



Education Access and Quality Improvement Project (EAQIP) (P148062)

AFRICA | Burkina Faso | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2015 | Seq No: 3 | ARCHIVED on 22-Jun-2016 | ISR24329 |

Implementing Agencies: Ministere des Enseignements Secondaire et Superieur, Ministere de l'Education Nationale et de l'Alphabetisation

Key Dates

Key Project Dates

Bank Approval Date:02-Apr-2015

Effectiveness Date:30-Oct-2015

Planned Mid Term Review Date:31-May-2017

Actual Mid-Term Review Date:--

Original Closing Date:31-Jul-2019

Revised Closing Date:31-Jul-2019

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The project development objective is to support the Government of Burkina Faso to increase access to pre-school education in the two poorest regions, secondary education in the five poorest regions and to improve teaching and learning. The components in support of these objectives have been designed to complement other activities financed by the Government and other development partners.

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

No

Components

Name

Component 1: Expanding equitable access to pre-school education in the two poorest regions and secondary education in the five poorest regions:(Cost \$30.00 M)

Component 2: Improving the quality of teaching and learning:(Cost \$13.00 M)

Component 3: Contributing to strengthening education institutional capacity at central and decentralized entities:(Cost \$8.00 M)

Overall Ratings

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



Implementation Status and Key Decisions

Despite the institutional changes related to presidential and legislative elections the implementation progress is satisfactory. Since the effectiveness in October 30, 2015, structuring activities (see below) have been launched according to the established schedule. Although progress on the indicators is slow, this is mostly because all activities have not yet commenced.

Data for current school year (2015-2016) are not yet available. Current data used are from 2014-2015. The Project team will update the results framework as soon as the statistical yearbook is available.

Substantial progress has been made under all components. The following provides an overview of implementation progress made under each component.

Component 1: The main construction contracts have been launched, the operationalization of complex activities has evolved satisfactorily and the manuals have been developed and adopted. All construction contracts for 45 lower and upper secondary schools (*College d'Enseignement General et lycees*) were launched and the construction work should be finished in September 2016 for an opening of all these schools for the next school year 2016-2017. The manuals defining the conditions and eligibility criteria for public-private-partnerships and the selection of private institution beneficiaries of the 55 classrooms were adopted and the selection of beneficiaries launched.

Component 2: The establishment of School Based Management Committee (SBMCs) in the lower and upper secondary schools was launched as well as other activities such as the initiative of "Circle of Excellence" for selecting various schools on the basis of their performance, rewarding them, monitoring their progress and supporting them.

Component 3: Important activities were implemented to improve sectoral statistics in order to be able to publish the latest statistical yearbooks that were delayed. A comprehensive diagnosis of statistical production capacities was undertaken. As for the computerized management of enrollment in higher education, the agreement for the transfer of "CampuSen" to Burkina Faso has finally been signed by higher education authorities in Burkina Faso and in Senegal. In addition, the acquisition/procurement process for a variety of equipment, including computers and vehicles, has been launched and the equipment is expected to be received by October-November, 2016.

With the establishment of a single Ministry of National Education and Literacy (MENA) covering preschool to second cycle of secondary education, including technical education and vocational training, merging various offices (directions) from MENA and MESS (previous the Ministry of Secondary and Higher Education), is underway. A new organizational chart was approved and appointments of personnel to strategic positions is ongoing. This slightly affects the implementation of project activities. This institutional change at the government level affects the institutional arrangements of this project. With more activities focused on secondary education, the General Administrator of the project was logically the Secretary General of the Ministry of Secondary and Higher Education in the previous organization. As consequences of the new organization, the Secretary General of MENA should be the new administrator of the project. It was agreed that the Government will submit to the Bank a request for transfer of responsibility.

