



Nigeria Partnership for Education Project (P143842)

AFRICA | Nigeria | Education Global Practice |
Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 7 | ARCHIVED on 07-Jan-2019 | ISR33995 |

Implementing Agencies: Office of the Vice President, Universal Basic Education Commission, Federal Ministry of Education

Key Dates

Key Project Dates

Bank Approval Date: 08-May-2015	Effectiveness Date: 02-Nov-2015
Planned Mid Term Review Date: 29-Sep-2017	Actual Mid-Term Review Date: 03-Oct-2017
Original Closing Date: 29-Jun-2019	Revised Closing Date: 29-Jun-2019

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The PDO is to improve access and quality of basic education in selected States, with particular attention to girls' participation.

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

No

Components

Name

Promoting School Effectiveness and Improved Learning Outcomes:(Cost \$42.00 M)
Increasing Access to Basic Education for Out-of-School Girls:(Cost \$40.00 M)
Strengthening Planning and Management Systems including Learning Assessment and Capacity
Development:(Cost \$18.00 M)

Overall Ratings

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

Implementation Status and Key Decisions

Progress towards achievement of PDO and Overall Implementation Progress are both rated Satisfactory. Progress by Component is as follows:
Component 1: Promoting School Effectiveness and Improved Learning Outcomes. Progress has been observed on a number of activities with the following achievements to date under Component: (i) number of NIPEP school grants awarded to pre-primary schools now reached 10,262 (exceeding the annual target of 8,000 for Year 3 of the Project); (ii) number of NIPEP school grants awarded to primary schools now reached 15,221 (exceeding the annual target of 12,608 for Year 3 of the Project); more than 30% of these pre-primary and primary schools were Islamiyya and Qur'anic Schools which have now integrated numeracy and literacy classes into their teaching. In addition, 100 nomadic schools in Sokoto are receiving schools grants; (iii) 86,350 SBMC members have successfully completed training on resource management and in developing SIPs, etc.;



and (iv) percentage of beneficiary schools (including pre-primary and primary) implementing 80 percent or more of its SIP activities is 80 percent (exceeding annual target of 60 percent);

Component 2: Increasing Access to Basic Education for Out-of-School Children. Progress has been observed under key activities and the following has been achieved: (i) number of early grade teachers who successfully completed training with NIPEP funds is now 73,808 which is slightly below the annual target of 84,000 for Year 3 of the Project; (ii) the provision of scholarships to female teachers to upgrade and to attain the national certificate in education (NCE) is now 10,649 and (iv) the total number of girls receiving third round of NIPEP scholarships is now 299,629 (exceeding the project target of 174,000). Additionally, community mobilization campaigns have been undertaken to raise awareness on the important of girls' education.

Component 3: Strengthening Planning and Management Systems including Learning Assessment and Capacity Development.

Performance under this Component has improved and is now on track. Capacity-building/training has been provided in a number of key areas (M&E, fiduciary procedures, team building, gender, Grievance Redress Mechanism) and a service delivery indicators survey report was reviewed and cleared. Progress in the area of project M&E observed has included the administration of the harmonized monitoring tools at the school and LGA levels. The harmonized tool was designed to address some of the issues identified and described above (including, for example, related to the provisions of SIGs and girls' and female teacher scholarships) by the independent monitoring consultant. Further, the establishment of EMIS process has commenced with the involvement of UNICEF in the five states to facilitate timely production Annual School Census (ASC) data necessary for decision making in the sector. Under the two impact evaluations (IE) studies, the initial baseline surveys for each of the studies were conducted and implementation of the impact evaluation intervention activities are progressing well. Further, the consultancy firm for undertaking the early grade reading assessment (EGRA) survey have been contracted and the work plan including timelines for the assessment has been cleared by the Bank. A draft report on the findings of the EGRA is expected to be submitted by June 30, 2019. A consultant has been hired to support the design of the national learning assessment system in particular the primary learning assessment system. An impact evaluation on Integrated Qur'anic Teaching Education (IQTE) (with collection of baseline data) was carried out in August 2018.

