

## Implementation Status & Results

### India

#### India: Elementary Education (Sarva Shiksha Abhiyan II) (P102547)

Operation Name: India: Elementary Education (Sarva Shiksha Abhiyan II) (P102547)      Project Stage: Implementation      Seq.No: 7      Status: ARCHIVED      Archive Date: 20-Jun-2011

Country: India      Approval FY: 2008  
 Product Line: IBRD/IDA      Region: SOUTH ASIA      Lending Instrument: Specific Investment Loan  
 Implementing Agency(ies): Ministry of Human Resource Development

#### Key Dates

Board Approval Date	15-May-2008	Original Closing Date	31-Mar-2010	Planned Mid Term Review Date	31-Jul-2009	Last Archived ISR Date	20-Jun-2011
Effectiveness Date	12-Sep-2008	Revised Closing Date	30-Sep-2012	Actual Mid Term Review Date	15-Jan-2010		

#### Project Development Objectives

Project Development Objective (from Project Appraisal Document)

**The project's development objective is to significantly increase the number of 6-14 year old children, especially from special focus groups, enrolled, regularly attending and completing elementary school and demonstrating basic learning levels.**

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

Yes       No

#### Component(s)

Component Name	Component Cost
Improving Quality of Elementary Education	600.00
Universalizing Access and Promoting Equity of Elementary Education	750.00

#### Overall Ratings

	Previous Rating	Current Rating
Progress towards achievement of PDO	Satisfactory	Satisfactory
Overall Implementation Progress (IP)	Satisfactory	Moderately Satisfactory
Overall Risk Rating	NA	

#### Implementation Status Overview

Sarva Shiksha Abhiyan (SSA) has made remarkable progress in improving access to elementary education, bridging gender and social gaps in enrollments and in ensuring more children complete primary and elementary cycles of education. The progress has been more notable in States and districts which were lagging in education development. The 14th Joint Review Mission undertook a desk review of the progress of SSA as it completed a decade of implementation and also one year as vehicle to implement Right to Education (RTE) provisions and noted the reforms in policy sphere as in implementation arrangements.

Enrollments at primary level has increased from 134 million in 2007-08 to 135 million in 2010-11 while the same at upper primary levels have gone up from 51 million in 2007-08 to 57 million in 2010-11. During the same time, 0.5 million additional children with special needs (CWSN) were enrolled in schools. Already shares of girls, SC and ST children in primary grades are reflecting their shares in population, a target set by SSA; and at upper primary level, they are moving close to the targets of shares in population. Primary to upper primary transition is 83% in 2010-11 which is close to the project end target of 85% by 2011-12. On quality related indicators, the national students learning achievement surveys using improved internationally acceptable methods are being carried out as targeted. Grade V round III study is under review and the grade VIII round III assessment is underway as targeted. It is also important to note that the preliminary results of the National students Learning Achievement Surveys using the improved internationally acceptable methods for Grade V is now available, the insights of which is going to help the quality related interventions. In addition, teacher education is given a renewed thrust to improve teaching quality, and the launch of a national eligibility test for teacher recruitment is a new step in this direction.

The project focus in the following months will be (a) to address the special needs (participation, classroom experiences etc.) of the last mile children (such as urban, slum children, children with special needs , children belonging to SC, ST and minority groups); (b) address the quality of learning and learning levels; (c) following up and supporting efforts of different states in teacher development, particularly those states with greater deficiency of teachers both in terms of numbers and in terms of skills, and the North-East; and (d) strengthening the monitoring and supervision aspects of program implementation, especially those related financial management, procurement.

