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Report No: PADHP00042

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROGRAM APPRAISAL DOCUMENT

ON A
PROPOSED CREDIT

IN THE AMOUNT OF EUR 180.6 MILLION
(US$200 MILLION EQUIVALENT)

AND

A PROPOSED GRANT

IN THE AMOUNT OF SDR 37.2 MILLION
(US$50 MILLION EQUIVALENT)

FROM THE WINDOW FOR HOST COMMUNITIES AND REFUGEES

TO THE

REPUBLIC OF KENYA

FOR A

KENYA SECONDARY EDUCATION EQUITY AND QUALITY IMPROVEMENT PROGRAM

September 25, 2024

Education Global Practice
Eastern and Southern Africa Region

CURRENCY EQUIVALENTS

Exchange Rate Effective August 31, 2024

Currency Unit =   KES

129.00 KES =   US$1

US$1 =   EUR0.90256781
US$1 =   SDR 0.74260551

FISCAL YEAR
July 1 – June 30

Regional Vice President: Victoria Kwakwa
Regional Director: Daniel Dulitzky
Country Director: Qimiao Fan
Practice Manager: Meskerem Mulatu
Task Team Leader: Ruth Karimi Charo

ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi-Arid Areas
BETA	Bottom-up Economic Transformation Agenda
CBA	Competency-Based Assessment
CBC	Competency-Based Curriculum
CKA	Centralized Kitchen Approach
CEMASTEA	Centre for Mathematics, Science and Technology Education in Africa
CPF	Country Partnership Framework
DLI	Disbursement-linked Indicator
DLR	Disbursement-linked Result
DPCAD	Directorate of Project Coordination and Delivery
DSTTC	Diploma Secondary Teacher Training Colleges
DQAS	Directorate of Quality Assurance and Standards
DRS	Department of Refugee Services
EARC	Educational Assessment and Resource Centers
ESD	Education for Sustainable Development
GER	Gross Enrollment Ratio
GDP	Gross Domestic Product
HCI	Human Capital Index
ICT	Information and Communication Technology
IBQA	Institutional – Based Quality Assurance
IVA	Independent Verifier Agency
IPF	Investment Project Financing
JKF	Jomo Kenya Foundation
JS	Junior School
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examination Council
LCBS&PS	Low-Cost Boarding Schools and Peace Schools
MoE	Ministry of Education
NESSP	National Education Sector Strategic Plan
NEMIS	National Education Management Information System
OOSC	Out of School Children
PAP	Program Action Plan
PCU	Program Coordination Unit
PDO	Program Development Objectives
PEELP	Primary Education Equity in Learning Program
PforR	Program for Results
PWPER	Presidential Working Party on Education Reform
POM	Program Operations Manual
RF	Result Framework
SBTSS	School-Based Teacher Support System

SEQIP	Secondary Education Quality Improvement Program
SEEQIP	Secondary Education Equity and Quality Improvement Program
SIP	School Improvement Plan
SMP	School Meals Program
SNE	Special Needs Education
SS	Senior School
STEM	Science, Technology, Engineering, and Mathematics
TPD	Teacher Professional Development
TTC	Teacher Training Colleges
TSC	Teacher Service Commission
UNHCR	United Nations High Commissioner for Refugees
WASH	Water Sanitation and Hygiene
WHR	Window for Host Communities and Refugees

The World Bank
Kenya Secondary Education Equity and Quality Improvement Program (P501648)

TABLE OF CONTENTS

DATASHEET

BASIC INFORMATION

Project Beneficiary(ies)	Operation Name		
Kenya	Kenya Secondary Education Equity and Quality Improvement Program		
Operation ID	Financing Instrument	Does this operation have an IPF component?	Environmental and Social Risk Classification (IPF Component)
P501648	Program-for-Results Financing (PforR)	Yes	Moderate

Financing & Implementation Modalities

[ ] Multiphase Programmatic Approach (MPA)	[ ] Fragile State(s)
[ ] Contingent Emergency Response Component (CERC)	[✓] Fragile within a non-fragile Country
[ ] Small State(s)	[ ] Conflict
[ ] Alternative Procurement Arrangements (APA)	[ ] Responding to Natural or Man-made Disaster
[ ] Hands-on Expanded Implementation Support (HEIS)	

Expected Approval Date	Expected Closing Date
17-Oct-2024	31-Dec-2029
Bank/IFC Collaboration	
No	

Proposed Program Development Objective(s)

The Program Development Objective (PDO) is to improve equitable access to quality secondary education, and strengthen systems.

Organizations

Borrower:	Republic of Kenya
Contact:	Dr. Chris Kiptoo
Title:	Principal Secretary, National Treasury
Telephone No:	254202252299
Email:	pstreasury01@gmail.com
Implementing Agency:	Ministry of Education (MoE)
Contact:	Dr. Belio Kipsang
Title:	Principal Secretary, State Department for Basic Education
Telephone No:	2540203317412
Email:	ps@education.go.ke

COST & FINANCING (US$, Millions)

Maximizing Finance for Development

Is this an MFD-Enabling Project (MFD-EP)?	No
Is this project Private Capital Enabling (PCE)?	No

SUMMARY

Government program Cost	**27,000.00**
Total Operation Cost	**618.00**
Total Program Cost	598.00
IPF Component	20.00
Total Financing	**618.00**
Financing Gap	**0.00**

Financing (US$, Millions)

World Bank Group Financing

International Development Association (IDA)	250.00
IDA Credit	200.00
IDA Grant	50.00
Non-World Bank Group Financing	
Counterpart Funding	368.00
Borrower/Recipient	368.00

IDA Resources (US$, Millions)

	Credit Amount	Grant Amount	SML Amount	Guarantee Amount	Total Amount
Window for Host Communities and Refugees (WHR)	0.00	50.00	0.00	0.00	50.00
National Performance-Based Allocations (PBA)	200.00	0.00	0.00	0.00	200.00
Total	**200.00**	**50.00**	**0.00**	**0.00**	**250.00**

Expected Disbursements (US$, Millions)

WB Fiscal Year	2025	2026	2027	2028	2029
Annual	58.95	73.99	59.49	41.02	16.55
Cumulative	58.95	132.94	192.43	233.45	250.00

PRACTICE AREA(S)

Practice Area (Lead)

Education

Contributing Practice Areas

Digital Development; Governance; Poverty and Equity; Water

CLIMATE

Climate Change and Disaster Screening

Yes, it has been screened and the results are discussed in the Operation Document

SYSTEMATIC OPERATIONS RISK- RATING TOOL (SORT)

Risk Category	Rating
1. Political and Governance	● Substantial
2. Macroeconomic	● Substantial
3. Sector Strategies and Policies	● Moderate
4. Technical Design of Project or Program	● Moderate
5. Institutional Capacity for Implementation and Sustainability	● Moderate
6. Fiduciary	● Substantial
7. Environment and Social	● Moderate
8. Stakeholders	● Moderate
9. Other	● Substantial
10. Overall	● Substantial

POLICY COMPLIANCE

Policy
Does the project depart from the CPF in content or in other significant respects?

[ ] Yes   [√] No

Does the project require any waivers of Bank policies?
[ ] Yes   [√] No

Legal Operational Policies	Triggered?
Projects on International Waterways OP 7.50	No

Projects in Disputed Area OP 7.60	No

ENVIRONMENTAL AND SOCIAL

Environmental and Social Standards Relevance Given its Context at the Time of Appraisal

E & S Standards	Relevance
ESS 1: Assessment and Management of Environmental and Social Risks and Impacts	Relevant
ESS 10: Stakeholder Engagement and Information Disclosure	Relevant
ESS 2: Labor and Working Conditions	Relevant
ESS 3: Resource Efficiency and Pollution Prevention and Management	Relevant
ESS 4: Community Health and Safety	Relevant
ESS 5: Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
ESS 6: Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
ESS 7: Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
ESS 8: Cultural Heritage	Not Currently Relevant
ESS 9: Financial Intermediaries	Not Currently Relevant

NOTE: For further information regarding the World Bank's due diligence assessment of the Project's potential environmental and social risks and impacts, please refer to the Project's Appraisal Environmental and Social Review Summary (ESRS).

LEGAL

Legal Covenants

Sections and Description

(i) Section I.A.1(c), which provides as follows: "Without limitation to the provisions of sub-paragraphs (a) and (b) above, the Recipient shall maintain throughout the implementation of the Operation, the national Program Coordination Unit (PCU) within DPCAD, with functions, composition (including a Program coordinator, an environmental specialist, a social specialist, and a health and safety specialist – who shall be appointed not later than three (3) months after the Effective Date), resources, and terms of reference satisfactory to the Association, to be responsible for the implementation of the Operation and such other functions as may be detailed in the Operations Manual.

(ii) Section I.D.1(a) of Schedule 2 to the FA, which provides as follows: D. Verification Agent. 1. The Recipient shall maintain appropriate monitoring and evaluation arrangements for the Program satisfactory to the Association, including DLIs Verification Protocol. To this end, except as the Association shall otherwise agree in writing, the Recipient shall: (a) engage not later than ninety (90) days after the Effective Date, and thereafter maintain throughout the period

of implementation of the Operation, Verification Agent with experience, independence, and capacity and under the terms of reference acceptable to the Association ("Verification Agent") to monitor, audit, analyze and/ or verify the data and other evidence supporting the achievement/ fulfilment of one or more Disbursement Linked Results ("DLRs") as set forth in Schedule 3 to the Agreement.

Conditions

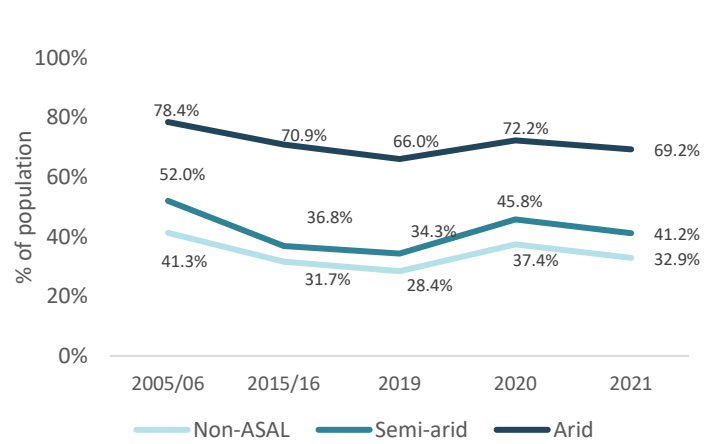| Type	Citation	Description	Financing Source
Effectiveness	Section 5.01 (a)	The Association is satisfied that the Recipient has maintained an adequate refugee protection framework.	IBRD/IDA
Effectiveness	Section 5.01(b)	The Recipient has prepared and duly executed a Subsidiary Agreement with TSC in form and substance satisfactory to the Association.	IBRD/IDA
Effectiveness	Section 5.01(c)	The Recipient has prepared the Operations Manual in form and substance satisfactory to the Association.	IBRD/IDA

I. STRATEGIC CONTEXT

A. Country Context

1. **Despite facing significant challenges, Kenya's economy has exhibited a resilient upturn, with its Gross Domestic Product (GDP) growth accelerating from 4.8 percent in 2022 to an estimated 5.0 percent in 2023.** This increase is attributed to a robust rebound in agriculture following two consecutive years of output decline due to drought, and the continued strength of the services sector. Persistent domestic revenue shortfalls and high interest rates coupled with challenging global financial conditions have constrained investment growth amidst high debt levels. In 2019, almost one-third of Kenyans (33.6 percent) were living below the national poverty line, a 13.1-percentage point decline from 46.7 percent in 2005/06.[1] The COVID-19 pandemic temporarily set back the progress that had been made, hitting urban areas hardest. At the national level, the poverty rate increased by 9.3 percentage points between 2019 and 2020, from 33.6 to 42.9 percent. The number of poor individuals also rose. Nationally, the increase was about 5.1 million; 2.6 million in urban areas and 2.4 million in rural areas. In recovery, however, the poverty rate remains above pre-pandemic levels, at 38.6 percent in 2021.[2]

2. **Economic progress is not being equally shared**. The north and northeast regions of the country, where Arid and Semi-Arid Land (ASAL) areas are concentrated, are characterized by poverty rates that are persistently higher than the rest of the country (Figure 1 and Figure 2). Larger households, those headed by a person with lower education levels, female-headed households, and households with children, are all associated with higher poverty rates. Refugees, the majority of whom also reside in ASAL areas, are also a vulnerable group, facing high food insecurity and limited employment opportunities.

Figure 1: Overall poverty by ASAL classification, 2005/06 - 2021.	Figure 2: Overall poverty by county (percentage), 2021.

Source: Based on Kenya Integrated Household Budget Surveys and Kenya Continuous Household Surveys
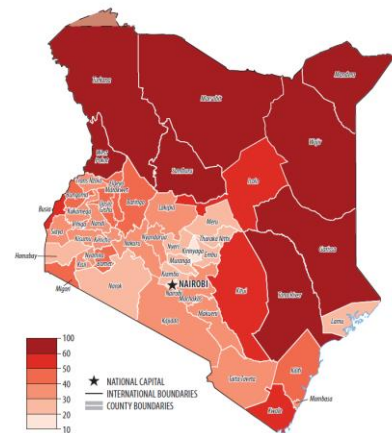
Source: Based on Kenya Continuous Household Survey 2021

3. **Significant disparities in access to basic services remain, based on location and income.** Arid Counties in the north and northeastern parts of the country lag: they have significantly lower Human Capital Index (HCI) scores and economic activity, which is reflected in lower gross county product (GCP) per capita. For example, these counties

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[1] World Bank. Kenya Poverty and Equity Assessment 2023 - From Poverty to Prosperity: Making Growth More Inclusive (English). Washington, D.C.: World Bank Group.

[2] KNBS (Kenya National Bureau of Statistics). 2023. *The Kenya Poverty Report: Based on the 2021 Kenya Continuous Household Survey.* Nairobi.

persistently have the lowest incidence of live births delivered by a skilled provider, they continue to lag around 30 percentage points behind the national average in primary school enrollment, and they lag behind into secondary school (Figure 3):

Figure 3: Secondary school net enrollment, 2005/06 – 2021
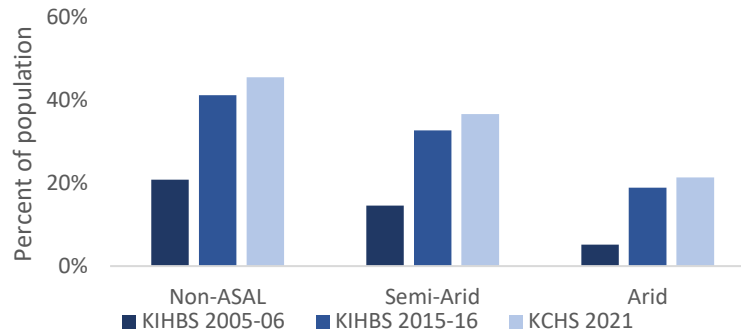
Source: Based on Kenya Integrated Household Budget Surveys and Kenya Continuous Household Surveys

4. **Kenya's vulnerability to climate change poses substantial risks to its economic growth and poverty reduction**. Kenya ranks 152 out of 181 countries on the Notre Dame Adaptation Initiative (ND-GAIN) Index and is recognized as highly vulnerable to climate change impacts.[3] Kenya is increasingly susceptible to extreme climate events such as floods and droughts which together account for 70 percent of disasters from natural hazards. Most recently in 2024, extreme rain, subsequent heavy floods caused widespread devastation across the country, affecting 38 out of 47 counties and representing approximately 80 percent of the country. Over 5,000 schools and nearly 2 million students were affected by the heavy rains and floods. It is expected that by 2050, annual mean temperature will increase by an average of 1.7 degrees Celsius likely leading to increased frequency, duration, and intensity of climate shocks like extreme rainfall, aridity, and droughts. These climate shocks have a strong spatial dimension, being more likely to affect poor regions in the ASALs.