Risks

Systematic Operations Risk-rating Tool

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

Results

PDO Indicators by Objectives / Outcomes

To improve access and quality of basic education in selected States, with particular attention to girls



▶Primary School Net enrollment rate (NER) disaggregated by gender (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	48.00	46.40	46.40	52.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	Number of P1-P6 pupils ages 6-11 enrolled in registered primary schools (public or Islamiya) divided by the projected population of 6-11 year-olds			
▶Gender parity index (primary enrolment) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	72.00	83.00	72.00	76.00
Date	02-Mar-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
▶Direct project beneficiaries (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	5,006,379.00	5,104,809.00	5,700,000.00
Date	02-Mar-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	Direct beneficiaries are people or groups who directly derive benefits from an intervention (i.e., children who benefit from an immunization program; families that have a new piped water connection). Please note that this indicator requires supplemental information. Supplemental Value: Female beneficiaries (percentage). Based on the assessment and definition of direct project beneficiaries, specify what proportion of the direct project beneficiaries are female. This indicator is calculated as a percentage.			
▲Female beneficiaries (Percentage, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	47.00	48.50	50.00
▶Hausa reading rate of students enrolled in the Primary 2 and 3 grades. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.00	4.00	4.00	10.00
Date	02-Mar-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
▲English reading rate of Primary 3 pupils as measured by EGRA survey. (Percentage, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3.00	3.00	3.00	10.00
Date	02-Mar-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
▶System for learning assessment at the primary level (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	No	No	No	Yes
Date	02-Mar-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	TTLs should provide information on this indicator even if their project is not funding assessment work. This indicator measures whether the basic elements of a learning assessment system exist at the primary level, and the degree to which that assessment is able to provide useful information for education policy and practice. To calculate the Core Indicator Value and the Supplemental Value for this indicator, please refer to the Guidance.			
Utility of the learning assessment system (Number, Custom Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2.00	2.00	3.00

Intermediate Results Indicators by Components

Promoting School Effectiveness and Improved Learning Outcomes				
►Percentage of Beneficiary schools (including pre-primary and primary) implementing 80% or more of its SIPs activities. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	80.00	80.00	100.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	Divide the “number of schools disbursing 80% or more of their school grants” by the “number of schools receiving NIPEP grants.” Subject to third-party validation.			
►Number of NIPEP school grants awarded to pre-primary schools. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	7,516.00	10,626.00	11,000.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	The number of pre-primary school grant awarded. This cumulative from 2015 to 2018. Each year new schools are added to the list to receive school grants.			
►Number of early grade teachers who successfully completed training with NIPEP funds. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	73,325.00	73,808.00	96,954.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	The number of early grades primary teachers (KG-P4) participating in project supported in-service skills training.			

Increasing Access to Basic Education for Out-of-School Girls



▶Number of Girls receiving NIPEP scholarship. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	299,629.00	299,629.00	300,000.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	Number of girls receiving scholarship support though NIPEP (cumulative), the baseline reports scholarships under existing schemes. This is the actual number including those who received scholarship as the time Bank's commitment was given			
▶Percentage of NIPEP-supported female teachers receiving NCE scholarship. (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	37.00	38.54	50.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	The numerator is the number of teachers who receive NIPEP scholarship who either continue with or complete the NCE course in the following year (year "n+1"). The denominator is the total number of female teachers in that year.			
▶Number of School Based Management Committees trained. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	8,635.00	8,635.00	12,130.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	Schools must have an SBMC and be newly trained in accordance with state developed guidelines. The committee trained consist of not less than 10-15 members. The 8,635 here implies at least more than 86,000 members were trained.			

