



## Kenya GPE Primary Education Development Project (P146797)

AFRICA | Kenya | Education Global Practice |  
 Recipient Executed Activities | Investment Project Financing | FY 2015 | Seq No: 9 | ARCHIVED on 25-Apr-2019 | ISR36495 |

Implementing Agencies: Ministry of Education, Ministry of Finance

## 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: 27-Feb-2017

Original Closing Date: 31-Mar-2019

Revised Closing Date: 28-Jun-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	● Moderately Satisfactory
Overall Implementation Progress (IP)	● Satisfactory	● Satisfactory
Overall Risk Rating	● Substantial	● Substantial

## Implementation Status and Key Decisions

Progress towards achievement of the PDO is considered satisfactory at this mission.

**Component 1: Scaling up, across Kenya, of the Early Grade Mathematics (EGM) methodology piloted under the Primary Math and Reading Initiative (PRIMR) supported by USAID and DFID.** Implementation of this component is on track. MoE has procured and distributed EGM textbooks targeting to four cohorts (2016-2019). Out of the 40,000 targeted teachers, about 102,157 teachers have been trained in EGM methodologies. The training included 7,421 teachers from the early grade in Private sponsored schools. The number of classroom observations has significantly improved. About 30,380 classroom observations were conducted by CSO against an annual target for 40,000-compared to 12,008 observations last year.



**Component 2: Strengthening school management and accountability. This component supports a pilot to improve school performance through strengthened school management and accountability for results in the delivery of primary education.** Overall, implementation of this component is on track. KNEC completed analysis and distribution of the school specific KCPE reports for the years 2015-2017. Analysis of the 2018 reports is complete and KNEC is planning printing and distribution to the target schools by April 31, 2019. Out of a target 30,00 teachers, 32,775 teachers have been appraised through the Teacher Performance Appraisal and Development (TPAD) process in the 4000 target schools. According to MoE, SIPs for the 4000 target schools were reviewed and cleared. The schools were supported to prepare the SIPs by MoE in collaboration with the County project teams. The 4000-target school received the first tranche of US\$3000 to implement the School Improvement Plans (SIPs). Of the 4000, 3976 of the schools received the second tranche of US\$2000. The school-based audit for FY 2018/19 is ongoing and will be completed by April 30, 2019.

**Component 3: Strengthening capacity for evidence-based policy development at national level. This component aims at strengthening capacity of the education sector for evidence based policy development.** The 2015/16 EMIS data was collected and analyzed with support from UNICEF. The 2017/18 data was also collected with support from UNICEF but was not published due to concerns raised by MoE on the data. MoE is now collecting the 2018/19 data through the new National Education Management Information System (NEMIS) online platform-over 90 percent of secondary school students are now registered on NEMIS with unique personal identifiers (UPI). An Education Sector Analysis (ESA) report was developed in 2018. The ESA was informed by various studies and learning assessments conducted under the project and by other partners. Development of the National Education Sector Strategic Plan (NESSP-2018-2022) complete awaiting final validation, printing and dissemination during the planned national and county education quality dialogues. The NESSP was largely informed by the findings of the ESA.

**Component 4: Project coordination, communication monitoring & evaluation. This component will cover project management functions including coordination, supervision, communication and result monitoring and evaluation.** Project management and coordination is satisfactory.

The next technical mission is planned for April 2019.













## 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	--	● Low	● Low
Stakeholders	--	● Substantial	● Substantial
Other	--	--	--
Overall	--	● Substantial	● Substantial

## Results

### PDO Indicators by Objectives / Outcomes

Improvement in basic mathematics competency level of Grade 2 pupils (Disaggregated by gender and Per				
▶5% over baseline (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	79.10	--	81.90	84.10
Date	11-Apr-2017	--	29-Mar-2019	28-Jun-2019
Comments:	<p>The project scaled up the EGM model that was piloted under the Primary Mathematics and Reading Initiative (PRIMR) initiative. However, the EGM midline results showed a 2.5 percent decline in the 'subtraction' mathematical operation of Standard 2 students. Following the decline, an assessment was conducted by EGM experts who recommended adjustments to the EGM methodologies. MoE and the TSC moved quick to implement several strategic actions that were informed by the n independent expert review. These actions, which included adjusting the schedule, modality and manuals for training as well strengthening school-based teacher support, have contributed to a 5% improvement from end line survey results (81.9%) compared to the midline results (76.6%). However, this improvement is short by 2.8 percent of the needed 5 % improvement from baseline (79.1%) to end target (84.1%). The proposed AF will continue to support the adjusted EGM interventions and measure performance towards the end target at the nd of the AF.</p>			

Number of participating schools completing top two priorities in the School Improvement Plans (SIPs)				
▶Number of participating schools completing top two priorities in the School Improvement Plan (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	4,000.00	4,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	<p>Implementation of the SIPs is ongoing. However, the target schools have completed the required top two r priorities in the SIPs. The County based project teams monitor and report on this implementation.</p>			

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



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	No	Yes
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	2015/16 data was collected and analyzed with support from UNICEF. 2017/18 data was also collected with support from UNICEF but was not published due to concerns raised by MoE on the data. MoE is now collecting the 2018/19 data through the new National Education Management Information System (NEMIS) online platform-over 90 percent of secondary school students are now registered on NEMIS with unique personal identifiers (UPI).			

