



Kenya GPE Primary Education Development Project (P146797)

AFRICA | Kenya | Education Global Practice |

Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 2 | ARCHIVED on 22-Feb-2016 | ISR22711 |

Implementing Agencies: Ministry of Education

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	● Satisfactory	● Satisfactory
Overall Implementation Progress (IP)	● Satisfactory	● Moderately Satisfactory
Overall Risk Rating	● Substantial	● Substantial



Implementation Status and Key Decisions

The Kenya GPE Primary Education Development Project (PRIEDE) is a USD 88.4 million Project to be implemented to improve numeracy competency in grade 1 and 2 in all primary schools in Kenya. The Project was declared effective by the World Bank on July 8, 2015. The Development Objective of the Project are to improve early grade mathematics competency and to strengthen management systems at school and national levels. The key components of the Project are:

Component 1: Scaling up, across Kenya, of the EGM methodology piloted under the PRIMR supported by USAID and DFID. The focus of the scale up is on schools located in rural areas, pockets of urban poverty and ASAL counties, which tend to be those performing poorly in mathematics.

This Component will cover five sub-components: (i) improving teacher competencies for developing early grade numeracy (Grades 1 and 2); (ii) providing classroom instructional materials; (iii) enhancing teacher pedagogical supervision; (iv) sensitizing pre-service training college leadership and educators to innovative practices in early grade reading and mathematics; and (v) EGM management and coordination.

The MOEST has concluded adapting the EGM textbooks to Special Needs Education. The MoEST has awarded contract for printing and distribution of grade 1 and 2 math textbooks and Teachers Guides. These are expected to be distributed to schools by April 30, 2016. Teacher training manuals have been developed and the training will be conducted between April and June 2016.

Component 2: Pilot to improve school performance through strengthened school management and accountability for results in the delivery of primary education. The pilot will focus on low performing schools (i.e. those schools whose KCPE scores in 2012 and 2013 were below the average of 243 for public primary schools), in each county and ASAL counties in particular. The component will cover four sub-components; (i) assure the provision of KCPE analysis and feedback to each of the participating 4,000 schools in order to help them identify their weaknesses and select appropriate measures to improve learners achievements; (ii) enable participating schools to implement the Teacher Appraisal and Development (TAD) tool developed by the TSC; (iii) participating schools will develop a school improvement plan to address their key pupil learning challenges, and thereafter carry out the priority actions under this plan, and (iv) strengthen the MoEST's School Audit Unit to carry out improved financial and system audits as well as risk based assessments.

Four thousand schools to be financed under the pilot activity have been selected based on KCPE results and the County officials have been informed about the selected schools. The development of the School Improvement Plan manual together with monitoring tools is ongoing and planned to be finalized and printed by March 31, 2016. Recruitment and training of facilitators is planned to be undertaken by April 2016. It is expected that all the schools will have school improvement plans prepared by May 31, 2016.

Component 3 aims at strengthening capacity for evidence-based (education sector) policy development at national level. This component will support: (i) strengthening of EMIS in primary education; (ii) enhancing the system for monitoring pupil learning achievement, for example through the implementation of two NASMLA for Standard 3 pupils during project life and the dissemination of SACMEQ IV results to all counties and sub-counties; and (iii) enhancing the capacity to develop policies with respect to system equity, efficiency and quality at the national level.

The MoEST has made efforts in collecting data on key education statistics and produced 2015 Education Statistical Book for 2014 data. Currently, the MoEST is finalizing data entry for 2015 and plans to launch the 2016 Statistical Book in June 2016. In addition, a concept note for a comprehensive sustainable EMIS is being developed, based on which the EMIS architecture-software, hardware, human resource requirements for data collection, management, analysis and sharing and use will be worked out. NASMLA study has been initiated and is planned to be completed by May 30, 2016.

Component 4 will cover project management functions including coordination, supervision, communication and result monitoring and evaluation. This component would involve and finance: (i) management of the project including establishment of Project Coordination Unit (PCU) within the MoEST to implement and manage the project, as well as implementation units at County levels; (ii) preparation of annual and semi-annual work-plans for project implementation; (iii) monitoring and evaluation under the project including baseline studies, mid and end-term evaluation studies, impact evaluation and documentation of good practices for sharing of lessons; (iv) capacity building for implementing units at all levels; and (v) dissemination of project information on websites at national level and also through other print and electronic media. The MoEST will host County-level information on its website.