5. **Kenya hosts a significant population of refugees and asylum seekers.** There are over 780,000 refugees and asylum seekers in the country, with the majority residing in the Dadaab refugee complex in Garissa County (385,328), the Kakuma refugee Camp, and the Kalobeyei Integrated Settlement in Turkana County (291,979). The camps and settlement are managed by the Government of Kenya's (GoK) Department of Refugee Services (DRS), with support from the United Nations High Commissioner for Refugees (UNHCR) and other humanitarian and development partners. The GoK's commitment to the welfare of refugees and host communities, and to the Global Compact on Refugees (2018), is evident in the development of Kenya's comprehensive refugee response framework, Support for Host Communities and Refugee Empowerment (SHARE, 2019), the enactment of the Refugees Act of 2021, which provides refugees more rights and protections, acceding to the Refugee (General) Regulations, 2024, and by drafting the Shirika Plan (2024), which seeks to create more integrated host community and refugee settlements where access to social services and economic opportunities are enhanced. Climate change has affected refugees and host communities, with temperatures in the camp areas being higher by an average of 7.65 degrees Celsius than population-weighted national averages. For example, daytime temperatures in the Dadaab camps regularly reach 40

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[3] Kenya Climate Risk Country Profile, 2020. World Bank.

degrees Celsius[4]. Climate change has also led to internal displacement of Kenyans who are forced to move from their homes due to extreme climate events such as floods and droughts.[5], [6]

6. **The Government of Kenya's ambitious transformation agenda, the Bottom-up Economic Transformation Agenda (BETA), aims to address the challenges facing the country's economy, stimulate economic recovery and bolster resilience.** The BETA implements the Kenya Vision 2030 which recognizes the importance of human capital development, including the importance of an educated and skilled population to improve quality of life, and an inclusive economic development. Education is therefore a key enabler of the BETA with a target to address inequalities in the country's education system to benefit all children irrespective of their backgrounds, and to provide adequate human capital that is responsive to the demands of the labor market. Specifically, the BETA priorities and capital projects in the education sector includes expansion of infrastructure, training on digital skills, funding of Junior School (JS) learners, expansion of school feeding programme and reforming higher education.

B. Sectoral and Institutional Context

7. **Kenya's commitment to basic education,[7] represented in its sound policies and firm spending, has materialized into several important reforms and programs, as well as results.** Fewer households have primary school-aged children not in school and secondary school enrollment has significantly improved. The Gross Enrollment Ratio (GER) at primary education in 2021 was 107.9 percent, while the Net Enrollment Ratio (NER) was 78.1 percent in the same year. In secondary education, gross enrollment grew from 1.9 million in 2012 to 3.9 million in 2022, GER improved from 50.5 percent in 2012 to 85.5 percent in 2022, and NER improved from 41.7 percent in 2012 to 70.5 percent over the same period. The basic education system therefore needs to expand rapidly, and with quality, to accommodate the fast-growing number of students in secondary education encompassing both Junior and Senior School. Public schools, accounting for 95.3 percent of secondary education enrollment, are under increasing pressure due to the continued rise in school enrollment and transitions. This surge is placing a significant strain on existing resources and infrastructure. A particularly urgent concern is the accommodation of approximately 1.1 million students currently in Junior School (grade 8), who will progress to grade 9 in January 2025, and need an additional 16,000 new classroom spaces nationwide. A total of 1,942,646 learners are enrolled in Junior school grades 7 and 8 (988,290 Boys, 954,356 girls). There are 36,141 primary schools in Kenya (23,902 public and 12,239 private), and 10,698 number of secondary schools in Kenya, 9,437 public schools and 1,261 private schools.

8. **Notable among the reforms and programs in basic education are the launch of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDE) in 2008, the rollout of the Competency-Based Curriculum (CBC) and Competency-Based Assessment (CBA) in 2017, and the implementation of a 100 percent transition policy from primary to secondary education.** In addition, education spending in Kenya reached 4.8 percent of its GDP in 2021, surpassing the Sub-Saharan Africa average of 3.8 percent. Despite the substantial growth in student enrollment, per-student spending has also increased; secondary education per-student costs rose from approximately US$39 in the 2014/2015 fiscal year to about US$52 in 2019/2020. Additionally, the proportion of the total education budget allocated to secondary education increased from 25 percent in the 2015/16 fiscal year to 27 percent in 2019/20. These concerted efforts have yielded notable results, with a significant majority of children completing primary education and transitioning to secondary education (Figure 4).

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[4] Fransena, Sonja, et al. Refugee settlements are highly exposed to extreme weather conditions. 2022. Proceedings of the National Academy of Sciences of the United States of America.

[5] Kenya's President launches migration report ahead of climate summit. 2023. International Organization for Migration.

[6] Baker, Anne. Environmental Crises Are Forcing Millions Into Cities. Can Countries Turn Climate Migrants Into an Asset? 2021. Time, Inc. /

[7] The system of basic education in Kenya under the new reforms is comprised of (a) pre-primary education; (b) primary education; (c) junior school; (d) senior school (to begin in January 2026); and (e) Teacher training institutions of basic education. This system corresponds to the new 2-6-3-3 structure of basic education.

9. **Despite notable progress in national level indicators, vast disparities in access and learning outcomes to secondary school remain based on location, income, and gender.** Children in some counties in Kenya, face disproportionately high barriers to access school, especially at secondary level. While Kenya's national GER for secondary education was 76.5 in 2020, nine counties reported rates below 40 (Figure 5). Schools in these underprivileged regions also suffer from a lack of resources, partly due to the uniform student capitation amounts that do not account for school size or the socioeconomic status of students, thereby limiting the grants' effectiveness in promoting equitable education (Figure 5). The disparities across counties and income levels widen when combining access to quality of education through the Learning-Adjusted Years of Education (LAYS), indicating that in counties where access is limited, low learning quality is also concentrated. The Program's technical assessment includes details on the LAYS and an analysis showing inequalities in access to secondary education. In 2023, MoE estimated that about 1.8 million children aged 6 to 18 years were out of school, mainly in ASAL counties. Nomadic communities in these counties operate under extreme climatic conditions and poverty further pressuring vulnerable and marginalized children not to attend school or drop out of school. For a child born in ASALs today, the potential for a complete education and full health is reflected in a HCI score of merely 0.15, which is significantly lower than the national HCI score of 0.55.

Figure 4: Completion of primary education, transition to secondary, and secondary education enrollment
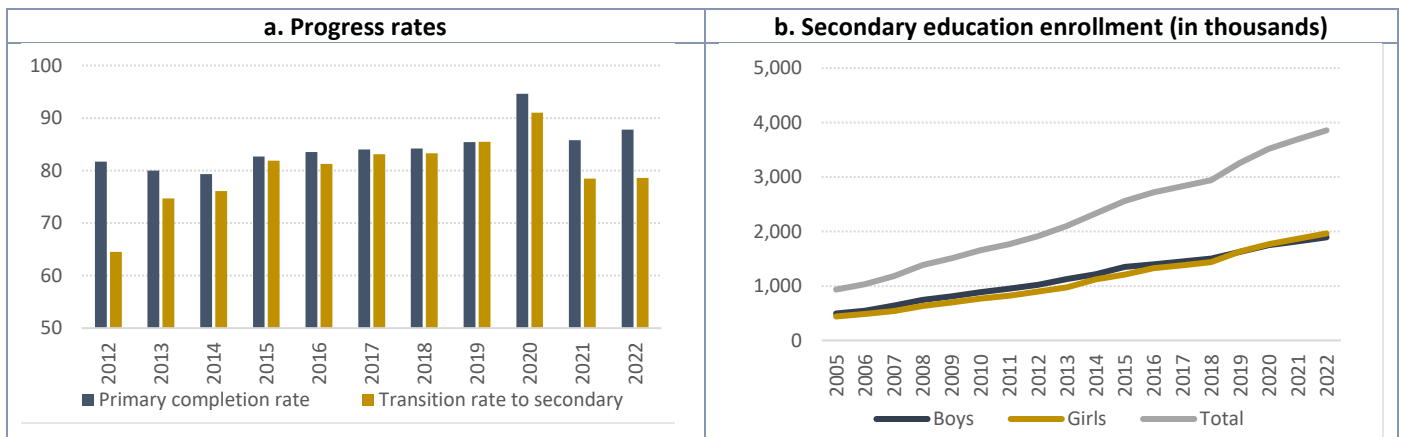
Source: Kenya National Bureau of Statistics (KNBS)-Economic Survey (2017, 2019, 2021, & 2023)

Figure 5: County disparities in Secondary GER, Top- and bottom- Counties, 2020
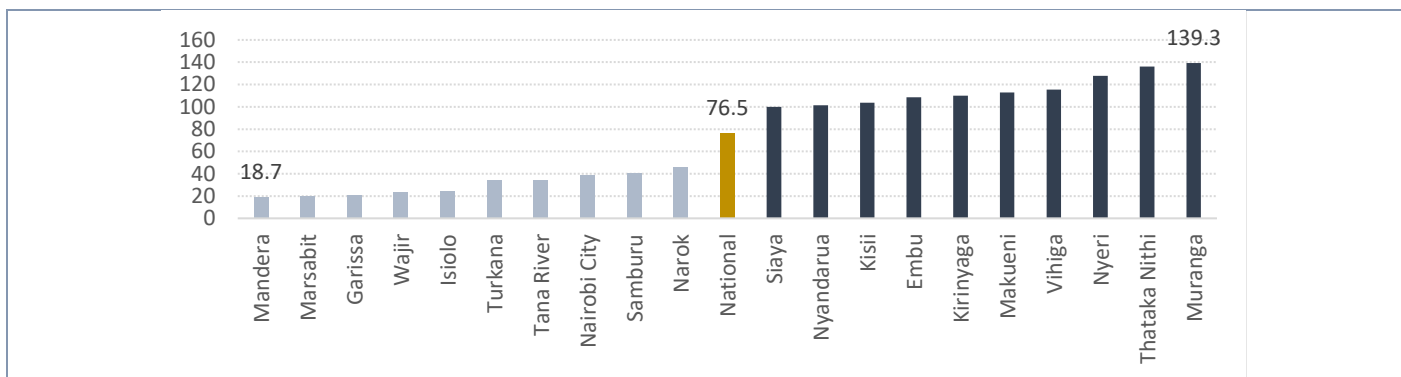
Source: Ministry of Education Statistical Booklet, 2020.

10. **Learning outcomes in secondary education are improving but remain low.** For example, in 2022, out of nearly 880,000 students who sat for the Kenya Certificate of Secondary Education (KCSE), only 13 percent and 4 percent obtained a C+ (average mean grade) or higher in English and Mathematics, respectively. As with other assessments,

national averages mask disparities across Counties, especially when adjusting for the out-of-school students who didn't sit for the KCSE. Regarding refugee learners in secondary education, learning outcomes are very low, with only 3 percent of KCSE candidates achieving a mean grade of C+.

11. **The inclusion of special needs' children in secondary education is improving; however, early identification, assessment and placement remain a challenge.** Enrollment of learners with special needs in secondary education, increased from 4,794 in 2019 to 11,088 in 2020. Both the Kenya Secondary Education Quality Improvement Project (SEQIP, P160083) and the Kenya Primary Education Equity in Learning Program (PEELP, P176867) are supporting crucial interventions in Special Needs Education (SNE). However, significant gaps remain in service delivery by the Education Assessment and Resource Centers (EARCs) to ensure timely and affordable diagnostics services for SNE children, and appropriate placement in relevant institutions. In addition, a structured in-service training program is required for teachers teaching SNE children, aligned with the CBC and CBA SNE pathways.

12. **The GoK is making significant progress in integrating refugees into the national education system**. Notably**,** over 6,300 refugee learners are enrolled in public schools in the surrounding host communities, and an estimated 21,087 are enrolled in other public primary and secondary schools in major urban centers and informal settlements across the country,[8] where the majority benefit from GoK financing (including provision of textbooks). However key challenges remain such as overcrowded classrooms in the camp-based schools (with some exceeding 100 learners in a classroom); inadequate classroom furniture and high student-textbook ratios; a lack of qualified teachers in both primary and secondary camp-based schools; enrollment rates in the host counties of Turkana and Garissa are comparably lower than those in the refugee camps; significant gender gaps in school participation in camp-based schools emerge at the secondary level, with a 25-percentage point gap in GER in favor of boys; and significant numbers of refugee and host community children in Turkana and Garissa remain out of school. There are about 15 secondary schools in the refugee camps, which are currently registered by MoE as refugee schools (not public schools), and they are financed and operated by UNHCR with support from other partners. Table 1 shows student enrollment in camp-based schools and in the host counties and highlights the major gap in the transition from primary to secondary education for both groups. The NER in these schools is 12 percent, while GER is much higher at 59 percent (Figure 2.4, Annex 2). The Program's technical assessment highlights status of refugee education.

Table 1: Enrollment in refugee camp and host county schools

Host County	Level of education	Refugee-camp schools	Host county schools	Total enrollment	% Share of enrollment in refugee camp schools
Turkana County	**Pre-Primary**	11,758	106,018	117,776	10%
	Primary	65,058	174,607	239,665	27%
	Secondary	20,237	35,045	55,282	37%
	Total	**97,053**	**315,670**	**412,723**	**24%**
Garissa County	**Pre-Primary**	7,251	32,270	39,521	18%
	Primary	35,002	83,114	118,116	30%
	Secondary	5,699	21,272	26,971	21%
	Total	**47,952**	**136,656**	**184,608**	**26%**

Source: UNHCR statistics 2023, MoE statistical booklet 2020.

13. **There is significant opportunity to harness Kenya's education system for climate change adaptation and mitigation.** Kenya is vulnerable to extreme climate events that significantly hamper learning continuity. For example, between

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[8] Primarily in Nairobi, Mombasa, Nakuru, and Eldoret.

2020 and 2023, five consecutive seasons of poor rainfall have resulted in the most severe drought on record in Kenya, with nearly 1.5 million students having had to drop out of school for certain periods, with many students having to support their families in search of food, pasture, and water. [9,10] In 2024, over 1,000 schools were affected by floods. At the same time, the GoK has made significant effort in tracking the climate crisis through education. Implementation guidelines have been developed for integrating climate change education in curricula in basic education.[11] Given the speed of change in climate, curriculum, and textbooks, as well as teacher training, will need periodic updating.[12]

C. Relationship to the CPF and Rationale for Use of Instrument

14. **The Kenya Secondary Education Equity and Quality Improvement Program (SEEQIP) is closely aligned with the World Bank Group Country Partnership Framework for Kenya (CPF, FY23–FY28[13]), supporting its key High-Level Outcomes (HLOs):** (i) enhancing labor productivity growth; (ii) institutionalizing inclusion and equality; and (iii) boosting productivity and preservation of Kenya's natural capital. The Program advances the first two HLOs by enhancing access to quality secondary education, a key factor in reducing inequalities and facilitating upward socio-economic mobility. Completing secondary education in Kenya significantly boosts earnings, with each additional year of schooling linked to a 13 to 15 percent increase in earnings. Improving secondary education outcomes also supports capitalizing on the current demographic transition and promoting gender equality in education and employment. The Program is also aligned with the World Bank's Human Capital Plan, emphasizing the importance of investing in human capital, as well as the World Bank's Africa East and Southern priorities, to improve learning outcomes, increase secondary school access, and reducing the share of young people that are not in education. In addition, the Program is aligned to the World Bank's Evolution priorities and is linked to the Corporate Scorecard indicator on education, millions of children supported with better education.

