEF supported collection of 2016 EMIS data. Data entry is ongoing. Taking into account UNICEF support, the MTR mission will consider how to move forward with the EMIS activities.



► 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	N	--	Y	Y
Date	01-Jun-2015	--	12-Dec-2016	31-Mar-2019

Comments

The 2015 NASMLA for standard 3 completed and launched.

Overall Comments

Intermediate Results Indicators

► Number of EGM textbooks distributed to schools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	2,337,474.00	2,600,000.00
Date	01-Jun-2015	--	12-Dec-2016	31-Mar-2019

Comments

Printing of the second batch of pupils' text books, 2449280, is completed and distribution is ongoing. The MTR mission will update this indicator.

► Number of teachers trained in EGM (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	49,215.00	40,000.00
Date	01-Jun-2015	--	12-Dec-2016	31-Mar-2019

Comments



A total of 22,259 head teachers and 49,215 class 1 and 2 teachers were trained in EGM methodologies.

► Number of classroom observations conducted under the project (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	1,101.00	100,000.00
Date	01-Jun-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

Classroom observations resumed in January 2017-following the new school term. The MTR mission will update this indicator.

► Number of participating schools receiving KCPE analysis report (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	4,000.00	4,000.00
Date	01-Jun-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

KCPE school specific analysis reports for the 4000 pilot schools were prepared and uploaded on the KNEC website. Hard copies were also disseminated to the schools.



► Number of teachers appraised in the participating schools (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	15,356.00	6,000.00
Date	01-Jun-2015	--	12-Dec-2016	31-Mar-2019

Comments

6000 was the TSC established target for 2016.

► Number of participating schools submitting satisfactory school improvement plans (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4,000.00
Date	01-Jun-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

SIP review and clearance ongoing. The MTR mission will update this indicator.

► Number of participating schools receiving annual school grant allocation (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	4,000.00
Date	01-Jun-2015	--	12-Dec-2016	31-Mar-2019

Comments

The grants will be disbursed from February 2017 on a rolling basis as the SIPs are cleared. The MTR mission will update this indicator.



► Number of participating schools being audited (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	4,000.00
Date	01-Jun-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

School based audit for the SIP target schools is ongoing. The MTR mission will update this indicator.

► Percentage of primary schools submitting EMIS data (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	60.00	--	--	98.00
Date	01-Jun-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

Data entry of 2016 EMIS data is ongoing. The MTR mission will update this data.

► Sector diagnosis covering access, equity and efficiency (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	--	N	Y
Date	01-Jun-2015	--	12-Dec-2016	31-Mar-2019

Comments

Procurement for firms to conduct two studies, teacher deployment and utilization, and alternatives for education provisions in the ASAL, was launched and bid evaluation is ongoing. ToRs for review of capitation grants are being developed.



▶ Preparation of the next five year education sector plan launched (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	N	N	Y
Date	01-Jun-2015	01-Feb-2016	12-Dec-2016	31-Mar-2019

Comments

Based on discussion with MoE, the project will support review and updating of the current NESP

▶ Direct project beneficiaries (Number, Core)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,337,735.00	2,408,574.00	6,040,000.00
Date	01-Jun-2015	29-Jul-2016	12-Dec-2016	31-Mar-2019

Comments

The beneficiaries will be updated to capture the SIP activity beneficiaries.

▲ Female beneficiaries (Percentage, Core Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	37.50	49.00	40.00

Overall Comments

The project is on track in achieving most of its indicators. Some indicators such as text books and EGM trainings will be exceeded. The MTR will review the results framework and propose some changes to specific indicators in order to strengthen achievement of the two aspects of the PDOs.

Data on Financial Performance



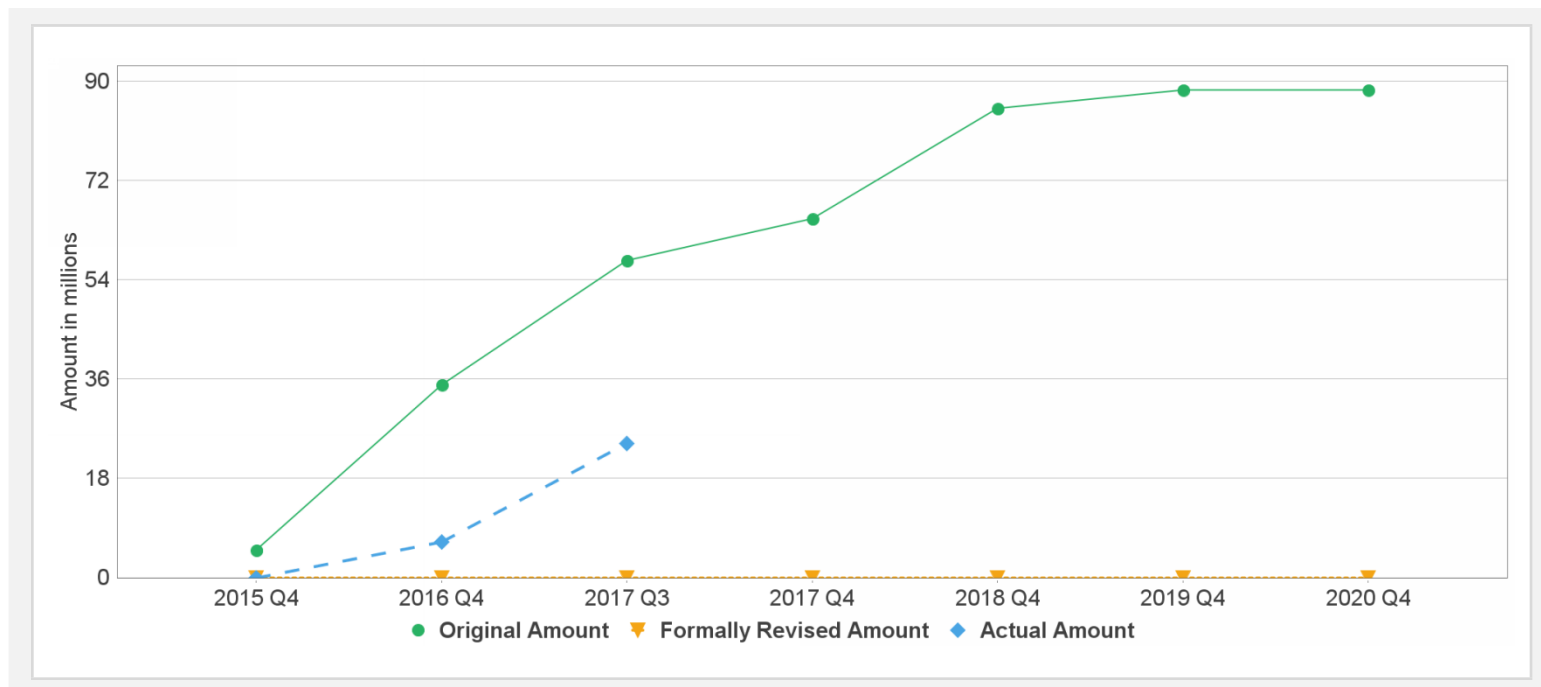
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P146797	TF-18863	Effective	USD	88.40	88.40	0.00	24.27	64.13	27%

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)



There are no related projects.