Regarding Project indicators, an error occurred at the time that baseline values were defined. Instead of considering the data related to the 5 regions targeted by the project, national data were captured. This error has, therefore, influenced the final target of indicators which appear to be overestimated. In addition, the team was informed that the quality of information related to "the promotion rate" indicator is not reliable. The observed decline is not related to poor performance of the system, but to the lack of capacity of statisticians to measure correctly this indicator taking into account student flow. The team will work with OPCS to fix these indicators issues.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	● Substantial	● Substantial
Macroeconomic	--	● Substantial	● Substantial
Sector Strategies and Policies	--	● Moderate	● Moderate
Technical Design of Project or Program	--	● Moderate	● Moderate



Institutional Capacity for Implementation and Sustainability	--	● Moderate	● Moderate
Fiduciary	--	● Moderate	● Moderate
Environment and Social	--	● Low	● Low
Stakeholders	--	● Moderate	● Moderate
Other	--	--	--
Overall	--	● Moderate	● Moderate

Results

Project Development Objective Indicators

- Increase in the grade promotion rate in lower secondary education disaggregated by gender in the 5 targeted regions. (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	62.70	--	59.10	66.00
Date	15-Oct-2014	--	15-Dec-2015	31-May-2019

Comments

Data for current school year (2015-2016) are not yet available. Current data used are from 2014-2015.

The team was informed that the quality of this indicator is not reliable. The observed decline is not related to a poor performance of the system, but to the lack of capacity of the statisticians to measure correctly this indicator taking into account some students flow.

An error occurred at the time of definition of the baseline indicators. Instead of considering the data related to the 5 regions targeted by the project, national data were captured. This error has therefore influenced the final target of indicators which appeared to be overestimated.

The team will work with OPCS to fix this indicators issue.

- ▲ Increase in girls' grade promotion rate in lower secondary education in the 5 targeted regions. (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	63.00	--	59.70	66.00
Date	15-Oct-2014	--	15-Dec-2015	31-May-2019

- Increase in gross intake rate in the first grade of lower secondary education in the 5 targeted regions disaggregated by gender (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	41.10	46.20	46.20	62.00



Date	15-Oct-2014	15-Jun-2015	15-Dec-2015	31-May-2019
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Comments

Data for current school year (2015-2016) are not yet available. Current data used are from the 2014-2015 school year.

An error occurred at the time of definition of the baseline indicators. Instead of considering the data related to the 5 regions targeted by the project, national data were captured. This error has therefore influenced the final target of indicators which appeared to be overestimated.

▲ Increase in gross intake rate in the first grade of upper secondary education in the 5 targeted regions (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6.50	6.50	8.70	14.00
Date	15-Oct-2014	15-Jun-2015	15-Dec-2015	31-May-2019

▷ Increase in girls' gross intake rate in the first grade of upper secondary education in the 5 targeted regions (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4.10	--	6.20	12.00
Date	15-Oct-2014	--	15-Dec-2015	31-May-2019

▲ Increase in girls' gross intake rate in the first grade of lower secondary education in the 5 targeted regions. (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	39.20	--	47.20	61.00
Date	15-Oct-2014	--	15-Dec-2015	31-May-2019

▶ Number of additional students enrolled in early childhood education using Interactive Audio Instruction programs in the 2 targeted regions and Ouagadougou (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	15000.00
Date	15-Oct-2014	15-Jun-2015	15-Jun-2016	31-May-2019



Comments

The sub-component is currently in the preparation stage. Students are not enrolled yet.

► Direct project beneficiaries (Number, Core)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	83494.00
Date	15-Oct-2014	--	15-Jun-2016	31-May-2019

Comments

So far, no activity impacting Direct project beneficiaries was implemented. Information on this indicator will be provided by next school year 2016-2017.

▲ Female beneficiaries (Percentage, Core Supplement)

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

Overall Comments

Data for current school year (2015-2016) are not yet available. Current data used are from the 2014-2015 school year. The Project team will update the results framework as soon as the statistical yearbook is available

Regarding Project indicators, an error occurred at the time that baseline values were defined. Instead of considering the data related to the 5 regions targeted by the project, national data were captured. This error has, therefore, influenced the final target of indicators which appear to be overestimated. In addition, the team was informed that the quality of information related to "the promotion rate" indicator is not reliable. The observed decline is not related to poor performance of the system, but to the lack of capacity of statisticians to measure correctly this indicator taking into account student flow. The team will work with OPCS to fix these indicators issues.

Intermediate Results Indicators



- ▶ Number of pre-school class facilitators enrolled in the short-track training successfully certified by the end of the project.
(Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	300.00
Date	15-Oct-2014	15-Jun-2015	15-Jun-2016	31-May-2019

Comments

Activities are at the beginning stage. No facilitators are enrolled.