15. **The World Bank is playing a pivotal role in policy dialogue and supporting investments to enhance access to equitable and quality basic education in Kenya, mainly through the Primary Education Development Project (PRIEDE P146797), SEQIP (P160083), and PEELP** (**P176867).** In line with the World Bank's evolution for transformative financing, the Program adopts a programmatic approach to the World Bank's support for basic education in Kenya, linking its development objectives and interventions closely with the ongoing SEQIP (P1600830) and PEELP (P176867) to facilitate a longer-term and structured engagement in basic education. The three operations will advance in a mutually reinforcing approach, enhancing effectiveness, inclusion, and reliable financing in basic education. These operations leverage the Global Partnership for Education (GPE) grants.

16. **The Program for Results (PforR) is also consistent with Kenya's Nationally Determined Contributions (NDC 2025-2030), National Adaptation Plan (NAP 2015–2030), and National Climate Change Action Plan (NCCAP 2023-2027).** These frameworks focus on reducing greenhouse gas emissions (Kenya has committed to abate its GHG emission by 32 percent by 2030 relative to the business-as-usual scenario, under the NDC), climate-proofing infrastructure, and mainstreaming climate change adaptation in education. The Kenya Country Climate and Development Report (CCDR) further highlights recommendations for education resilience, and skills training to enable Kenya's youth to thrive in a climate-compatible economy. The Program aligns with these objectives, aiming to integrate climate aspects into education via curriculum development and teacher training, and to enhance resilience in the education sector by strengthening e-learning platforms and developing climate-smart, resilient infrastructure.

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[9] Worsening drought in Kenya leads to increase in school dropouts. 2022. https://reliefweb.int/report/kenya/worsening-drought-kenya-leads-increase-school-dropouts
[10] Kenya Humanitarian Action for Children. 2023. UNICEF.
[11] Climate change and education in Kenya. 2023. Education Development Trust.
[12] Climate change and education in Kenya. 2023. Education Development Trust. https://reliefweb.int/report/kenya/climate-change-and-education-turkana-kenya
13 The CPF for Kenya (FY23-28) discussed by the Board in November 2022 (Report No. 172255-KE).

17. **Furthermore, the Program aligns with the Government of Kenya's refugee policy priorities.** This initiative aims to foster social and economic development opportunities for both refugees and their host communities and follows Kenya's IDA20 WHR Strategy Note, emphasizing key areas such as supporting devolution, addressing educational needs as outlined in the forthcoming Shirika Plan, and integrating refugees into the national education system, as highlighted in the 'Education and Training Strategy for Refugees and Host Communities in Kenya (2023-2027)'. The World Bank, following consultation with the UNHCR, confirms that the protection framework for refugees continues to be adequate in Kenya.[14] This framework not only provides protection against refoulement and outlines comprehensive asylum procedures, but also recognizes refugees' rights to participate in economic and social development, with ongoing efforts to develop detailed procedures to address remaining protection gaps and fully implement the Act, including through refugee policy actions agreed under the First Kenya Fiscal Sustainability and Resilient Growth Development Policy Operation (P500912).

18. **The PforR combines the use of the PforR instrument with the use of an Investment Project Financing (IPF).** The PEELP's (P176867) use of the PforR instrument has increased the Ministry of Education's familiarity with results-focused approaches. This new PforR, building on PEELP, aims to address gaps in secondary education under the National Education Sector Strategic Plan II (NESSP II, 2022/2023 to 2027/28)**,** marking the second application of PforR in Kenya's education sector, and an enhanced focus on results and critical education outcomes. The combination of PforR with IPF Technical Assistance (TA) is strategic, addressing government TA needs and implementing results-driven actions as detailed in Annex 5, IPF Component.

II. PROGRAM DESCRIPTION

A. Government Program

19. **The PforR supports the Government's NESSP II.** The NESSP II is aligned to the Government's Fourth Medium Term Plan (MTPIV, 2023-2027), and the key findings and recommendations in the Presidential Working Party on Education Reform (PWPER, 2023). Notably, NESSP II has a stronger emphasis on refugee education. The majority of development partners supporting basic education in Kenya, are focusing on primary education. The Flemish Association for Development Cooperation and TA (VVOB) is supporting capacity building of headteachers in JS in some counties, and the Netherland's Partnership for Improving Prospects for Forcibly displaced Persons and Host Communities (PROSPECTS)[15] supports refugee and host community education priorities, including TA under the PEELP.

20. **Program Boundary and Program Expenditure Framework (PEF).** PEF is assessed as fiscally sustainable. The total Program cost over the next four years is US$598 million out of which US$230 million is International Development Association (IDA) Program financing (Table 2). Table 3 shows the selected Program boundary. Annex 3 is a detailed PEF for the Program.

Table 2: Program Financing

Source	Amount (US$, millions)	% of Total
IDA	230	38
Government counterpart	368	62
Total Program Financing	**598**	**100**

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[14] As confirmed under UNHCR's Refugee Protection Assessment Update No. 6, July 1,2023 to December 31, 2024.
[15] Partnership with World Bank, IFC, UNCHR, UNICEF and ILO.

Table 3: Program Boundary

	Government program NESSP II	Program supported by the PforR (PforR Program). SEEQIP	Reasons for non-alignment
Objective	The overall aim of NESSP II is to provide quality and inclusive education, training, and research for sustainable development with a motivated and globally competitive workforce	To improve equitable access to quality secondary education and strengthen systems.	Objectives and focus areas are aligned for target sub-programs and sub-set of activities.
Duration	FY 2022/23 -2027/28	2024 to 2029	Aligned
Geographic coverage	Nationwide	-Targeted to 19 counties for RA 1, and partially for some interventions under RA 2 and 3 (bottom quintiles counties in terms of educational performance and poverty index). -Nationwide for RA 3.	Aligned. Although there is targeting for some RAs, the updated NESSP II clearly mentions inequalities in some regions[16] and the underlying factors (economic, ethnic, and other family backgrounds).
Subprograms	1. Sector Governance and Accountability and Cross Cutting and Contemporary Issues[17] 2. Primary Education 3. Teacher Education, Professional Development and Management 4. Secondary education 5. University education 6. Technical and Vocational Education and Training (TVET)	Limited to a priority subset of subprograms in secondary education: RA 1: Access and quality is aligned with subprograms 1 and 4. RA 2: Teachers is aligned with subprogram 3. RA 3: Systems strengthening is aligned with subprogram 1. *Aspects of intervention for sub-programs 1 and 3 are different from those included in PEELP for these sub-programs.	Selectivity in interventions supported include: - Focus on Junior school and planned Senior school (infrastructure, instructional materials, and Information and Communication Technology (ICT) integration in Education). - Girls' education including scholarships in Senior school for poor and vulnerable leaners. - Refugee education (secondary education). - Teacher quality and management (secondary education). - Sector governance (secondary education).
Overall Financing	US$27 billion for NESSP II Strategy	US$598 million[18] (of which US$230 million is IDA financing)	

B. Theory of Change

21. **The Theory of Change (TOC) for the Program is based on three aspects:** First, achieving equity in secondary education (Junior and Senior School)[19], requires a targeted approach, tailored to the specific contexts where expansion is most needed (for example, refugee camps and special needs education); second, enhancing quality in existing settings and during the current expansion needs reinforcing essential inputs (such as the teaching body and learning materials); and, third, ensuring equitable and quality service delivery requires strong systems and processes. Demand side interventions are successfully progressing through the SEQIP (P160083) and PEELP (P176867) interventions, allowing this Program to be more focused on supply-side constraints. Table 4 shows the Results Chain for the Program.

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[16] For example, the NESSP II highlights eleven Counties performing below the national averages in enrollment in basic education (Mandera, Marsabit, Garissa, Wajir, Isiolo, Tana River, Nairobi (informal settlements), Samburu, and Mombasa).

[17] Includes girl's education, Special Needs Education, and refugee education.

[18] This total amount is highly likely to revised upwards in operational plan being revised by MoE for the updated NESSP.

[19] "Junior School" means a level of education under the Competency Based Framework in Grades 7, 8 and 9, while Senior School will comprise Grades 10, 11 and 12.

Table 4: Results Chain

Key Challenges	Key Input/Activity	Short-Term Outcomes	Medium-Term Outcomes	High Level Outcome
Results Area 1: Expand Equitable Access to Quality Secondary Education				
• Disparities in access and gender in secondary school participation. • Fast growing number of students transition to secondary education. • Significant number of refugee children, out of School Children, and children with special needs.	• Development of essential school infrastructure. • Improvements in essential school infrastructure including for camp-based refugee JS. • Revamping of EARCs. • Provision of school grants to camp-based refugee schools. • Provision of school meals. • Provision of textbooks aligned with the CBC. • Support for advocacy on school attendance and retention. • Promote girls' education in STEM.	• *Increased access to Junior School in target Counties.* • *Reduced overcrowding in target schools including camp-based refugee schools.* • *Improved access for children with special needs and disabilities.* • *1:1 Student textbook in JS* • *Reduced number of out of school children.* • *Improved transition of students from JS to SS*	*Improved equitable access to quality secondary education*	Improved HCI for higher productivity, equity, and growth in Kenya.
Results Area 2: Improve Teaching Quality in Junior School				
• Teacher competencies need to further improve. • Low learning achievements in secondary education, particularly in SME. • Mitigate impact of teacher shortages	• Conduct continuous TPD and teacher support in Science, Mathematics and English in line with CBC and CBA. • Conduct classroom observation. • Rehabilitation of pre-service teacher training colleges. • Scale up livestreaming of lessons. • Deploy strategies to further improve teacher deployment for over staffed and understaffed schools.	• *Improved mastery of subject matter content and pedagogy in Sciences, Mathematics and English.* • *Improved classroom instruction and student assessment.* • *Improved lessons coverage.*		
Results Area 3: Strengthen Systems for Equitable Service Delivery in Secondary Education				
• National level System needs to expand with quality and equity • Key reforms including CBC and CBA not yet institutionalized. • Schools have challenges meeting basic operational costs.	• Institutionalize ongoing key reforms including CBC and CBA. • Establishment of an e-assessment system and operationalization of assessment resource center at KNEC. • Strengthen internal quality assurance mechanisms at the school level. • Support roll out of centralized kitchen approach for provision for the national school meals program. • Development of Strategy on Education and climate change.	• *Key Education reforms are anchored in law and policy.* • *E-assessments successfully rolled out for target grades and all TTCs.* • *Improved compliance by schools.* • *Clean Cooking energy for schools enhanced.* • *Strategy on Education and Climate Change Developed*	*Strengthen systems*	

C. PforR Program Scope

22. **Result Area 1 (RA 1): Expand equitable access to quality Secondary Education.** The primary focus of this RA is to support the development of improved school learning conditions to allow for increased enrollment and retention in secondary education, and better conditions for effective delivery of the CBC and CBA in JS and Senior School (SS), including for refugee learners. An experts review of the CBC and CBA under the PWPER, 2023[20] highlighted key gaps requiring immediate attention in the content and delivery of CBC and CBA. This intervention also complements ongoing efforts by government to recruit additional 20,000 teachers in FY 2024/2025 for secondary schools, and ongoing infrastructure development in Junior Schools under the PEELP (P176867).

23. The specific interventions in this RA aim to address critical gaps in essential school learning conditions, through:

a) ***Expand infrastructure development to support CBC and CBA roll out in Secondary Education.*** This intervention will support establishment of minimum essential school learning conditions mainly in target Free Day Secondary Schools (FDSEs) to improve implementation of a new pathway for Science, Technology, Engineering and Mathematics (STEM) under the CBC and CBA reforms. Under these reforms, the FDSEs will transition to become SSs from January 2026. A focused investment in FDSEs, for these to attain minimum essential conditions for teaching and learning, would significantly contribute to addressing inequalities in learning outcomes, for the most vulnerable learners in secondary education. Because of their affordability (compared to boarding secondary schools), the FDSEs in 2024 enroll about 2,985,399 learners (1,485,195 boys, 1,500,204 girls) mainly from bottom income households, and the informal settlements. However, the FDSEs are affected by low investments in

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[20] Presidential Working Party on Education Reforms Report: PWPER report 2023

essential school facilities, including Water Sanitation and Hygiene (WASH) facilities, as well as inadequate teachers. As a result, evidence from learning assessments and national examinations reveal that learners in FDSEs perform worse compared to their peers in secondary boarding schools. All FDSE schools in the refugee host counties of Turkana, and Garissa will be targeted for infrastructure expansion. Specific interventions are:

- Investments in science laboratories. This will entail construction of physical laboratories for target FDSEs without a laboratory, and establishment of functional virtual laboratories aligned with the CBC and CBA, based on the target schools' deficit for laboratories as per the needs assessment. Establishment of virtual laboratories will leverage technology and the readily available online resources in STEM to improve classroom instruction and efficiency in utilization of resources. The virtual laboratories have the potential to enable a substantial reduction in relative GHG emissions in the long term. Camp based refugee schools will also benefit from both physical and virtual labs. Investments in priority classrooms, WASH facilities, physical and virtual laboratories in FDSEs, will be guided by a FDSE school infrastructure investment and implementation plan, 2024. Infrastructure development in this plan will be implemented as per the new school construction model and operational manual developed under the PEELP (P176867).

- Support to about 82 boarding secondary schools mainly in the rural areas that are in dire condition regarding school learning conditions, rehabilitation of schools severally damaged from the heavy rains and flooding in April and May 2024, and expand an existing twenty SS to provide a fully integrated learning environment for children with special needs. In addition, this RA will also include tree planting in target schools for rehabilitation and new classrooms in FDSEs, which will address the issues of soil erosion, landslides due to floods, as well as leading to a greater carbon dioxide absorption and combatting deforestation activities. Conduct pilot infrastructure expansion of about 15 Low-Cost Boarding and Peace Schools (LCB&Ps[21]) to target learners from counties with the highest Out-of-School Children (OOSC[22]), including in JS, particularly learners affected by persistent insecurity, climate events, nomadic lifestyle, and extreme poverty. The target LCB&PS are expected to enroll about 36,500 children to reduce OOSC. The school safety standards described under RA 3, will apply to these schools, as well as the 82 boarding schools highlighted above. The target LCB&PSs are mainly in the ASAL counties, including refugee host communities, Turkana, and Garissa. The ASALs are also in climate risk prone areas[23]. Improvements in infrastructure will entail a minimum essential package including classrooms/integrated learning resource centers, dormitories, WASH facilities, essential staff housing units, school fencing, provision of school meals and sanitary towels for girls in LCB&PS. The LCB&PS approach is expected to facilitate affected target leaners to attend school without interruption by the migratory nature of their families, climate events such as extreme drought, and or insecurity. Infrastructure rehabilitation and expansion solutions will include provision of doors and windowpane covers, gutter and drainage systems, use construction materials that are wind resilient and support temperature absorption; protect against the elements such as extreme heat, winds, rains, and flooding, maximize natural ventilation to ventilate and cool buildings; and where appropriate, incorporate insulation of walls and windows. In addition, MoE proposed development of a strategy for Education for Sustainable Development (ESD) under the IPF component to inform comprehensive and costed options for climate change in the Education sector in Kenya, and guide policy dialogue on the same.

b) ***Provision of core textbooks and teachers guides aligned with the revised and consolidated learning areas for CBC.*** This intervention targets all public Junior School (JS) and the upcoming SS (January 2026), and camp-based

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[21] MoE conceptualized LCB&PS in 1974. In the late 70's and early 80s, the World Bank supported the establishment of model LCB&PS that were referred to as Arid Zones Model Schools in Turkana, Wajir, Mandera, Lamu, Garissa, West Pokot, Samburu, and Marsabit counties to encourage learners to attend school without interruption by the migratory nature of their families and insecurity. However, this initiative, although achieved its objective of access and retention, was not mainstreamed in government education system and budgeted for effectively.

[22] For purposes of this Program, MoE defined target OOSC school-age children not enrolled in any formal or non-formal education programme. The aim for majority of these learners to re-enroll and remain in school.