**Locations**

No Location data has been entered

**Results**

**Project Development Objective Indicators**

Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
Reduction in the number of out of school children	<input type="checkbox"/>	Number	Value	1340000.00	810000.00	490000.00
			Date	31-Mar-2005	30-Dec-2009	31-Mar-2012
			Comments	13.4 million is the number of children in the age group of 6-13 years estimated from independent household survey to be out of school	The Project Information System reports the number of OOSC to be only 2.9 million. However, it is not comparable to the independent assessment reported at baseline. As per the last independent nation-wide survey, 8.1 million children were out of school. Until the out of school survey is repeated, the current estimate of 8.1 million will be reported. The enrollment figures shows improvement from 185 million in 2008-09 to 192 million in 2010-11.	MHRD has agreed to commission the next Independent Sample Survey on out of school children in 2011-12.
Retention rate at primary level increased	<input type="checkbox"/>	Percentage	Value	73.70	75.00	76.00

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			Date	31-Mar-2005	31-Mar-2011	31-Mar-2012
			Comments	Source: DISE 2004-05	Source: DISE 2010-11 (provisional)	
Improvements in Learning levels in grade 3, 5 and 7/8	<input type="checkbox"/>	Text	Value	Grade V: Math: 58.25 Language: 63.12  Grade V: Math: 46.5 Language: 58.6 EVS: 50.3  Grade 7 (10 States): Maths: 30.5 Language: 54.2 EVS: 37.8 Science: 34.0  Grade 8 (17 states): Math: 39.2 Language: 53.9 EVS: 46.2 Science: 41.3	State wise IRT scores available	
			Date	31-Mar-2005	25-Jul-2011	

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Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
			Comments		<p>Round III learning achievement surveys are developed with extensive international TA, using the revised sampling methodology, test items and IRT methodology. Round III has been conducted and administered for grade 5. Because of technical improvements, national results for Round III will be non-comparable with the results of round I and round II. This will establish a new baseline for learning levels. As of now, state level IRT scores are available for Maths and Language. Further analysis is needed to aggregate national level figures.</p>	
<p>Enrollment shares of girls, SCs and STs in primary education is maintained or increased relative to their share in population at national and State levels</p>	<input type="checkbox"/>	Text	Value	<p>Girls (share in child population: 47.9%)                      Primary: 47.8%                      Upper primary: 45.8%</p> <p>SC (share in pop:17.6%)                      Elementary (gr 1-8): 18.64%</p> <p>ST (share in pop:9.34%)                      Elementary (gr 1-8): 9.02%</p>	<p>Girls: Primary: 48.41%                      Upper primary: 48.39%</p> <p>SC: Primary: 19.34%                      Upper primary: 18.42%</p> <p>ST: Primary: 11.25%                      Upper primary: 9.41%</p>	
			Date	31-Mar-2005	31-Mar-2011	

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			Comments		Enrollment shares of girls, SC and ST are equal or more than their share in population, mainly due to their over-representation as backlog of over-age children now enrolled from these categories. With the correction in grossness in enrollments of SC and ST, their shares are moving closer to their population shares. Gender parity index at primary level is 0.94 and at upper primary is 0.92.	
Number of Children with Special Needs (CWSN) identified and enrolled in schools / home based education	<input type="checkbox"/>	Text	Value	CWSN identified: 1.6 million Enrolled: 1.4 million	CWSN identified: 3 million Enrolled: 2.78 million	
			Date	31-Mar-2005	31-Jul-2011	
			Comments		Both identification and enrollment of CWSN improved.	
Transition Rates from Primary to Upper Primary	<input type="checkbox"/>	Percentage	Value	81.13	83.00	89.00
			Date	31-Mar-2005	25-Jul-2011	30-Sep-2012
			Comments	The figure is for the academic year 2004-05; Source: DISE 2004-05	Source: MHRD	