National assessment (NASMLA) for standard 3 students conducted and disseminated in 2015 and 2018 (Ye				
▶National assessment (NASMLA) for standard 3 students conducted and disseminated in 2015 and 2018 (Yes/No) (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	Yes	Yes
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	2015 NASMLA was conducted and disseminated. The 2018 NASMLA was conducted and awaiting validation and dissemination through the planned National and County education dialogues.			

## Overall Comments

The project was scaling up a pilot. Following the decline in midline results, the EGM methodology was reviewed by EGM experts and the methodology (mainly pedagogy aspects) was substantially adjusted. Intense School-based teacher support was undertaken, which included support for teachers on students' assessments and the need for students practices exercises. Improvement from baseline is about 2% (against a target of 5%) while improvement from midline to end line is about 5%.

## Intermediate Results Indicators by Components

Improving early grade mathematics competencies				
▶Number of EGM textbooks distributed to schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	10,469,754.00	6,000,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	Against a target of six million EGM textbooks, MoE has procured and distributed 10,469,754 EGM textbooks targeting to four cohorts (2016-2019). The number of textbooks procured increased each year due to continued increase in student's enrolment. The enrolment data was based on submissions by the County project teams.			



▶Number of teachers trained in EGM (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	102,157.00	40,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	Out of the 40,000 targeted teachers, about 102,157 teachers have been trained in EGM methodologies. The training included 7,421 teachers from the early grade in Private sponsored schools. Inclusion of these teachers was important since the EGM textbook and methodologies are adopted for the roll out, nationwide, of the early years CBC.			
▶Number of classroom observations conducted under the project (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	103,848.00	120,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	The number of classroom observations has significantly improved. About 30,380 classroom observations were conducted by CSO against an annual target for 40, 000-compared to 12,008 observations last year.			

Strengthening school management and accountability				
▶Number of participating schools receiving KCPE analysis report (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	4,000.00	4,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	KNEC completed analysis and distribution of the school specific KCPE reports for the years 2015-2017 (for the 4000 target schools). The reports are available on the KNEC website <a href="http://www.knec.ac.ke">www.knec.ac.ke</a> . Analysis of the 2018 reports is complete and KNEC is planning printing and distribution to the target schools by April 31, 2019. KNEC trained about one hundred and eighty-eight (188) trainers of trainers (ToT) at the County level on the utilization of these reports.			
▶Number of teachers appraised in the participating schools (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	32,775.00	30,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	Out of a target 30,00 teachers, 32,775 teachers have been appraised through the TPAD process in the 4000 target schools. However, the TSC rolled out the TPAD initiative in all schools.			
▶Number of participating schools submitting satisfactory school improvement plans (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	4,000.00	4,000.00



Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	According to MoE, SIPs for the 4000 target schools were reviewed and cleared. The schools were supported to prepare the SIPs by MoE in collaboration with the County project teams. The SIP process entailed engagement of key stakeholders at the school level such as parents' representatives; BoMs; and the county education teams			
<b>►Number of participating schools receiving annual school grant allocation (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	3,976.00	4,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	The 4000-target school received the first tranche of US\$3000 to implement the SIPs. Of the 4000, 3976 of the schools received the second tranche of US\$2000. Disbursement of the second tranche is based on a verification process by MoE and county project team-the process entails confirmation of implementation of SIP priorities under tranche one.			
<b>►Number of participating schools being audited (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	4,000.00	4,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	A baseline audit for the 4000 target schools was carried out in December 2017. A follow-on audit was conducted in June 2018. The school-based audit for FY 2018/19 is ongoing and will be completed by April 30, 2019. MoE trained 250 school auditors trained on risk-based audit approach. The Directorate of school audit at MoE has been training and supporting target schools, including the BoMs, in the required fiduciary aspects.			

<b>Strengthening capacity for evidence-based policy development at national level</b>				
<b>►Percentage of primary schools submitting EMIS data (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	60.00	--	20.00	98.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	The 2015/16 data was collected and analyzed with support from UNICEF. The 2017/18 data was also collected with support from UNICEF but was not published due to concerns raised by MoE on the data. MoE is now collecting the 2018/19 data through the new National Education Management Information System (NEMIS) online platform-over 90 percent of secondary school students are now registered on NEMIS with unique personal identifiers (UPI). MoE is preparing a 2018/2019 statistical booklet for Secondary school based on information collected on the NEMIS. The Government is also sorting the lack of birth certificates among most of the Primary school learners-the certificates are required to generate the UPIs			
<b>►Sector diagnosis covering access, equity and efficiency (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target



Value	No	--	Yes	Yes
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	An Education Sector Analysis (ESA) report was developed in 2018. The ESA was informed by various studies and learning assessments conducted under the project and by other partners.			
<b>►Preparation of the next five year education sector plan launched (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	--	Yes	Yes
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	Development of the NESSP is complete. The NESSP was largely informed by the findings of the ESA. The document is awaiting final validation, printing and dissemination during the planned national and county education quality dialogues.			