[23] While the Program targets ASALs which are climate risk prone areas, the Program also targets all climate risk hot spots in Kenya.

refugee schools. The PWPER noted substantial overlaps, and some gaps in the CBC learning areas, including JS and SS, and recommended a rationalization of the learning areas for a better sharper focus on critical core competencies. In December 2023, the Kenya Institute of Curriculum Development (KICD) completed a review and rationalization of the learning areas, including for JS. The textbooks and teachers guide therefore need to be re-evaluated and revised to align core instructional materials with the revised CBC learning areas. This intervention will support an evaluation and provision of core textbooks, including set books[24] for JS and SS, and teachers guides for JS, as well as SS to facilitate a smooth transition from JS to SS in January 2026. However, the current approach of evaluating textbooks submitted by publishers to KICD is a cumbersome manual process at all stages, and extremely expensive. This intervention will support a shift to a mainly technology-based approach to evaluation of textbooks to improve efficiency. The revised textbooks will be adapted and provided to learners with special needs at JS and SS, including for refugee learners with special needs. The textbooks revisions will include integration of updated foundational knowledge in climate change adaptation and mitigation under the CBC.

c) ***Support for host community and refugee camp-based JS during the transition period to the Government's proposed Shirika Plan.[25]*** Camp-based refugee schools do not yet receive government-sponsored student capitation and operations grants, infrastructure development grants, instructional materials, and teachers. Policy dialogue is advancing on this agenda, including through the proposed Shirika Plan. This support will therefore entail the following set of interventions in camp-based JS and senior SS:

- *School grants.* Provision of school grants to camp-based JS and upcoming SS to support provision of minimum essential school inputs as per an approved school-specific School Improvement Plan (SIP) to be developed by each school. The school inputs under the SIPs include expansion of critical school facilities (classrooms and WASH facilities), desks and chairs, minor rehabilitation, and facilitation of new contracts or intern teachers. The SIPs will also include an activity on increasing climate change awareness of students and teachers, and aspects of climate resilience described above. Infrastructure implementation and oversight for these grants will follow the PEELP school grants model[26] for camp-based refugee schools as will be detailed in the Program Operations Manual (POM).

- *School meals*. Provision of school meals to vulnerable learners including camp-based and host community learners, as well as learners in the informal settlements. This intervention will leverage existing national School Meals Program (SMP) procedures under PEELP, which also covers camp-based refugee learners. Details of this intervention will be included in the POM.

- *Advocacy, mentorship, social support, and gender-sensitization.* Targeted advocacy and mentorship support to improve transition and retention in camp-based secondary schools, refugee host communities and other vulnerable populations in the ASALs and urban informal settlements. This intervention will scale up an existing advocacy, mentorship, social support, and gender sensitization program under SEQIP. An evaluation of the program showed improved retention and better parent and community awareness on the importance of education. The Program entails social mobilization and school enrollment campaigns focusing on parents, community leaders and other key education stakeholders, provision of a school kit for the most vulnerable children to offset indirect or hidden costs borne by parents or guardians; psychosocial support for both teachers and learners; activities to strengthen social cohesion; and gender-sensitization in target schools to implement the concept of safe schools. Details of the activities, including selection criteria and components of the school kits will be included in the POM. To complement, this RA will further scale up the existing Elimu

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[24] Approved core readers for literature and to improve learners' literary skills.

[25] The proposed Shirika Plan is the Government of Kenya's proposed approach for refugee management in the country and is aimed at transforming refugee camps into integrated settlements supporting the socioeconomic inclusion of the refugees and hosting communities in Garissa, Turkana, and urban areas.

[26] Camp-based schools were assessed by MoE's DQAS and registered; Boards of Management (BoM) were constituted as per the provisions of the Basic Education Act-2013; each camp-based school opened a non-commingled Bank Account with a commercial Bank with the following as co-signatories to the account. The Camp-manager, the Sub- County Director of Education, the Head teacher, and County Directors of Education for Garissa and Turkana counties provide overall oversight on the implementation of the school grants in camp-based schools and in host communities.

scholarship and mentorship services[27] to 15,000 learners from the poorest households (including refugee children and learners with special needs and disabilities) to transition to SS in 2026, as will be detailed in the POM.

d) ***Improve access to education for children with special needs and disabilities.*** This intervention will enhance the capacity of 10 regional EARCs, under Kenya Institute of Special Education (KISE) to support early assessment and appropriate education placement for children with special needs and disabilities. Investment in the target EARCs will be guided by a needs assessment and implementation plan conducted by MoE through KISE in 2024. Based on the assessment, each EARC will receive a specialized set of interventions including modern diagnostics equipment and retooling of all existing education officers at the 10 EARCs. Each EARC will specialize in a target SNE area, and the set of interventions will be aligned accordingly. KISE is responsible for EARCs staffing under the new Education reforms and will therefore prepare a proposed staffing plan for consideration and funding by the government. KISE will also conduct in-service training in SNE for relevant teachers teaching in JS and later SS, including teachers teaching in the camp-based refugee schools. Various partners supporting camp-based refugee school are providing learning assistive devices. This intervention will fill in any gaps in learning assistive devices arising from a needs assessment of refugee learners with special needs, and target twenty target integrated units in regular SS to increase transition for learners with special needs. In addition, this intervention will expand target twenty units integrated in regular SS. The target SS are within the 10 regional EARCs to enhance timely placement and follow up for learners with special needs. The POM will detail the target twenty schools, and the set of interventions in these schools, since the CBC pathways for SNE in SS are not fully developed. KISE will also conduct a virtual awareness for JS and SS on stage-based CBC for SNE.

24. **Result Area 2 (RA 2): Improve teaching quality in Junior School**. This area focuses on a set of interventions aimed at enhancing key aspects of continuous teacher professional development and teacher management, with an objective to optimize teacher effectiveness and utilization. Specifically, this RA will support:

a) *Reinforce mastery of subject matter content and improved pedagogies for Integrated Science, Mathematics and Languages,[28] for about* 78,000 *teachers teaching JS* (58,000 already employed of whom 27,528 are female, and about 20,000 to be employed in FY 2024/2025). This intervention will also sensitize over 19,956 headteachers in JS (4,810 females) in the School-Based Teacher Support System (SBTSS) initiative, given the headteacher's critical role in school instructional leadership, as well as retooling of tutors from three Diploma Secondary Teacher Training Colleges (DSTTCs)[29] that are specifically training teachers teaching in JS. Expanding the SBTSS to the DSTTC colleges is expected to contribute to further institutionalization and sustainability of this initiative. This intervention will review and scale up the ongoing SBTSS initiative under the SEQIP, which is implemented by the Teacher Service Commission (TSC) and Centre for Mathematics, Science, and Technology Education in Africa (CEMASTEA). The SBTSS is a continuous teacher development intervention targeting Sciences, Mathematics, and English (SME) in secondary education. An independent evaluation[30] of the SBTSS concluded that the initiative has proven to be effective in improving target teacher competencies and classroom instruction and contributing to improvements in learning outcomes in SME in target schools under the SEQIP. A major gap identified by the evaluation is a need to promote structured use of ICT resources to guide teachers' access to relevant online educational content. Teachers utilize a substantial amount of time and effort participating in the SBTSS activities for continuous Teacher Professional Development (TPD). This RA will therefore also support the TSC to formally integrate and recognize the SBTSS within the formal TPD credits and the Teachers Performance Appraisal and Development (TPAD) process. Depending on availability of resources, at the Mid Term Review of the Program, the

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[27] The Elimu scholarship program is a government initiative aims at improving educational opportunities for vulnerable and disadvantaged students, including those from informal settlements. The program provides financial support, school kits, and mentorship services to improve retention and completion in secondary education. Over 51,313 (26,851 girls) learners are enrolled in this program under PEELP and SEQIP.

[28] Target languages are English, Language and Sign Language for the Hearing impaired. However, for measurement purposed, the operation will track English subject.

[29] Kibabii Diploma TTC, Kagumo Diploma TTC, and Lugari Diploma TTC.

[30] Bill and Melinda Gates Trust Fund (Kenya, Accelerating the Fight Against Learning Poverty, TF0B8275). November 2023-April 2024.

SBTSS may be scaled up to SS for STEM pathways.

b) *Scale up lesson livestreaming initiative to mitigate impact of teacher shortage, including in regions facing insecurity challenges.* This intervention aims to scale up a lesson livestreaming pilot to an additional 200 JS and FDSEs including schools in the camp-based refugee camp and host communities and the 15 targeted LCB&PS. This initiative was piloted under the SEQIP project in 12 secondary schools and was independently evaluated in 2023.[31]. Principal schools (mainly well-resourced boarding secondary schools) deliver live lessons to satellite schools (mainly FDSEs in rural and remote villages). The evaluation concluded that the livestreaming intervention significantly increased classroom instruction time and students' engagement in circumstances where the target students would have missed teaching. The evaluation identified challenges at the satellite FDSEs such as affordable internet connectivity, inadequate basic ICT equipment, and inadequate alignment of lesson planning and student assessment between the principal and satellite schools. The SEQIP is addressing some of these challenges such as provision of internet to target schools, and provision of a basic set of ICT equipment for the livestreaming for target satellite schools.

c) *Further support teacher management following the roll out of the CBC reforms, and the associated changes in the education structure.* This intervention complements ongoing reforms in teacher management under SEQIP. The roll out of the CBC (at grade 8 in 2024) has unexpectedly led to a surplus of teachers in certain schools, due to the reduction in the number of classes required in public primary schools from eight to six classes. This intervention will support the TSC to conduct a detailed teacher analysis in the context of the CBC reform, and to develop and implement comprehensive redeployment strategies by leveraging the surplus of teachers to ensure relevant teachers are deployed to schools with the highest teacher shortage, mainly the ASALs including refugee host counties, Turkana, and Garissa.

d) *Upgrade training and learning conditions in existing 35 Pre-service Teacher Training Colleges (TTCs).* This intervention directly complements interventions in the 35 TTCs under the PEELP for example major reforms in the teacher education curriculum and assessment, provision of core instructional materials, retooling of all instructors in TTC's, and integration of ICT in the new Competency Based Teacher Education (CBTE_ curriculum. Demand for teacher education training has significantly increased; enrollment has increased from 5,361 in 2020 (3,574 female and 1,787 males) to 26,099 (17,066 female and 9,033 males) in 2024, leading to severe overcrowding in training and learning facilities. In addition, some facilities in the TTCs require rehabilitation. Support for TTCs under this RA will be guided by a MoE's needs assessment report and the associated implementation plan, 2024. Investments in the TTCs will include WASH facilities and removal of asbestos. Infrastructure expansion solutions in the TTCs will also apply climate-resilient strategies including replacement of asbestos' roofing, as per the Environmental and Social Management Plan (ESMP) requirements, to facilitate installation of rainwater harvesting facilities, which is currently not allowed due to the asbestos roofing. Energy efficiency, including renewable energy measures will be part of the infrastructure upgrading of TTCs, including maximizing natural ventilation, incorporating insulation of walls and windows where appropriate, using solar and energy efficient light bulbs. This intervention will also support policy dialogue towards gradual inclusion of TTCs trainees in the Higher Education Loan Board (HELB) to enable the vulnerable learners in TTC to benefit from students' loan financing.

25. **Result Area 3 (RA 3): Strengthen Systems for Equitable Service Delivery in Secondary Education**. This RA complements key system level interventions in basic education under the PEELP (P176867) and SEQIP (P160083) such as the CBC and CBA reforms, data management, Elimu scholarship administration for secondary education, and continued policy dialogue on refugee education. This intervention therefore prioritizes strategic systems level support to further strengthen and build institutions to improve equitable service delivery for all learners in basic education, including refugee learners. Specific interventions for this RA are:

a) *Address inequalities at the system level: Institutionalize ongoing reforms to ensure majority of learners have access to equitable and quality secondary education*. The main challenge for basic education in Kenya, including secondary

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[31] An impact evaluation of the livestreaming classroom lessons pilot was conducted in 2023 as part of the SEQIP project, with the support of the Master Card Foundation (PE-P160083-SPN-TF0C2100).

education, is to reduce inequalities in school participation and learning outcomes, which will require more resources, and these resources distributed more equitably. This intervention entails development of a Sessional Paper[32] and the associated draft Basic Education Bill[33] with key elements to institutionalize initiated reforms in students financing for JS to cushion schools mainly in the ASALs with less than optimum enrollment; anchor in law CBC and CBA reforms as well as changes in management of Education data; and institutionalize administration of scholarships in basic education at the Jomo Kenyatta Foundation.

b) *Establishment of an e-assessment system and operationalization of assessment resource center at the Kenya National Examinations Council (KNEC) in line with reforms in CBA.* The intervention includes developing a strategy and implementation of guidelines for e-assessments and leveraging the existing physical facilities at the KNEC to establish a functional e-assessment system and a resource center that will support the development and implementation of capacity building programs and utilization of existing assessment data to guide future assessment practices through establishment of a repository. This will enhance research on e-assessment methodologies and provision of relevant e-assessment resources, including during pandemic or climate-related school closures. The intervention will also enhance teacher quality through assessments analyses teacher education learning gaps through assessments, to inform improvements in teaching and learning at TTCs. KNEC successfully piloted e-assessment in TTCs and conducted some assessments online for grades 5 and 8 learners. KNEC will leverage on technology, including artificial intelligence to mark, generate TTC specific learning reports, that will be utilized to inform review of the teacher education curriculum, retooling of tutors, and enhanced teacher training. To adequately implement the CBA reforms, it is critical to fully institutionalize e-assessments and scale up its roll out in Junior and Senior schools and to establish a functional resource center. The e-assessments are also expected to enhance mastery of digital skills by teachers and learners. On the other hand, a robust resource center will enhance online capacity building of teacher's competencies on assessment. Notably, the e-assessments initiatives have led to significant cost savings for KNEC, schools and TTCs through reduction in hard copy printing materials and transportation (fuel costs to deliver assessments to schools/TTCs and collect these). Thus, the e-assessment approach will reduce reliance on and use of paper and need for transportation, reducing the carbon footprint. Technical specifications for the e-assessment ICT equipment will include considerations for energy efficiency standards. E-waste generated because of the intervention will be managed and disposed of according to the Program's ESMP.

c) *Strengthen school management through enhanced Institutional Based Quality Assurance (IBQA).* This intervention entails capacity building of Quality Assurance and Standards Officers (QASOs), school level teacher champions and heads of institutions to facilitate compliance by schools with essential quality and standards aspects particularly in CBC and CBA delivery and overall improvements in classroom instruction and school conditions. The intervention will also support Directorate of Quality Assurance and Standards (DQAS) to review National Education Quality Assurance and Standards Framework (NEQASF) and School Safety Standards, develop IBQA guidelines and the relevant training manual, facilitate automation of the IBQA of the National or Kenya Education Management Information System (NEMIS/KEMIS) to facilitate online based data collection and reporting by schools.

d) *Facilitate transition to clean cooking energy for a sustainable national SMP*. This intervention proposes to introduce, at MoE, a Centralized Kitchen Approach (CKA) for the National SMP in four major urban cities with the highest number of learners, including learners from the informal settlements and refugees in the urban centers (Kisumu, Mombasa, Nakuru and Eldoret). The intervention will also support development of quality assurance and standards for centralized kitchens by DQAS. In 2023, the SMP benefitted over 2.5 million learners in over 5,875 primary schools. In addition, over 3.9 million learners in the current system of secondary education benefit from schools' meals directly paid for by the households. Despite improving school attendance and retention, recent studies show that the SMP is one of main consumers of wood-fuel daily (consuming an estimated 1 million metric tons of wood annually) significantly contributing to deforestation and overall reduction of vegetation cover at the

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[32] A GoK Policy Framework for Reforming Basic Education.
[33] Basic Education Bill will anchor information on environment conservation and climate education climate education in line with the Kenya Climate Change Amendment Act 2023.

school level and the surrounding community. This approach is not sustainable, not only for environmental conservation, but also in the efficient use of the meagre school resources. Management of the SMP is very expensive at each school unit level (wood fuel, clean water, adequate food storage, and cooks). The CKA-SMP is successfully piloted in Nairobi city through a Public Private Partnership (PPP)[34] and is benefitting over 250,000 learners including refugees. The POM will include details of the proposed CAK approach. The Program's technical assessment includes additional information on the CKA.