The MoEST has set up a Project Coordination Unit (PCU) with required representations from the Teachers Service Commission, Kenya National Examination Council, and Kenya Education Management Institute. The PCU is fully staffed. A Project Steering Committee (PSC) to provide policy guidance and monitor project implementation has already been formed at the apex level with the Cabinet Secretary as the chair. The PSC is comprised of the Principal Secretaries and Directors of the MoEST, autonomous and semi-autonomous agencies of the Ministry, representatives from Teachers Union, Development Partners and Civil Society. The Ministry convened the first meeting of the PSC on June 29, 2015 where initial work plan as well as envisioned challenges for implementation were discussed. The PCU has moved ahead with several initial preparatory activities for implementation.





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	--	● Substantial	● 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	5.00
Date	31-Dec-2015	--	01-Feb-2016	31-Mar-2019

► 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	4000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	N	--	Y	Y
Date	01-Jun-2015	--	30-Nov-2015	31-Mar-2019

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



Overall Comments

Implementation has just begun. Hence, progress on achievements of intermediate indicators will be due in another six months. However, conduct of National Assessment System of Monitoring Learning Achievement (NASMLA) has been delayed because of delay in transfer of funds to the Project Account for which the Kenya National Examination Council could not hire the consultant on time. It was agreed during the 1st ISM that KNEC would complete NASMLA by June 30, 2016 and disseminate the results.

Intermediate Results Indicators

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	2600000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	40000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	100000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019



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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	4000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	0.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	4000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	4000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019



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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	4000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

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

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	60.00	--	99.00	98.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

► 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	--	01-Feb-2016	31-Mar-2019

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

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



► Direct project beneficiaries (Number, Core)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	6040000.00
Date	01-Jun-2015	--	01-Feb-2016	31-Mar-2019

▲ Female beneficiaries (Percentage, Core Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	0.00	40.00

Overall Comments

Implementation has just begun. Hence, progress on achievements of intermediate indicators will be due in another six months.

Data on Financial Performance

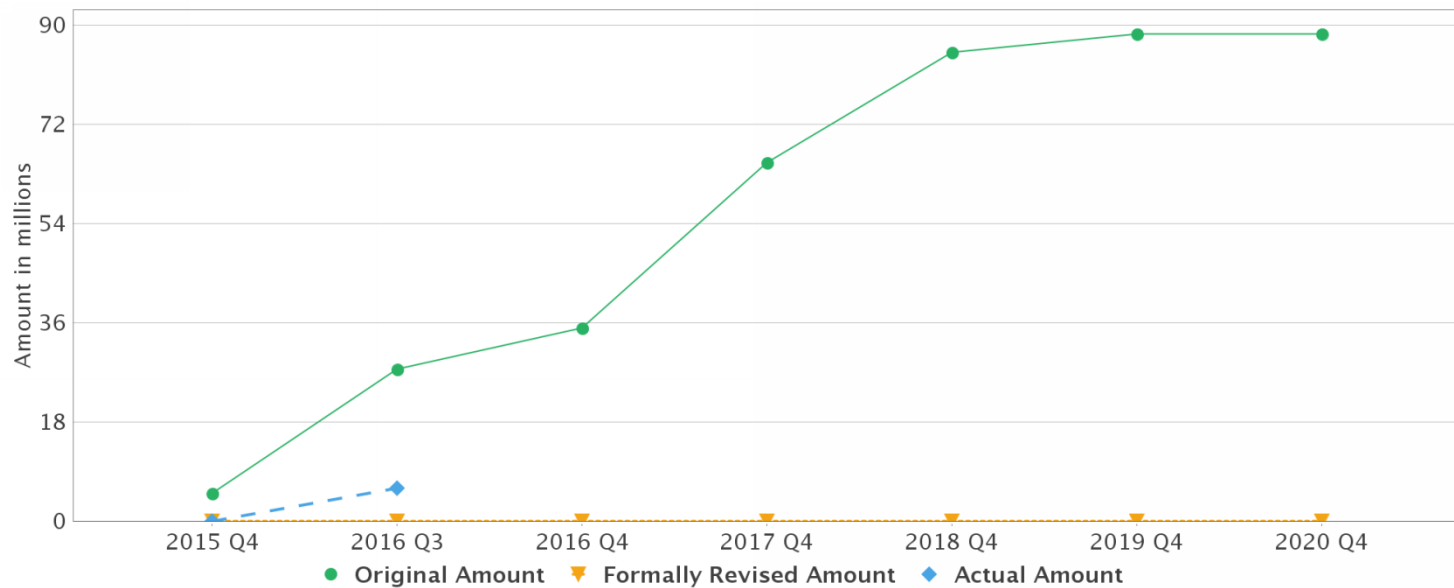
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	Disbursed
P146797	TF-18863	Effective	USD	88.40	88.40	0.00	5.99	82.41	7%

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.