- ▶ Percent % of Lower secondary schools in the targeted five poorest regions have agreed School Improvement Plans
(Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	90.00
Date	22-Oct-2014	--	15-Jun-2016	31-May-2019

Comments

Activities are at the preparation stage. No school improvement plans (SIPs) prepared yet.

- ▶ Percent % Lower secondary schools in the targeted five poorest regions have functional SBMCs (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	90.00
Date	15-Oct-2014	--	15-Jun-2016	31-May-2019

Comments

Activities are at the preparation stage. SBMCs are expected to be created during next school year (2016-2017).



▶ Percent % teachers have been coached in situ by supervisors by the end of the project. (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	5.00	--	5.00	60.00
Date	15-Oct-2014	--	15-Dec-2015	31-May-2019

▶ Percent % Lower and upper secondary teachers have participated in in-service training by the end of the project (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	60.00
Date	15-Oct-2014	15-Jun-2015	15-Jun-2016	31-May-2019

Comments

Activities are at the preparation stage. Trainings are scheduled to take place during the course of next school year.

▶ Number of teachers and staff trained on the using of the new guides. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	50000.00
Date	15-Oct-2014	15-Jun-2015	15-Jun-2016	31-May-2019

Comments

It is expected that training will start next school year.

▶ Number of teaching guides developed and piloted with project support for the three education levels (ECD, primary and secondary education). (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	56.00
Date	15-Oct-2014	15-Jun-2015	15-Jun-2016	31-May-2019

Comments

Development of guides is expected to start by next school year.



▶ Number of additional classrooms built in lower and upper secondary levels resulting from project interventions. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	339.00
Date	15-Oct-2014	--	15-Jun-2016	31-May-2019

Comments

Contracting of construction firms is underway. Classrooms expected to be completed by September 2016.

▶ Number of Students receiving subsidies to support the costs of their school fees disaggregated by gender in the five targeted regions (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	1000.00
Date	15-Oct-2014	--	15-Jun-2016	31-May-2019

Comments

The selection of students is underway.

▲ Percentage of Students receiving subsidies to support the costs of their school fees in the five targeted regions are girls. (Percentage, Custom Supplement)

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



▶ Percentage increase in gross enrollment rate in lower and upper secondary education in the five poorest regions disaggregated by gender (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	40.20	40.20	40.20	63.00
Date	15-Oct-2014	15-Jun-2015	15-Dec-2015	31-May-2019

Comments

This indicator is disaggregated by level (Lower and Upper Secondary) and is used in the calculation of the following four indicators. It will not be monitored by itself

▲ Percentage increase in the gross enrollment rate in lower secondary education in the five poorest regions disaggregated by gender (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	37.60	40.20	41.50	63.00
Date	15-Oct-2014	15-Jun-2015	15-Dec-2015	31-May-2019

▶ Percentage increase in girls' gross enrollment rate in lower secondary education in the five poorest regions (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	35.10	35.10	40.50	43.00
Date	15-Oct-2014	15-Jun-2015	15-Dec-2015	31-May-2019

▲ Percentage increase in gross enrollment rate in Upper secondary education in the five poorest regions (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	9.20	--	9.40	20.00
Date	15-Oct-2014	--	15-Dec-2015	31-May-2019



▷ Percentage increase in girls' gross enrollment rate in Upper secondary education in the five poorest regions (Percentage, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	5.80	5.80	6.00	12.00
Date	15-Oct-2014	15-Jun-2015	15-Dec-2015	31-May-2019

Overall Comments

Data for current school year (2015-2016) are not yet available. Current data used are from the 2014-2015 school year. The Project team will update the results framework as soon as the statistical yearbook is available.

An error occurred at the time that baseline values were defined. Instead of considering the data related to the 5 regions targeted by the project, national data were captured. This error has, therefore, influenced the final target of indicators which appear to be overestimated.

The indicator: "Percentage increase in gross enrollment rate in lower and upper secondary education in the five poorest regions disaggregated by gender" is split in four sub-indicators below for monitoring purpose. It will not be monitored by itself.