IPF Component

26. The Program includes an IPF Component (US$20 million, of which US$10 million is from the IDA WHR grant). The IPF component supports activities summarized in Annex 5. The main implementers for the IPF component are MoE and its Semi-Autonomous Government Agencies (SAGAs) described in the POM, and the TSC. Two IPF Designated Accounts (DAs) will be set up, one for MoE and one for TSC. An Annual Work Plan and Budget (AWPB) and associated 18 months procurement plan for the IPF Component will be developed. The proposed disbursement method is the Statement of Expenditure (SoE) method as is with the other ongoing IPF projects being implemented by MoE and TSC.

D. Program Development Objective(s) (PDO) And PDO Level Results Indicators

27. The PDO is to improve equitable access to quality secondary education, and strengthen systems.

28. The Results Areas (RAs) for the Program are:

   a) RA 1: Expand equitable access to quality Secondary Education.
   b) RA 2: Improve teaching quality in Junior Schools.
   c) RA 3: Strengthen systems for equitable service delivery in Secondary Education.

29. Progress towards the PDO will be measured through the following PDO indicators:
   a) Increase in retention rate of learners in Junior Schools in target counties (Percentage, disaggregated by gender, refugees[35], and host communities). (DLI).
   b) Increase in average learner test score in integrated Science, Mathematics and English at Junior School, Grade 8, in target counties.[36] (Sub-indicators included on subject-specific baselines and targets for test scores by each subject, and disaggregated by boys/girls, refugees, and host communities).
   d) Improve alignment of the basic education system towards learning and its monitoring. (DLI)

30. **Key Program beneficiaries.** The Program will target the following beneficiaries:
   a) Approximately 1,942,646 (954,356 girls, 988, 290 boys) learners in public JS (of which 37,856 are from refugee hosting communities).
   b) About 2,097,822 learners will benefit from school meals.
   c) About 15,401 refugee learners in camp-based Junior Schools.
   d) About 15,000 learners benefiting from the Elimu scholarship programme.
   e) About 78,000 teachers in public Junior schools, and 981 teachers teaching in refugee camp-based schools.
   f) About 19,956 headteachers in JS (4,810 females).
   g) About 26,099 teacher trainees in TTCs (of whom 65 percent are females).
   h) About 1,284 Education and quality assurance and standards officers.
   i) About 1,260 Curriculum support officers.

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[34] https://food4education.org/

[35] Refugee specific breakdown data including host communities is included the Results framework Annex 1.

[36] Interventions related to this indicator, will be conducted in all Junior Schools Country wide, including camp-based refugee schools. However, for monitoring and reporting, this indicator will track learning outcomes in low performance counties as detailed under the PEELP Program. The two band bottom quintiles counties in low performance are Wajir, Mandera, Turkana, Garissa, Samburu, Siaya, Bungoma, Bomet, Kisii, Narok, Tana River, Elgeyo Marakwet, Baringo, Migori, Laikipia, Kitui, Kericho, Embu, and Meru.

E. Disbursement-Linked Indicators and Verification Protocols

31. **The main financing instrument of SEEQIP is the PforR whereby disbursement of funds will be contingent on the achievement of specific results, as measured by the Disbursement-linked Indicators (DLIs) summarized in Tables 5.** Disbursement periods for each period are contained in Annex 1, Results Framework (RF). Verification protocols for each DLI, as well as baselines and targets, are included in Annex 1. The RF in Annex 1 includes a breakdown of the allocation for refugee and host community children, including DLI and Disbursement-linked Results (DLRs). For the RF, refugee children refer to learners in the target 50 camp-based refugee JS as well as refugee children enrolled in public JS in major urban cities, and informal settlements; host community learners are those learners in Turkana and Garissa counties; and non-refugee and non-host community schools refer to public JS schools outside of Turkana and Garissa counties.

32. **All DLIs will be verified by an Independent Verification Agency (IVA).** The DLIs will be verified through pre-identified and disclosed data from the National Program Coordinating Unit (PCU). The annual IPF reports will serve as the basis for assessing progress towards the achievement of the DLI targets, and for disbursement authorization by the World Bank for the PforR part of SEEQIP. The POM will contain detailed information on procedures to be followed at each stage of the DLIs and DLRs implementation, verification and disbursement transaction cycle including commitments, transaction verification and approval, payment, and reporting. MoE will work closely with DRS to ensure institutional arrangements are in place for the IVA to access refugee schools inside the camps.

Table 5: Summary DLIs Matrix for SEEQIP

Note: The breakdown for DLI allocations to refugee children and refugee host communities are included in the Technical Annex document.

RA	Disbursement Linked Indicator	Disbursement Linked Result	Disbursement Protocol	Total (US$ million)
Expand equitable access to quality Secondary Education.	DLI 1: DLI #1: Upgrade teaching and learning school conditions for target FDSEs, SNE, and camp-based Junior and Senior Schools.	DLR 1.1: Number of new and rehabilitated classrooms/labs/ WASH facilities in target FDSE/LCB&PS/special needs education Senior Schools as per the agreed implementation plan.	**Prior Result:** US$29.5 million for 1200 classrooms and sanitation facilities upgraded and rehabilitated from recent flood damage. Scalable. US$10 million for every 33 percent of milestone achieved, up to a maximum of US$30 million. A milestone comprises a batch of at least 33 percent of the target facilities in the implementation plan meeting the established standards and certified by the Ministry of Public Works.	59.5
		DLR 1.2: Number of FDSE, including in host refugee communities and camp-based Junior and Senior Schools with new physical laboratories or functional virtual science laboratories.	Scalable: US$1 million for a batch of 100 schools with new physical laboratories or functional science laboratories, up to US$6 million. Baseline: 0 | Target: 600	6
	DLI 2: Learners retained in JS, and transitioning to Senior School in target counties, including refugee learners.	DLR 2.1: Percentage of JS learners in target counties completing grade 8	US$3 million for 80 percent JS learners in target counties completing grade 8 (% girls must be reported). Baseline: 0[37] | Target: 80	3
		DLR 2.2: Percentage of JS learners in target counties completing grade 9 and transitioning to senior school.	US$3 million for 80 percent of JS learners in target counties (% girls must be reported) and transitioning to senior school. Baseline: 0 | Target: 80	3
		DLR 2.3: Number of Vulnerable Learners, including refugee learners, selected to receive a scholarship, school kits and mentoring support services.	Scalable: US$2200 scholarship, school kits and mentoring services for vulnerable learners covered for three calendar years. A maximum of US$11 million per calendar year and total of US$33 million for at least 15,000 scholars benefiting from the program.	33
	DLI 3: JS learners reporting textbook-learner ratio of 1:1 in integrated Science, Mathematics, and English at grades 7, 8 and 9 in targeted counties, including refugee learners.	DLR 3.1 Number of Framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides.	US$2 million for 5 number signed contract, up to US$10 million. Baseline: 0 Target: 5	10
		DLR 3.2 Percentage of JS, including refugee schools, with learner-textbook ratio of 1:1 in Integrated Science, Mathematics, and English at grades 7, 8 and 9.	US$3 million for 80 percent of JS with 1:1 student-textbook ratio in target subjects, including refugee learners. Baseline Average: 1:3 | Target Average: 1:1	3
	DLI 4: Camp-based refugee JS receiving school grants.	DLR 4.1: Number of camp-based refugee junior schools receiving school grants per approved SIP	US$250,000 disbursed in three tranches: a) First tranche, US$150,000 for an approved SIP; b) Second tranche, US$50,000 is triggered by procurement of instructional materials in the approved SIP, and recruitment, and being present at duty station, of target new contract/intern teachers per the targets in the SIP; and c) Third tranche, US$50,000 upon signing of a contract for construction of classroom and WASH facilities as per the target in the SIP. Baseline: 0 | Target: 50	12.5
	DLI 5: Reduced percentage of OOSC in 5 counties with the highest OOSC (Percentage).	DLR: 5.1: Percentage point reduction in OOSC in 5 target counties.	US$2 million for at least an average of 20%-point reduction in OOSC in the 5 target counties.	2

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[37] The 2024 cohort is the first cohort of grade 8 under the CBC.

	DLI 6: Target EARCs strengthened	DLR 6.1: Number of contracts signed for upgrading (equipment and rehabilitation of facilities) of target EARCs facilities and equipment.	Scalable. US$2.75 million for each contracts signed, up to US$11 million. Baseline: 0 | Target: 4	11
		DLI 6.2: At least 4 specialized EARCS fully functional with the target set of equipment, retooled instructors, and core staffing by the government.	Scalable: US$500,000 for each functional EARC, up to US$2 million	2
Improve teaching quality in Junior School.	DLI 7: Improvement in quality of teaching in Junior School, including camp-based refugee Junior schools.	DLR 7.1: SBTSS design and operational plan reviewed in line with the baseline results [1] for teachers' performance gaps in SME JS.	US$4.0 million for the revised SBTSS design and costed operational plan.	4
		DLR 7.2: Increase in the share of target JS teachers achieving pedagogical proficiency in teaching in SME.	US$1 million for 70 percent of teachers achieving 70 percent pedagogical proficiency in in each subject: Science or Mathematics or English, up to US$6 million (US$1 million allotted to each subject).	3
		DLR 7.3: Approval of a comprehensive strategy and implementation plan for deployment of surplus teachers to schools with the highest teacher shortage.	US$1 million for approved comprehensive strategy and implementation plan by TSC Board and CEO for deployment of surplus teachers to schools with the highest shortages.	1
		DLR 7.4: Upgraded training environment in Teacher Training Colleges (TTCs).	US$20 million for Contracts signed by MoE for expansion/ rehabilitation of critical facilities based on an approved needs assessment report and implementation plan.[38]	20
Strengthen Systems for Equitable Service Delivery in Secondary Education.	DLI 8: Strengthened systems through institutionalization of key initiated reforms in Basic Education.	DLR 8.1: Draft Basic Education bill and Draft TSC (Amendment) Bill submitted to Parliament.	US$2 million for the draft Basic Education Bill and the draft TSC (Amendment) Bill submitted to Parliament.	2
		DLR 8.2: Implement CBA reforms through: (a) implementation of e-assessments in TTCs, JS and SS. (b) operationalization of assessment resource center at the existing KNEC facilities in line with the CBA reforms.	a) US$2 million for institutionalizing e-assessment at KNEC and for e-assessment conducted in all 35 TTCs and JS and TTC/school specific analytical reports provided. b) US$1.25 million for each core milestone achieved as per the costed design and implementation plan for operationalizing of assessment resource centre at KNEC, up to US$5 million for four core milestones.	7
		DLR 8.3: 60 percent of JSs implementing IBQA mechanisms and reporting on the same through NEMIS or KEMIS.	US$4 million for 60 percent of JS implementing IBQA mechanisms and reporting through NEMIS or KEMIS. Baseline: 0 | Program Target: 60 percent	4
		DLR 8.4: Upgrade training and research facilities at KISE and KEMI for enhanced in-service teacher training and research.	US$6 million for contract signed for KEMI. US$8 million for contract signed for KISE	14
	DLI 9: Initiate transition to clean cooking energy/technologies for a sustainable national SMP.	DLR 9.1: Number of vulnerable learners including camp- based and refugee host communities who are provided with school meals during each school calendar year.	Scalable: US$5.25 million for 2 million vulnerable learners including refugee learners provided with school meals per school calendar year up to US$21 million, for four years. Baseline: 0 | Program target: 2,000,000 learners	21
		DLR 9.2: Operationalization of three centralized kitchens.	**Prior result:** US$3 million for one centralized kitchen operationalized as per MoE's quality assurance and standards. Scalable: US$3 million for an operational Centralized Kitchen up to US$9 million and a total of 3 kitchens including prior results.	9
	TOTAL AMOUNT			230

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38 Increase in enrollment of teacher trainees in target TTCs will be monitored in the RF.

III. **PROGRAM IMPLEMENTATION**

A. **Institutional and Implementation Arrangements**

33. **The Program directly builds on the existing institutional and implementation structures of PEELP and SEQIP**. MoE and the TSC are the main implementing entities. MoE will implement the Program with support from relevant Implementing Agencies (IAs) Semi-Autonomous Government Agencies (SAGA) agencies that are implementing SEQIP and PEELP: CEMASTEA, Kenya Education Management Institute (KEMI), The National Council for Nomadic Education in Kenya (NACONEK), KICD, KNEC, Jomo Kenya Foundation (JKF), and KISE. MoE and the SAGAs will mainly implement RA 1 (Expand equitable access to quality Secondary Education), and RA 3 (Strengthen Systems for Equitable Service Delivery in Secondary Education); while TSC is the main implementor for RA 2 (Improve teaching quality in Junior School), except for pre-service teacher training in TTCs which is under MoE. The POM will include details of the implementation arrangements.

34. Refugee elements of the Program will be implemented in close consultation with the DRS and the UNHCR. The PEELP has established functional mechanisms on working arrangements with the DRS and the UNHCR. The Program will build on these mechanisms to implement key interventions at the camp-based schools. The specific roles of The DRS and the UNHCR for this Program will be detailed in the POM and will build on the implementation experience of PEELP.

35. **Oversight and technical support.** A detailed description will be included in the POM, including roles and functions for entities highlighted here. In summary, similar to the PEELP, the overall strategic leadership and implementation oversight for this Program, including the IPF Component, rests with the existing MoE's Directorate of Project Coordination and Delivery (DPCAD) and the joint National Steering Committee (NSC) for SEQIP, PEELP and USAID literacy project. The existing SEQIP PCU, under DPCAD, will be expanded with additional MoE technical expertise to continue overseeing day-to-day implementation of the Program. The Program will continue to leverage the existing Projects Technical Coordinating Teams (PTCTs) for SEQIP and PEELP at KISE, KEMI, JKF, NACONEK, KNEC, CEMASTEA, KICD, DRS, and TSC. In addition, MoE will also leverage the established County and Sub-County based education project teams (composed of existing MoE and TSC staff at the lower levels) that provide close oversight to all key projects' implementation at the target school levels.

36. **Coordination among development partners supporting the education sector in Kenya.** The World Bank is an active member of the Kenya Education Development Partners Coordination Group (EDPCG), which provides a forum for coordination and consultation on education matters. Implementation of the Program will be coordinated within the EDCPG framework, including proposed TAs under the IPF component.

B. **Results Monitoring and Evaluation**

37. **The Program will build on the existing Monitoring and Evaluation (M&E) structures at MoE, including the NEMIS platforms, which includes data on secondary education.** The PEELP is providing substantial support to NEMIS and overall data aspects at MoE. MoE's Central Planning and Project Management Unit (CPPMU) for basic Education, headed by a Chief Economist is responsible for overall coordination and monitoring of NESSP II implementation and reporting. The CPPMU works closely with the Kenya Bureau of Statistics (KNBS) to develop and publish educational statistical booklets. KNEC provides adequate oversight on students' assessment data. DPCAD, working closely with CPPMU and IAs, is responsible for the Program's specific M&E functions as per the results framework. However, DLIs will be subject to third-party verification by an independent verifier. The PCU will obtain information on various indicators and DLIs from the PTCTs at the IAs. Through The IPF Component, the Directorates of Quality Assurance and Standards, and School Audit at MoE will be strengthened to facilitate further support to target schools on compliance and reporting.