<b>Project coordination, monitoring and evaluation</b>				
<b>►Direct project beneficiaries (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	7,258,427.00	6,040,000.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	Cumulatively 7,258,427 beneficiaries have directly benefited from the project. These include pupils, teachers trained in EGM , national master trainers, EARCS, CSOs, Sub-county directors of education, teachers appraised, county project coordinator, county directors of education, regional coordinators of education and BoM members.			
<b>►Female beneficiaries (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	53.00	40.00
Date	18-May-2015	--	29-Mar-2019	28-Jun-2019
Comments:	53% of project beneficiaries are female			

### Overall Comments

Overall, MoE is on track towards achievement of intermediate indicators.

### Data on Financial Performance



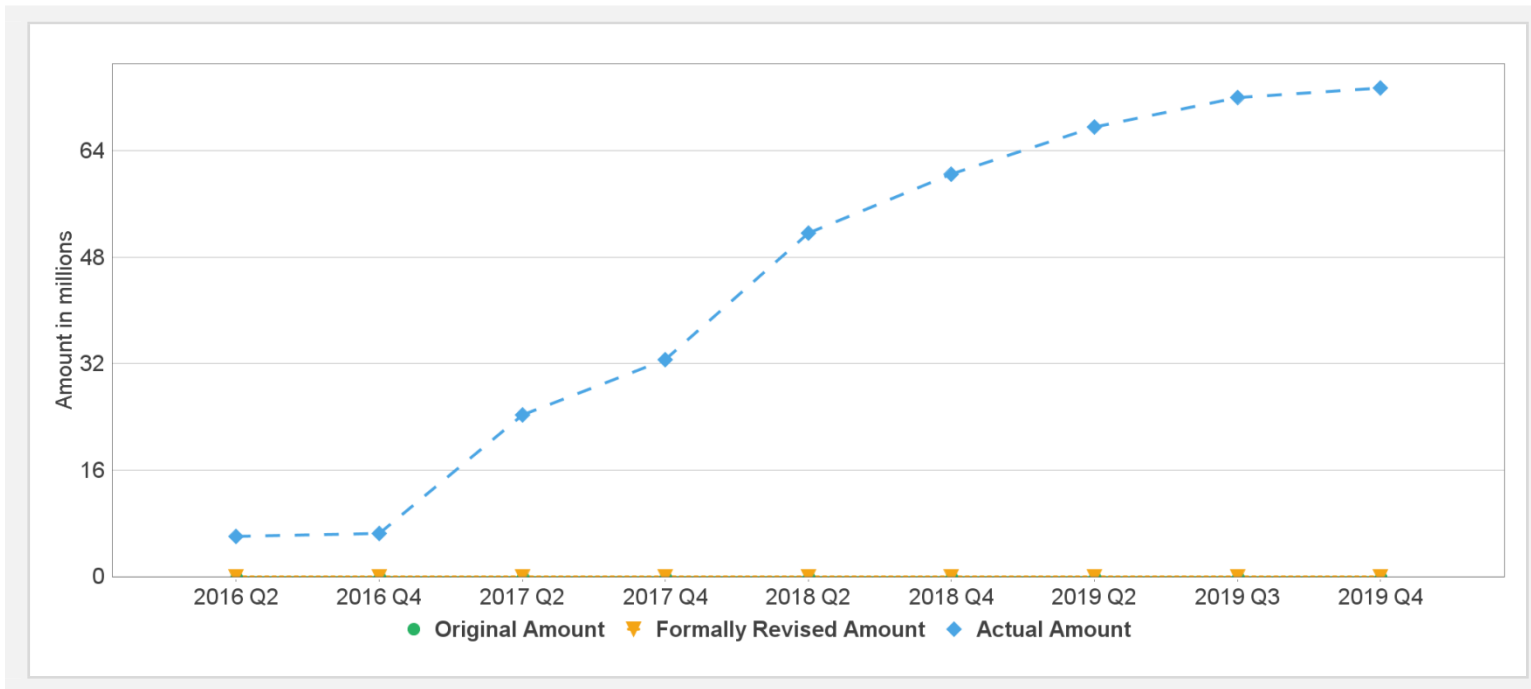
**Disbursements (by loan)**

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P146797	TF-18863	Effective	USD	88.40	88.40	0.00	73.46	14.94	83%

**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	28-Jun-2019

**Cumulative Disbursements**



**Restructuring History**

Level 2 Approved on 28-Nov-2018

**Related Project(s)**

P168142-Kenya GPE Primary Education Development Project Additional Financing