**Intermediate Results Indicators**

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Indicator Name	Core	Unit of Measure		Baseline	Current	End Target
System for learning assessment at the primary level	<input checked="" type="checkbox"/>	Yes/No	Value	No	Yes	Yes
			Date	30-Sep-2004	31-Jul-2011	31-Mar-2012
			Comments		National learning achievement surveys are conducted at Grade 3, 5 and 7/8. Two rounds have been conducted for each grade since 2004. The Third Round for Grade 5 was administered in March 2010. These will establish a NEW BASELINE for quality.	
Utility of the learning assessment system	<input checked="" type="checkbox"/>	Number Sub Type Supplemental	Value	4.00	4.00	4.00
			Date			
			Comments			
Number of districts with Pupil Teacher Ratio greater than 40	<input type="checkbox"/>	Number	Value	209.00	130.00	50.00
			Date	31-Mar-2005	25-Jul-2011	30-Sep-2012
			Comments			PTR norm is revised from 40:1 to 30:1 under SSA harmonization with Right to Education.
Number of additional qualified primary teachers resulting from project interventions.	<input checked="" type="checkbox"/>	Number	Value	0.00	382904.00	
			Date	31-Mar-2006	31-Jul-2011	30-Sep-2012
			Comments		Source: MHRD	The end target keeps changing for every year; with RTE, the PTR norms are revised from 40:1 to 30:1. The total number of teachers required in the system and the additional teachers required is being revised now.
Number of additional classrooms built or rehabilitated at the primary level resulting from project interventions.	<input checked="" type="checkbox"/>	Number	Value	0.00	617861.00	
			Date	31-Mar-2006	31-Jul-2011	30-Sep-2012
			Comments		Source: MHRD	The end target changes every year based on fresh assessments

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**Data on Financial Performance (as of 03-Oct-2011)**

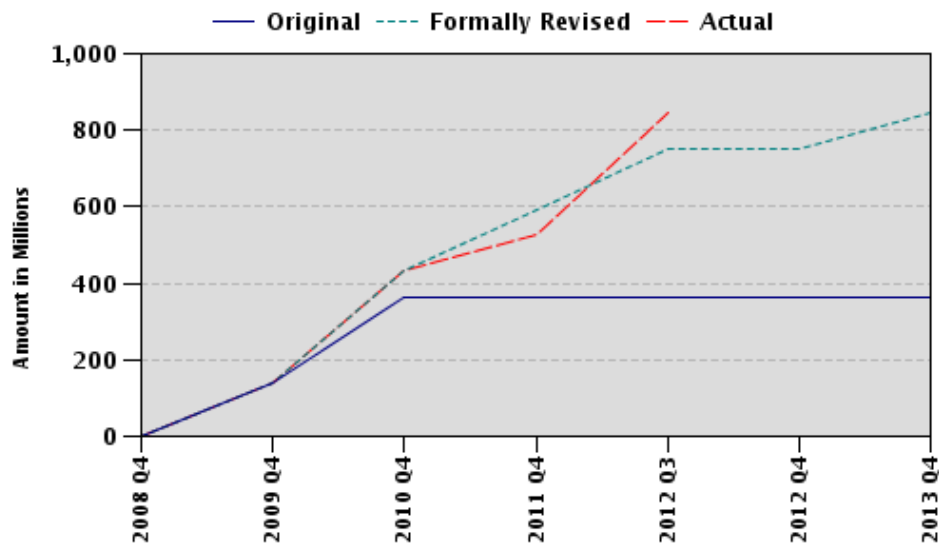
**Financial Agreement(s) Key Dates**

Project	Loan No.	Status	Approval Date	Signing Date	Effectiveness Date	Closing Date
P102547	IDA-44170	Effective	15-May-2008	14-Aug-2008	12-Sep-2008	30-Sep-2012
P102547	IDA-47000	Effective	18-Mar-2010	07-May-2010	07-Jun-2010	30-Sep-2012

**Disbursements (in Millions)**

Project	Loan No.	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P102547	IDA-44170	Effective	XDR	364.40	364.40	0.00	364.40	0.00	100.00
P102547	IDA-47000	Effective	XDR	482.60	482.60	0.00	482.60	0.00	100.00

**Disbursement Graph**



**Key Decisions Regarding Implementation**

None

**Restructuring History**

There has been no restructuring to date.

**Related Projects**

P118673-Additional Financing for Second Elementary Education Project