1. Percentage increase in girls' gross enrollment rate in upper secondary education in the five poorest regions
 2. Percentage increase in the gross enrollment rate in upper secondary education in the five poorest regions
 3. Percentage increase in girls' gross enrollment rate in lower secondary education in the five poorest regions
 4. Percentage increase in the gross enrollment rate in lower secondary education in the five poorest regions
- The project is at its early stage and several activities are being processed and could not currently influence the indicators.

Data on Financial Performance

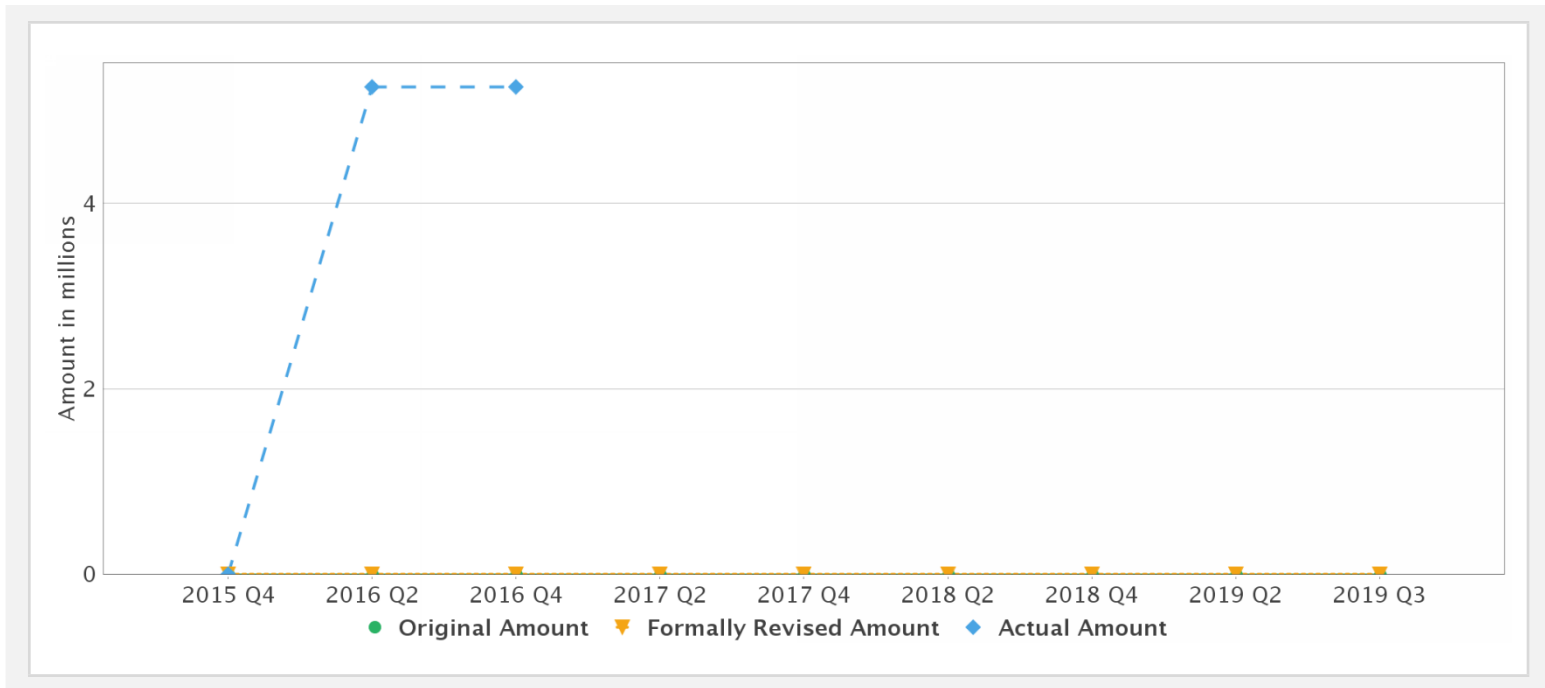
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P148062	IDA-D0330	Effective	XDR	35.50	35.50	0.00	5.26	30.24	15%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P148062	IDA-D0330	Effective	02-Apr-2015	13-May-2015	30-Oct-2015	31-Jul-2019	31-Jul-2019

Cumulative Disbursements



Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.