38. The Program, through technical support from the World Bank), will support an impact evaluation for earlier cohorts of the Elimu scholarship program to strengthen and inform implementation of scholarship administration for secondary education. The research will use regression discontinuity design and historical administrative data, for earlier beneficiaries of the scholarship program in comparing the outcomes for students that were slightly above the threshold, and participated in the Elimu Scholarship program, with those students just below the threshold that were not selected to participate in the program. The evaluation aims at obtaining information on student enrolment in secondary schools, the category of the secondary school, students' performance in national assessments and completion of secondary education. This approach could provide an opportunity to document the impact of the Elimu Scholarships and use the evidence to inform MoE in implementation of the senior school scholarship intervention.

C. Disbursement Arrangements

39. Disbursements are subject to PforR procedures and will be based on the achievement of DLIs. On achievement of the results, the IDA funds will be disbursed to a Designated Account. The Program will issue an advance to support timely implementation and enhance cash flow to initiate implementation of activities. For the national level agencies, the Program activities will be factored in their annual work plans and budgets (AWPBs). MoE will work closely with the National Treasury (NT) to ensure that the entity government budget allocation and exchequer are adequate to meet the DLIs. Funds to MoE's County offices will be disbursed based on programs of activities in the AWPB and the required MoE procedures.

D. Capacity Building

40. The IPF component will provide further capacity building (CB) activities to complement the IPF component under PEELP, particularly on systems strengthening. The Program Action Plan (PAP) (Annex 4) and the IPF Component includes details on priority CB activities such as secondary education for refugee children, system readiness for CBC and CBA implementation in Senior School, climate change and education, and training of education officials on key education areas in secondary education through a three-year CB plan.

IV. ASSESSMENT SUMMARY

A. Technical (including program economic evaluation)

41. **Strategic relevance.** The Program is a necessity, and important to sustain engagement and critical investments to address growing needs in basic education, including secondary education. Addressing inequities in secondary education in lagging regions is essential to achieve inclusive development objectives for Kenya. Inequity is the main factor behind the overall low performance in secondary education. The Program is therefore strategic in supporting the government to address important gaps that continue to constrain achievement of equitable access to secondary education, and overall service delivery in secondary education. The Program also plays a critical role in advancing policy dialogue by supporting the process to anchor key initiated reforms such in law and strengthening relevant institutions on the same. The Program also consolidates a programmatic approach to World Bank's overall support to basic education in Kenya.

42. **Technical soundness.** The updated NESSP II is a technically sound strategy. The update of the NESSEP II was based on a mid-term review of NESSEP I, and specifically, NESSSEP II includes details on strategic issues, goals and key result areas including for secondary education, and well aligned with the design of this Program. Table 6 is a summary of the technical assessment of the NESSP II. The NESSP II outcome indicators for secondary education include efficiency and accountability improved; strengthened systems and institutional capacities; share of schools trained on effective service delivery including implementation of the CBC and CBA; teaching and learning environment improved; schools equipped to participate in the livestreaming of lessons; further transform teacher training; increased enrollment of

learners with special needs and disabilities; improve quality assurance and standards for basic education; and accelerated learning programme integrated in Basic Education.

Table 6: NESSP II -Summary of Strategic Issues, Goals and Key Result Areas.

Strategic Issue	Strategic Goal	Key Result Area (KRA)
Access and participation	Increase access and participation	KRA 1: Infrastructure development
		KRA 2: Learners support services
Equity and inclusivity	Reduce disparities in education, training, and research	KRA 3: Equity and inclusion
Quality and relevance	Improve quality and relevance of education	KRA: 4 Curriculum assessment
		KRA 5: Teachers, researchers, trainers, faculty training management
		KRA 6: Accreditation, quality assurances and standards
		KRA 7: Research innovation and commercialization
Governance and accountability	Strengthen governance and accountability	KRA 8: Policy and legal framework
		KRA 9: Institutional and system capacity development
Crosscutting, pertinent, and contemporary issues	Mainstream crosscutting pertinent and contemporary issues	KRA 10: Crosscutting, pertinent, and contemporary issues

43. **Economic rationale.** The Program is expected to increase the lifetime wages of its beneficiaries. The analysis is done for Results Area 1 and 2, which represent 60 percent of Program expenditure. The Program is projected to directly impact 1,942,646 million junior secondary beneficiaries for RA1 and 900,000 for RA2, with lasting impacts modeled for the 4 cohorts affected during the Program's lifespan. Effect sizes are derived using estimated returns to junior secondary education in the general population and projected increases in equivalent years of schooling due to the program's effect on learning.

44. The Program has a positive net present value (NPV) and an internal rate of return (IRR) well in excess of the discount rate. Table 7 presents the results of the new cost-benefit analysis at ICR stage. Overall, the project has an NPV of USS292 million and an IRR of 23.1 percent. RA1 has an NPV of US$207 million and an IRR of 24.4 percent, and RA2 has an NPV of US$86 million and an IRR of 21 percent. Sensitivity analyses show that the project has a positive NPV and IRR in excess of the discount rate in most plausible scenarios. The project is modelled with a discount rate of 10 and 15 percent, and with a lower project impact. In all scenarios, the IRR is well in excess of the discount rate, and the NPV is largely positive, meaning that the project is likely to have been profitable under most common assumptions.

Table 7: Projected NPV and IRR in base case

	RA1	RA2	Total
IRR	**24.4%**	**21.0%**	**23.1%**
Discounted cost (present value of costs)	75.6	50.4	126.0
Present value of incremental benefits	282.2	136.0	418.1
NPV	**206.5**	**85.6**	**292.1**

NB: In millions of US$, adjusted for inflation.

Source: World Bank's estimates

45. **The SEEQIP will support the World Bank's Corporate Commitments as follows:**

a) **Paris Agreement (PA).** The Program is aligned with the goals of the PA on both adaptation and mitigation, supporting Kenya in achieving its climate resilience goals as outlined in the PA. The Program effectively reduces

physical climate risks through adaptation measures, ensuring a low level of residual risk. The initial PA screening assessment of the Program indicates that the risk of non-alignment is low:

- *Assessment and reduction of mitigation risks:* The Program has a low risk of preventing Kenya´s transition to low carbon development pathways through the activities that have a negligible impact on GHG emissions and as such are universally aligned as per current Paris Alignment methodologies. For the Program activities related to infrastructure, the design includes mitigation measures as described in detail under each intervention, Results Area 1.

- *Assessment and reduction of adaptation risks*: A Climate Change and Disaster risk screening has been carried out and the country's location has been assessed as highly vulnerable to climate and geophysical hazards. The main climate and disaster risks in Kenya are extreme temperatures, floods, and droughts. These climate-induced events pose some risks to the Program, mainly through potential damage to infrastructure and equipment and interruption to education service delivery. The Program will manage the climate and disaster risks measures as described in detail under Results Areas 1 and 2.

b) **Gender. Access to basic education has steadily improved in Kenya, with girls and boys equally accessing primary and secondary levels in greater proportions.** Enrollment has considerably increased reaching almost universal primary education coverage and boosting transition rates to secondary education for both girls and boys. But despite these significant improvements, not all girls have equally benefited from these gains particularly in the ASALs. The SEQIP and PEELP are supporting significant demand side interventions, including the ASALs. To complement SEQIP and PEELP, this Program will have a sharper focus on gender and learning outcomes, improving performance of girls, specifically in sciences and mathematics at the secondary school level. Important gender disparities are found in educational performance. At the secondary level, the share of boys scoring average results (C+ and above) has been consistently higher than girls (Figure 2.5, Annex 2). The Program will support an analysis, by County, on the drivers of gender inequality in sciences and mathematics at the primary and secondary levels. This analysis will inform policies and strategies, relevant to Kenya's context, that can significantly increase the pipeline of girls for STEM related training at the tertiary education level. Based on the analysis, the Program will support CEMASTEA to design and launch context specific mentoring and follow up activities in JS and later SS, particularly in the ASALs, to support and encourage more girls to perform better in STEM subjects, and to appreciate opportunities for STEM related competitive trainings at the tertiary levels and attractive careers.

c) **Citizen engagement.** The Program will build on beneficiary survey mechanisms under PEELP to collect feedback by key Program beneficiaries through regular satisfaction survey for key Program interventions. Specifically, the surveys will target satisfaction levels for main interventions such as the school grants, teacher training, and refugee education. The results framework includes an indicator on beneficiary satisfaction surveys and utilization of the findings.

B. Fiduciary

46. **The overall fiduciary risk of the Program is rated 'Substantial'**. The Fiduciary Systems Assessment (FSA) found that the procurement, governance, and financial management systems and capacity are adequate to provide reasonable assurance that the Program funds will be used for the intended purposes with due attention to the principles of economy, efficiency, and accountability. However key risk include: (i) inadequate funding predictability due to the tight fiscal space affects resource allocation and implementation of activities and contracts ; (ii) misstated capitation grants due to gaps in NEMIS; (iii) internal control gaps including inaccurate financial reports not addressed on time; (iv) limited capacity and resources for internal audit to cover the program audits ; (v) gaps in procurement including inadequate disclosure, monitoring and complaint handling systems; inconsistencies in reporting awards; lack of adequate and secure storage for procurement records at MoE and (vi) complaints against the implementing agencies

on governance issues n received by the Commission of Administrative Justice (CAJ) and the Ethics and Anti-Corruption Commission (EAC).

47. **Risk mitigating measures have been incorporated into the Program design.** The sector has gained more experience in implementing PForR. Risk mitigating measures have been incorporated as part of the PAP and other program documents including: (i) regular monitoring of budget allocation, exchequer releases and absorption; (ii) improving systems such as NEMIS and country reporting systems for strengthened data on school capitation and county spending; (iii) strengthening internal control processes through system based auditing, regular internal audit review and follow up by audit committee; (iv) carrying out of procurement compliance assessments and preparation of contract management plans; and (v) semiannual reporting on governance from both EACC and CAJ. Other detailed monitoring mechanisms are agreed to be presented on the POM and DFIL of the program with capacity building initiatives included under the IPF component.

C. Environmental and Social

48. The Environmental and Social (E&S) risk rating for the Program is assessed as Moderate, for both Environment and Social. Potential negative environmental effects include: (i) health and safety incidences resulting from construction activities; (ii) pollution from inadequate management of emissions, discharges, and waste management at construction sites; (iii) generation, handling, and disposal of e-wastes from the adoption of ICT tools; (iv) loss of biodiversity in clearance of sites for civil works, and (v) health effects on humans from handling and disposal the of asbestos-containing roofing materials at some TTCs. The potential negative social effects relate to: (i) exclusion of vulnerable and underserved learners in a context of limited resources; (ii) selection bias and elite capture of Program resources and benefits; (iii) exclusion of learners with disabilities where learning systems and infrastructure do not accommodate their differentiated needs; (v) developing and varied capacity of the Government to manage E&S risks; and, (vi) Sexual Exploitation and Abuse and Sexual Harassment (SEA-SH) arising from vulnerabilities of targeted beneficiaries.

49. An Environmental and Social Systems Assessment (ESSA) was undertaken to review the adequacy and capacity of existing E&S systems at both national and county levels and recommend material measures to avoid, minimize and mitigate adverse E&S effects associated with the Program. The ESSA identified that the E&S policies, legal and regulatory frameworks in Kenya are consistent with the PforR six core principles of the World Bank's Policy on Program-for-Results financing. The Program's ESSA was disclosed in-country on the MoE website on July 28, 2024, and on the World Bank external website on July 31, 2024. MoE, TSC and key implementing SAGAs have adequate systems and capacities for E&S management with experiences gained from implementation of the PEELP and SEQIP. Identified gaps are embedded in the PAP, and mainstreamed in the Program design, to strengthen performance and promote sustainable development.

50. For the IPF component, the Environmental Risks are assessed as Low while Social and Sexual Exploitation and Abuse/Sexual Harassment (SEA/SH) Risks are assessed as Moderate. The proposed activities are related to capacity building, TA and Program management which are unlikely to have significant E&S risks and impacts. E&S risks relate to community health and safety, labor management of project workers, exposure to SEA-SH and other forms of GBV. These will be managed through embedding of E&S considerations in ToRs and robust supervision and monitoring. In addition, these risks will be mitigated by the preparation and implementation of a Stakeholders Engagement Plan (SEP) and an Environmental and Social Commitment Plan (ESCP), stipulating material measures and actions including MoE's and TSC's roles and responsibilities.

51. Under the KPEELP, the MoE developed a GRM management information system (MIS) module on the NEMIS. The Program will anchor on this achievement through its implementation by the MoE, and key SAGAs at the national and county levels, to strengthen the Grievance Redress Mechanism. The TSC will however operationalize its well-

structured GRM system for SEEQIP related grievances and provide a summary matrix to the PCU, to be included in ESHS monitoring reports.

52. Grievance Redress. Communities and individuals who believe that they are adversely affected as a result of a Bank supported PforR operation, as defined by the applicable policy and procedures, may submit complaints to the existing program grievance mechanism or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address pertinent concerns. Project affected communities and individuals may submit their complaint to the Bank's independent Accountability Mechanism (AM). The AM houses the Inspection Panel, which determines whether harm occurred, or could occur, as a result of Bank non-compliance with its policies and procedures, and the Dispute Resolution Service, which provides communities and borrowers with the opportunity to address complaints through dispute resolution. Complaints may be submitted at any time after concerns have been brought directly to the Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the Bank's Grievance Redress Service (GRS), please visit http://www.worldbank.org/GRS. For information on how to submit complaints to the Bank's Accountability Mechanism, please visit https://accountability.worldbank.org.

V.   RISK

53. **The overall risk to the achievement of the Program has been assessed as substantial.** Risks rated substantial are:

a) *Political and Governance Risks.* In Kenya, the ambitious reforms and changes proposed in the PWPER carry substantial political and governance risks. These reforms are essential for progressing the nation's education agenda but could face challenges due to shifting political landscapes. To mitigate these risks, continuous policy dialogue with the client is crucial to prioritize reforms and sustain gains in educational performance. Engagement with leaders at both national and county levels will be pivotal to ensure that the sector's gains are not only preserved but also built upon. Result Area 3 of the Program is strategically designed to support some of the critical reforms and changes outlined in the PWPER.

b) *Macroeconomic Risks***.** Kenya's improved fiscal position is encouraging. However, persistent revenue shortfalls and debt vulnerabilities pose substantial macroeconomic risks. Efforts toward fiscal consolidation have been underway since 2019, focusing on domestic revenue mobilization and reallocating resources to priority areas. Despite these efforts, high pending bills remain a concern and could exacerbate debt vulnerabilities. To mitigate these risks, the government continues to prioritize basic education, particularly the effective implementation of the CBC and CBA, ensuring that educational advancements remain a key component of the nation's development agenda.

c) *Fiduciary Risks.* Substantial fiduciary risks stem from inherent weaknesses in the country's public financial management, including budgetary constraints, fund flow challenges, and limitations in procurement capacity and internal audit functions. To address these risks, assessments carried out built upon the PAP agreed under PEELP and findings from the FSA, the FM assessment for the IPF component and identified key mitigating measures, which took the form of refinements to the PAP and a detailed FM action plan with appropriate modalities to strengthen systems and ensure fiscal responsibility.

d) *Other Risks - Refugee Protection***.** While offering a range of benefits to refugee protection in Kenya, there are a range of resourcing, operational, policy and context specific challenges in the implementation of the Refugee Act 2021 that could be addressed to ensure full compliance with the relevant provisions of the 1951 Refugee Convention. There are protection risks regarding: the freedom of movement and lack of harmonized legal and policy frameworks that may lead to delays in acquisition of prerequisite documentation needed to access public and private services as well as employment and economic opportunities. Security challenges and social cohesion risks linked to equitably accessing education services present a substantial risk across refugees and host

community members. These risks will be managed through active policy dialogue, spearheaded by the DRS, and collaborative engagement with agencies such as UNHCR and other stakeholders. This collaboration will support the development of the Shirika Plan. The World Bank will also conduct periodic reviews of Kenya's refugee protection framework to ensure policy and institutional environments are supportive and in alignment with international standards.