Strengthening Planning and Management Systems including Learning Assessment and Capacity Development				
▶Number of State Annual Education Sector reviews. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3.00	5.00	5.00	5.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	The completion of a state annual education sector review. Each of the 5 states has completed an AESR.			
▶Number of State EMIS in place producing timely data. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3.00	5.00	5.00	5.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019



Comments:	There are functional state EMIS which produce data annually. Timely means production of ASC before April of the proceeding year.			
▲Number of state EMIS in place producing timely data (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3.00	--	4.00	5.00
Date	02-Mar-2015	--	17-Dec-2018	29-Jun-2019
▶Number of State that developed and administered standardized test. (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2.00	2.00	3.00
Date	30-Apr-2015	08-Jun-2018	17-Dec-2018	29-Jun-2019
Comments:	The piloting of state NAS instruments in Hausa.			
▲Number of State that administered standardized test (Number, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	2.00	3.00
Date	02-Mar-2015	--	17-Dec-2018	29-Jun-2019

Data on Financial Performance

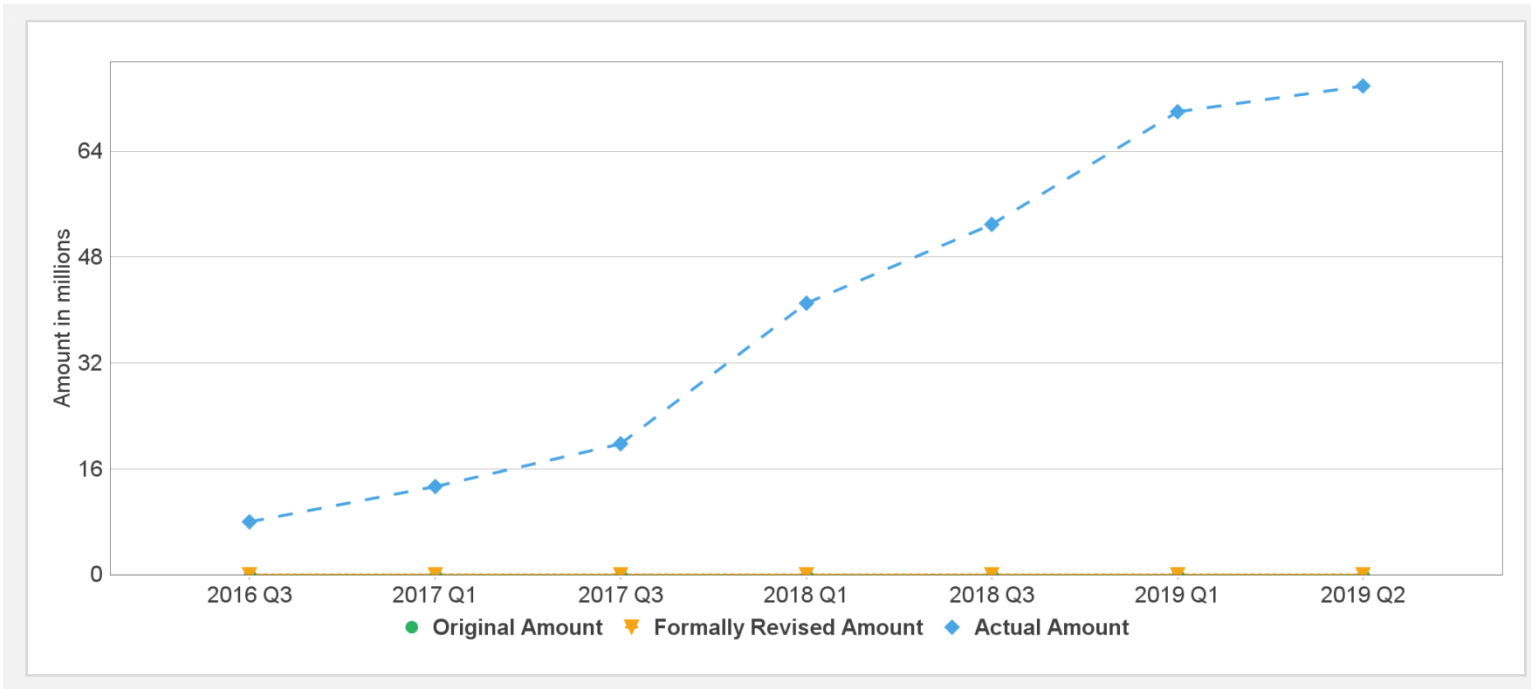
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P143842	TF-18918	Effective	USD	100.00	100.00	0.00	73.89	26.11	74%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P143842	TF-18918	Effective	08-May-2015	22-May-2015	02-Nov-2015	29-Jun-2019	29-Jun-2019

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.