ANNEX 1. RESULTS FRAMEWORK MATRIX

Program Development Objective(s)

The Program Development Objective (PDO) is to improve equitable access to quality secondary education, and strengthen systems.

PDO Indicators by Outcomes

Baseline	Period 1	Closing Period
Improve equitable access to quality secondary education		
Increase in retention rate of learners in Junior Schools in target Counties. (Percentage)		
Sep/2024	Jun/2027	Dec/2029
0	80	80
➤Increase in retention rate of female learners in Junior Schools in target Counties (Percentage)		
Sep/2024	Jun/2027	Dec/2029
0	80	80
➤Increase in retention rate of learners in Junior Schools in refugee camps (Percentage)		
Sep/2024	Jun/2027	Dec/2029
0	80	80
➤Increase in retention rate of learners in Junior Schools in refugee hosting counties (Percentage)		
Sep/2024	Jun/2027	Dec/2029
0	80	80
➤Increase in retention rate of learners in Junior Schools in non-host/non-refugee communities (Percentage)		
Sep/2024	Jun/2027	Dec/2029
0	80	80
Increase in average learner test score in Integrated Science, Mathematics and English at Junior School (Grade 8): Maximum test result a student can score for each subject is 40 (Number)		
Sep/2024	Jun/2027	Dec/2029
NA	NA	NA
➤Increase in average learner test score in Integrated Science (Number)		
Sep/2024	Jun/2027	Dec/2029
17.40	19.40	21.40
➤Increase in average learner test score in Integrated Science - Girls (Number)		
Sep/2024	Jun/2027	Dec/2029

17.78	19.78	21.78
➢Increase in average learner test score in Integrated Science in refugee camps (Number)		
Sep/2024	Jun/2027	Dec/2029
17.02	19.02	21.02
➢Increase in average learner test score in Integrated Science in host communities (Number)		
Sep/2024	Jun/2027	Dec/2029
15.56	17.56	19.56
➢Increase in average learner test score in Integrated Sciences in non-refugee, non-host communities (Number)		
Sep/2024	Jun/2027	Dec/2029
18.13	20.13	22.13
➢Increase in average learner test score in Mathematics (Number)		
Sep/2024	Jun/2027	Dec/2029
13.71	15.21	16.71
➢Increase in average learner test score in Mathematics - Girls (Number)		
Sep/2024	Jun/2027	Dec/2029
13.80	15.83	16.80
➢Increase in average learner test score in Mathematics in refugee camps (Number)		
Sep/2024	Jun/2027	Dec/2029
11.44	12.90	14.44
➢Increase in average learner test score in Mathematics in host communities (Number)		
Sep/2024	Jun/2027	Dec/2029
12.30	13.80	15.30
➢Increase in average learner test score in Mathematics in non-refugee, non-host communities (Number)		
Sep/2024	Jun/2027	Dec/2029
13.90	15.40	16.90
➢Increase in average learner test score in English (Number)		
Sep/2024	Jun/2027	Dec/2029
18.90	20.90	22.90
➢Increase in average learner test score in English - Girls (Number)		
Sep/2024	Jun/2027	Dec/2029
19.60	21.60	23.60
➢Increase in average learner test score in English in refugee camps (Number)		
Sep/2024	Jun/2027	Dec/2029
16.43	18.43	20.43
➢Increase in average learner test score in English in hosting communities (Number)		
Sep/2024	Jun/2027	Dec/2029

15.70	17.70	19.90
➤Increase in average learner test score in English in non-refugee, non-host communities (Number)		
Sep/2024	Jun/2027	Dec/2029
19.48	21.48	23.50
Strengthen Systems		
Improve alignment of the basic education system towards learning and its monitoring (Yes/No)		
Sep/2024	Jun/2027	Dec/2029
No	No	Yes

Intermediate Indicators by Results Areas

Baseline	Period 1	Period 2	Period 3	Closing Period
Expand equitable access to quality Secondary Education				
Number of new and rehabilitated classrooms/labs/ WASH facilities in target FDSE/LCBPS/special needs education Senior Schools as per the agreed implementation plan. (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	0	1,010	1,631
➤Number of classrooms and WASH facilities constructed in host-communities' schools (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	0	10	19
➤Number of classrooms and WASH facilities constructed in non-refugee, non-host-communities' schools (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	0	1,000	1,612
Number of FDSE, including in host refugee communities and camp-based Junior and Senior Schools with new physical laboratories or functional virtual science laboratories (DLI). (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	330	450	600
➤Number of Camp-based JS schools with functional physical and virtual science laboratories (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	15	25	50
➤Number of FDSE JS host-community schools with functional physical and virtual science laboratories (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	15	25	50
➤Number of FDSE JS non-host/non-refugee schools with functional physical and virtual science laboratories (Number)				

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	300	400	500

Number of Regional Educational Assessment and Resource Centers (EARCs) Revamped (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	5	8	10

Number of camp-based Junior Schools receiving School Grants for completing priority areas in their SIPS (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	50	50	50

Number of vulnerable learners (based on MoE's established criteria) receiving school meals, including learners in camp- based and host communities (DLI) (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	2,000,000	2,000,000	2,000,000	2,000,000

➢Number of learners in refugee camp-based schools receiving school meals (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	15,401	15,401	15,401	15,401

➢Number of learners in host communities schools receiving school meals (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	37,856	37,856	37,856	37,856

➢Number of non-host/non-refugee vulnerable learners (based on MoE's established criteria) receiving school meals (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	1,946,743	1,946,743	1,946,743	1,946,743

Number of Low-Cost Boarding and Peace Schools (LCB & PS) expanded (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	5	10	15

Number of girls completing STEM mentoring program (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	56,000	87,700	144,000	200,000

➢Number of girls completing STEM mentoring program in refugee camps (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	2,000	3,700	5,000	7,000

➢Number of girls completing STEM mentoring program in host communities schools (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	4,500	9,000	13,500	18,000

➢Number of girls completing STEM mentoring program in non-refugee/non-host communities (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	50,000	75,000	125,500	175,000

Number of target camp-based Junior Schools reporting reduced classroom overcrowding (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	0	50	50
Number of Children Supported with better education (in millions) (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	1,500,000	2,000,000	3,040,000	4,000,000
➤Number of male children supported with better education (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	750,000	1,000,000	1,540,000	2,040,000
➤Number of female children supported with better education (in millions) (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	750,000	1,000,000	1,000,000	1,960,000
Improve teaching quality in Junior School				
Number of teachers completing the SBTSS (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	19,500	39,000	58,500	78,000
➤Number of JS teachers completing the SBTSS in refugee camps (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	500	1,000	1,500	2,215
➤Number of JS teachers completing the SBTSS in host communities (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	1,000	1,500	2,000	3,000
➤Number of JS teachers completing the SBTSS in non-refugee/non-host communities (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	18,000	36,000	54,000	72,785
Number of classroom observations conducted in JS through SBTSS (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	5,000	7,500	11,000	15,000
➤Number of classroom observations conducted in SBTSS in refugee camp-based schools (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	600	1,000	1,500	2,200
➤Number of classroom observations conducted through SBTSS in host communities (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	500	1,000	1,500	2,000
➤Number of classroom observations conducted through SBTSS in non-refugee/non-host communities (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	2,500	5,000	7,500	10,800

SBTSS formally Embedded in TPD Credits Framework by TSC (Yes/No)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
No	No	No	No	Yes

Textbook-student ratios in Junior and Senior Schools for Sciences, Mathematics and English (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
1:3	1:3	1:2	1:1	1:1

➢Textbook-student ratios in Junior and Senior Schools for Sciences, Mathematics and English in refugee camps (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
1:3	1:3	1:2	1:1	1:1

➢Textbook-student ratios in Junior and Senior Schools for Sciences, Mathematics and English in host communities (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
1:3	1:3	1:2	1:1	1:1

➢Textbook-student ratios in Junior and Senior Schools for Sciences, Mathematics and English in non-refugee/non-host communities (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
1:3	1:3	1:2	1:1	1:1

Number of teacher training colleges rehabilitated (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	15	25	35

Number of teachers trained in Special Needs Education (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	2,153	3,953	5,753	5,753

➢Number of teachers trained in Special Needs Education in refugee camp-based schools (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	700	1,400	2,100	2,100

➢Number of teachers trained in Special Needs Education in host communities (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	400	700	1,000	1,000

➢Number of teachers trained in Special Needs Education in non-refugee/non-host communities (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	1,053	1,853	2,653	2,653

Increase in enrollment of teacher trainees in rehabilitated target TTCs (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
26,099	27,099	28,099	29,099	30,099

Number of schools with access to livestreaming of lessons in classrooms (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	100	138	200

➢Number of schools with access to livestreaming of lessons in classrooms in refugee camps (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	5	8	10
➢Number of schools with access to livestreaming of lessons in classrooms in host communities (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	5	10	20
➢Number of schools with access to livestreaming of lessons in classrooms in non-refugee non-host communities (Number)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	90	120	170
Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in SME (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
NA	NA	NA	NA	NA
➢Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in Integrated Science in refugee camps (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
TBC	0	0	0	TBC
➢Increase in share of Junior School teachers who achieve 70% pedagogical proficiency English in JS host-communities (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
40	40	50	60	70
➢Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in Math in refugee camps (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
TBC	0	0	0	TBC
➢Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in English in refugee camps (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
TBC	0	0	0	TBC
➢Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in Math in JS host-communities (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
9.05	9.05	50	60	70
➢Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in Integrated Science in JS host-communities (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
37	37	50	60	70
➢Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in English in non-refugee/non-host communities (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
40	40	50	60	70
➢Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in Math in non-refugee/non-host communities (Percentage)				
Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
9.05	9.05	50	60	70

➤Increase in share of Junior School teachers who achieve 70% pedagogical proficiency in Integrated Science in non-refugee/non-host communities (Percentage)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
37	37	50	60	70

New contract/intern teachers recruited in Camp based schools (Number)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	3	6	8	9

Strengthen Systems for Equitable Service Delivery in Secondary Education

Key Reforms in Basic Education Institutionalized (Yes/No)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
No	No	No	No	Yes

Assessment resource center established at KNEC (Yes/No)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
No	No	No	No	Yes

National Education Quality Assurance and Standards Framework, guidelines and tools revised as per CBC and CBA reforms (Yes/No)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
No	No	No	No	Yes

Clean cooking energy for School Meals Program piloted at least 3 of the target 4 centralized kitchens (Yes/No)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
No	No	No	No	Yes

Strategy on Education and Climate Change Developed (Yes/No)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
No	No	No	No	Yes

Level of satisfaction of beneficiaries (Citizen Engagement indicator and part of Grievance Redress Mechanism) (Percentage)

Sep/2024	Dec/2025	Dec/2026	Jun/2028	Dec/2029
0	0	50	60	70

Disbursement Linked Indicators (DLI)

Period	Period Definition
Prior Results	Prior Result
Period 1	2026
Period 2	2027
Period 3	2028

Period 4	2029

Baseline	Prior Results	Period 1	Period 2	Period 3	Period 4
1:Upgrade teaching and learning school conditions for target FDSEs, SNE, and camp-based Junior and Senior Schools. (Number)					
NA	1200 classrooms and sanitation facilities rehabilitated		DLR 1.1a: 33 percent of agreed milestones in the rehabilitation implementation plan achieved. Milestones consist of target facilities in the implementation plan meeting the established standards and certified by the Ministry of Public Works.	DLR 1.2: 600 FDSE JS schools including in host communities, and camp based refugee secondary schools with new physical laboratories or functional virtual science laboratories. Scalable Formula: US$1 million for a batch of 100 schools. Baseline: 0 | Target: 600 DLR 1.1b: 66 percent of milestones in the agreed implementation plan achieved	DLR 1.1c: 100 percent of milestones in agreed implementation plan achieved
0.00	29,500,000.00	0.00	10,000,000.00	16,000,000.00	10,000,000.00
DLI allocation		65,500,000.00	As a % of Total DLI Allocation		28.48%
2:Learners retained in JS, and transitioning to Senior School in target Counties, including refugee learners (Percentage)					
N/A	N/A	DLR 2.1: 80 percent JS learners in target Counties completing grade 8	DLR 2.2: 80 percent JS learners in target Countries completing grade 9 and transitioning to senior school	DLR 2.3: 15000 vulnerable Learners receive a scholarship for three calendar years. Scalable Formula: US$2200 per scholar and a maximum of US $11 million per calendar year	
0.00	0.00	3,000,000.00	3,000,000.00	33,000,000.00	0.00
DLI allocation		39,000,000.00	As a % of Total DLI Allocation		16.96%
3:JS learners reporting textbook-learner ratio of 1:1 in Science, Mathematics, and English at grades 7, 8 and 9 in targeted Counties, including refugee learners (Percentage)					

N/A	N/A		DLR 3.1: Framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides. Formula: US$2 million for each contract signed, up to 5 contracts	DLR 3.2: 80 percent of JS with 1:1 student-textbook ratio in target subjects, including in camp-based schools.	
0.00	0.00	0.00	10,000,000.00	3,000,000.00	0.00
DLI allocation		13,000,000.00	As a % of Total DLI Allocation		5.65%

4:Camp-based refugee Junior Schools receiving school grants (Number)

N/A	N/A		DLR 4.1a: 50 camp-based JS have approved SIPsFormula: US$150,000 per each school for 50 schools	DLR 4.1b: Instructional materials procured per the set targets in the SIP, and new teachers recruited, and present in duty station Formula: US$50,000 per each school	DLR 4.1c: Contract for construction of classroom/WASH/lab construction signed as per the target in the SIP Formula: US$50,000 per each school
0.00	0.00	0.00	7,500,000.00	2,500,000.00	2,500,000.00
DLI allocation		12,500,000.00	As a % of Total DLI Allocation		5.43%

5:Reduced percentage of Out-of-School Children (OOSC) in 5 Counties with the highest OOSC (Percentage)

N/A	N/A			DLR 5.1: 20 percent points reduction in OOSC in the 5 target Counties.	
0.00	0.00	0.00	0.00	2,000,000.00	0.00
DLI allocation		2,000,000.00	As a % of Total DLI Allocation		0.87%

6:EARCs facilities and equipment strengthened (Number)

N/A	N/A		DLR 6.1: Four contracts signed to upgrade four target EARCs facilities and equipment. Formula: US$2.75 million for each EARC contract signed.	DLI 6.2: Four functional EARCs with the target set of equipment, retooled instructors, and core staffing by the government. Scalable Formula: US$500,000 for every functional EARC	

0.00	0.00	0.00	11,000,000.00	2,000,000.00	0.00
DLI allocation		13,000,000.00	As a % of Total DLI Allocation		5.65%
7:Improvement in quality of teaching in Junior School, including camp-based refugee Junior schools (Text)					
N/A	N/A	DLR 7.1: SBTSS design and operational plan reviewed and approved by TSC	DLR 7.3: Approved comprehensive strategy and implementation plan by TSC Board and CEO for deployment of surplus teachers to schools with the highest shortages.	DLR 7.2: 70 percent of teachers achieving 70 percent pedagogical proficiency in Science or Mathematics or English Formula: US$1 million for pedagogical proficiency in each subject.	DLR 7.4: Contracts signed by MoE for expansion/ rehabilitation of critical facilities in Teacher Training Colleges (TTCs) based on an approved needs assessment report and implementation plan
0.00	0.00	4,000,000.00	1,000,000.00	3,000,000.00	20,000,000.00
DLI allocation		28,000,000.00	As a % of Total DLI Allocation		12.17%
8:Strengthened systems through institutionalization of key initiated reforms in Basic Education (Text)					
N/A	N/A	DLR 8.1: Draft Basic Education Bill and TSC (Amendment) Bill submitted to Parliament	DLR 8.2a) US$2 million for institutionalizing e-assesment at KNEC and e-assessments conducted in all 35 TTCs and JS; school specific analytical reports provided. DLR 8.b) US$5 million for four of the core milestones achieved in operationalizing assessment resource center at KNEC as per the costed design and implementation plan Formula: US$ 1.25 million for each core milestone.	DLR 8.3: 60 percent of JSs implementing IBQA mechanisms and reporting on the same through NEMIS or KEMIS.	DLR 8.4a: US$6 million for contract signed to upgrade KEMI teaching training and research facilities DLR 8.4b: US$8 million for contract signed to upgrade KISE training and research facilities
0.00	0.00	2,000,000.00	7,000,000.00	4,000,000.00	14,000,000.00
DLI allocation		27,000,000.00	As a % of Total DLI Allocation		11.74%
9:Initiate transition to clean cooking energy/technologies for a sustainable national School Meals Program (SMP) (Text)					
N/A	One centralized kitchen operationalized.	DLR 9.1a: 2 million school meals provided to	DLR 9.1b: 2 million school meals provided to	DLR 9.1c: 2 million school meals provided to	DLR 9.2: Two Centralized Kitchens operationalized,

		vulnerable learners, including camp-based and refugee host communities.	vulnerable learners, including camp- based and refugee host communities.	vulnerable learners, including camp- based and refugee host communities.	US$3 million for each. DLR 9.1d: 2 million school meals provided to vulnerable learners, including camp-based and refugee host communities.
0.00	3,000,000.00	5,250,000.00	5,250,000.00	5,250,000.00	11,250,000.00
DLI allocation		30,000,000.00	As a % of Total DLI Allocation		13.04%

Monitoring & Evaluation Plan: PDO Indicators by PDO Outcomes

PDO Indicator 1: Increase in retention rate of learners in Junior Schools in target Counties (Percentage, disaggregated by gender, refugees, host and non-host/non-refugee communities).	
Description	Percentage of learners who continue to re-enroll into the next JS grade level (denominator is total number of learners in JS in grade 7 in the target county, including refugee learners.
Frequency	Annual
Data source	MoE
Methodology for Data Collection	MoE-NEMIS and Annual eductional statistical booklets.
Responsibility for Data Collection	MoE
PDO Indicator 2: Increase in average learner test score in Science, Mathematics and English at Junior school, Grade 8, in targeted Counties (disaggregated by boys/girls, refugees, host and non-host/non-refugee communities).	
Description	Increase in average test score achieved learners in Junior School SME subjects
Frequency	Annual
Data source	KNEC
Methodology for Data Collection	KNEC conducts learning assessments for schools in target Counties and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction. The target 50 camp-based refugee schools, and schools in refugee host communities will be purposely sampled for the national based sample learning assessments.
Responsibility for Data Collection	MoE, through KNEC
➢ Increase in average learner test score in science (disaggregated by boys/girls, refugees, host communities, and non-host/non-refugee communities).	
Description	Increase in average test score achieved by learners in Science
Frequency	Annual
Data source	KNEC
Methodology for Data Collection	KNEC conducts learning assessments for sciences in target schools in Counties and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction. This data is further disaggregated to reflect test scores for gender and refugee learners.
Responsibility for Data Collection	KNEC
➢ Increase in average learner test score in Mathematics (disaggregated by boys/girls, refugees, host communities and non-host/non-refugee communities).	
Description	Increase in average test score achieved by learners in Mathematics
Frequency	Annual
Data source	KNEC
Methodology for Data Collection	KNEC conducts learning assessments for Mathematics in target schools in Counties and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction. This data is further disaggregated to reflect test scores for gender and refugee learners.
Responsibility for Data Collection	KNEC
➢ Increase in average learner test score in English (disaggregated by boys/girls, refugees, host and non-host/non-refugee communities).	
Description	Increase in average test score achieved by learners in English
Frequency	Annual
Data source	KNEC
Methodology for Data Collection	KNEC conducts learning assessments for English subject in target schools in Counties and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction. This data is further disaggregated to reflect test scores for gender and refugee learners.
Responsibility for Data Collection	KNEC
PDO Indicator 3: Improve alignment of the basic education system towards learning and its monitoring.	

Description	Key milestones achieved: Draft Basic Education Bill submitted to Parliament; e-assessment system developed and assessment resource centre at KNEC operationalized; the National Education Quality Assurance and Standards Framework, IBQA established in JS and SS, and the associated guidelines and tools developed and approved in line with CBC and CBA reforms; and the Accelerated Education Programmes (AEPs) aligned with the CBC and CBA.
Frequency	Annual
Data source	MoE, KICD, KNEC
Methodology for Data Collection	MoE, Independent Verification Agency Report
Responsibility for Data Collection	MoE

Monitoring & Evaluation Plan: Intermediate Results Indicators by Results Areas

RA1: Expand equitable access to quality Secondary Education	
Number of new and rehabilitated classrooms/labs/ WASH facilities in target FDSE/LCB&PS/special needs education Senior Schools as per the agreed implementation plan. (disaggregated by host and non-host/non-refugee communities)	
Description	Construction of new and rehabilitated classrooms/labs /WASH facilities in existing target JS schools and FDSE/boarding secondary schools/LCBS&Peace Schools. Construction of WASH facilities will include for teachers as needed. Construction will be conducted in line with the MoE/Public Works standards and the ESMP requirements. Construction approach will be built on the PEELP Construction manual and guidelines. For refugee Camp-based schools, MoE, in collaboration with DRS and UNHCR, will support expansion of school infrastructure in existing camp based JSs to reduce overcrowding and double shifts. This expansion will be conducted under the school grants for refugee schools. The POM will include details of the specific approach to construction in refugee camp-based schools, as well maintenance of the new facilities.
Frequency	Annual
Data source	MoE, IVA report
Methodology for Data Collection	MoE monitors the progress of civil works as the established PEELP construction manual and guidelines procedures. MoE will use the GEMS to monitor infrastructure progress. The GEMs is being piloted under PEELP. 50 percent of the target facilities will be verified through the GEMS online monitoring tool.
Responsibility for Data Collection	MoE
Number of FDSE, including in host refugee communities and camp-based Junior and Senior Schools with new physical laboratories or functional virtual science laboratories.	
Description	JS schools equipped with additional physical and functional virtual labs aligned and adapted with the CBC/CBA reformed curriculum.
Frequency	Annual
Data source	MoE, CEMASTEA, IVA Report
Methodology for Data Collection	MoE will report data through NEMIS/KEMIS, IVA will verify through data corroboration and site visits.
Responsibility for Data Collection	MoE, CEMASTEA
Number of Regional Educational Assessment and Resource Centers (EARCs) Revamped	
Description	Each EARC revamped means - a set of target interventions completed at each EARC including modern SNE diagnostics equipment, and retooling staff at the target EARCS including target twenty SS and integrated units in regular JS for children with special needs. A needs assessment is being finalized to inform the set of interventions at each EARC.
Frequency	Annual
Data source	MoE, KISE, IVA report
Methodology for Data Collection	MoE asessment through KISE. Independent Verification Agency Report.
Responsibility for Data Collection	KISE
Number of camp-based JS receiving School Grants for completing priority areas in the approved SIPs	

Description	Number of camp-based JS receiving school grants to implement the approved SIPs. Each target school will be expected to develop school specific School Improvement Plans (SIPs) and oriented towards the essential school inputs. The SIPs will also include a mandatory activity on increased climate change awareness in target schools.
Frequency	Annual
Data source	MoE, IVA Report
Methodology for Data Collection	County educational teams compile data for annual reports, verified by MoE and Independent verification.
Responsibility for Data Collection	MoE

Number of vulnerable JS learners (based on MoE's established criteria) receiving school meals, including in camp-based refugee and host community

Description	Number of learners receiving school meals in camp-based refugee JS and JS in the refugee host communities, and learners in LCBS&PS. The activity will leverage the existing national SMP to target vulnerable learners in JSs at the refugee camps and host communities. Similar procedures to the schools' meals under PEELP will apply and will be summarized in the POM.
Frequency	Thrice a Year (Each School Term)
Data source	MoE, NACONEK
Methodology for Data Collection	MoE, NACONEK will collect data from the schools, independent verification. The verifier will virtually sample and make calls to at least 50 percent of target schools.
Responsibility for Data Collection	MoE

Increase in Transition rate of learners from Junior School to Senior School in target Counties (Percentage, disaggregated by gender, and refugees)

Description	Percentage of learners in target Counties, including refugees, who transition from JS to SS (denominator is the total number of learners in grade 8 JS who transition to SS in target Counties including refugees).
Frequency	Annual
Data source	MoE
Methodology for Data Collection	MoE-NEMIS and Annual educational statistical booklets
Responsibility for Data Collection	MoE

Number of Low Cost Boarding Schools and Peace (LCBS&PS) expanded to accelerate access and learning for OOSC

Description	MoE will target expansion of low-cost and peace boarding schools through a minimum essential package Improvements in infrastructure for each beneficiary school will entail a minimum essential package that includes classrooms, Integrated Learning Resource Centers, dormitories, solarized boreholes with overhead water storage tanks, sanitation units, ablution units and hand washing facilities, staff housing units and fencing; and activities for the advocacy, mentorship, and social support program. MoE will also implement transport solutions for learners, particularly during the start and end of school terms, to address the significant challenge of long and at times hazardous journeys to and from home to school.
Frequency	Annual
Data source	MoE
Methodology for Data Collection	MoE will collect data on progress of expansion of LCBS&PS and minimum package requirements.
Responsibility for Data Collection	MoE

Number of girls completing STEM education programs, including learners in camp-based and host community

Description	The STEM program entails establishment of STEM girls' clubs and mentorship activities in target Counties and JS and later SS, including camp-based schools. schools. The clubs and activities aim to enhance interest,

	skills and knowledge of junior secondary school girls in STEM subjects and increase their chances of enrolling in the STEM pathway at senior secondary school and future training. Activities include enhance selected teachers' understanding of factors that influence boys' and girls' participation, learning achievement and continuation in STEM education; develop the teachers' capacity to foster gender-responsiveness pedagogy among learners; and establish STEM clubs in target school to inspire girl through relevant role models.
Frequency	Annual
Data source	MoE, CEMASTEA
Methodology for Data Collection	CEMASTEA will collect data on the number of girls and teachers in target schools participating in the STEM girls club and mentorship acivities.
Responsibility for Data Collection	MoE, CEMASTEA
Number of children supported with better education (disaggregated by gender, male/female)	
Description	MoE will collect data on the total number of children who are being supported through the various activities under this project.
Frequency	Annual
Data source	MoE
Methodology for Data Collection	MoE will gather data on the total number of beneficiaries by coordinating with each implementing institution.
Responsibility for Data Collection	MoE
Number of target camp-based Junior Schools reporting reduced classroom overcrowding	
Description	The school grants will support schools to do exapand and upgarde classrooms. As result of that, camp-based classrooms are expected to report reduction in overcrowding.
Frequency	Annual
Data source	MoE, UNHCR
Methodology for Data Collection	IVA will conduct field visits to verify reduction of overcrowding.
Responsibility for Data Collection	MoE
RA2: Improve teaching quality in Junior School	
Number of JS teachers completing the SBTSS, including camp-based and host community teachers.	
Description	Number of teachers in JS who undertake and complete the reviewed SBTSS program for Science, Mathematics and English.
Frequency	Annual
Data source	TSC, CEMASTEA
Methodology for Data Collection	TSC, CEMASTEA will conduct SBTSS training in SME and consolidate data on the number of teachers who undergo SBTSS training for continous TPD.
Responsibility for Data Collection	TSC, CEMASTEA
Increase in share of teachers in Junior School who master pedagogy in Science, Mathematics and English (Number, disaggregated by male/female, refugees, host and non-host/non-refugee communities)	
Description	Share of teachers teaching JS who can master the curriculum they teach, which is measured as JS teachers who get an over-all score of more than 70 percent on tests that cover SME. Share of teachers teaching JS who improve pedagogy or teaching proficiency in SME through participation in SBTSS.
Frequency	Annual, Baseline, Mid-line and End-line
Data source	TSC, CEMASTEA
Methodology for Data Collection	TSC and CEMASTEA conducts regular assessments to track progress. Independent mid-line and end-line teacher assessments. Independent/third party verifies assessments results for mastery of teacher subject content, and teacher proficiency.
Responsibility for Data Collection	TSC, CEMASTEA
Number of classroom observations conducted under the SBTSS, including in camp-based and host-community schools	

Description	Relevant education officers (CEMASTEA, quality assurance officers and CSOs) will conduct classroom observations for SME lessons in target JS, especially in ASALs and camp-based refugee schools where learning outcomes in SME are lagging the most. Each teacher teaching SME in JS should be observed at least once in a school calendar year.
Frequency	Annual
Data source	TSC, CEMASTEA
Methodology for Data Collection	Education offices will conduct classroom observations using an an agreed lesson observation digital tool which will be submitted on CEMASTEA LMS for analysis and utilization-to provide structured feedback to teachers and to inform further improvemenst in SBSTSS.
Responsibility for Data Collection	TSC CEMASTEA

SBTSS Embedded in TPD Credits Framework by TSC	
Description	TSC formally integrate and recognize SBTSS within the formal TPD credits and the Teachers Performance Appraisal and Development (TPAD) process.
Frequency	Annual
Data source	TSC
Methodology for Data Collection	TSC CEO confirms in writing approval of SBTSS formally integrated in TPD credit framework and TPAD. processes
Responsibility for Data Collection	TSC

Textbook-student ratios in Junior and Senior Schools for Sciences, Mathematics and English	
Description	This intervention will support provision of core textbooks for learners and teacher guidelines for JS, aligned with the revised and consolidated learning areas for CBC, as per recommendation of PWPER.
Frequency	Annual
Data source	MoE, KICD, IVA reports
Methodology for Data Collection	MoE, through KICD will collect data on the number of core textbooks provided in all JS learners, including camp-based learners in JSs. IVA will sample at least 50 percent of JSs, including camp-based schools to verify provision of textbooks and a 1:1 student: textbook ratio.
Responsibility for Data Collection	MoE

Number of pre-service teacher training colleges rehabilitated	
Description	This indicator measures the number of TTCs rehabilitated and monitors infrastructure rehabilitation and expansion in the existing 35 TTCs as per the approved needs assessment report and prioritization. A needs assessment will inform priorities for each TTC.
Frequency	Annual
Data source	MoE, IVA reports
Methodology for Data Collection	MoE will collect data on the rehabilitation of the training and learning conditions in the existing 35 TTCs, including infrastructure expansion to improve their teaching and learning conditions.
Responsibility for Data Collection	MoE, IVA

Increase in enrollment of teacher trainees in rehabilitated target pre-service TTCs	
Description	MoE will collect data on the increased enrollment in the rehabilitated and upgraded target TTC.
Frequency	Annual
Data source	MoE, IVA reports
Methodology for Data Collection	MoE will collect and report data on the increased number of new teacher trainees enrolled in target TTCs.
Responsibility for Data Collection	MoE, IVA

Number of teachers trained in Special Needs Education, including in camp-based JS and host-communities.	
Description	KISE will deliver in-service training for all teachers teaching SNE in JS, including camp-based teachers, and in line with CBC and CBA pathways for SNE.
Frequency	Annual

Data source	MoE, KISE
Methodology for Data Collection	MoE, through KISE will collect data for number of teachers in-serviced in SNE aligned to CBC/CBA.
Responsibility for Data Collection	KISE
Number of schools with access to livestreaming of lessons in classrooms, including in camp-based and host-communities	
Description	Number of satellite JSs and LCBS&PS participating in live streaming lessons, as described in the POM, delivered by the partner principal schools.
Frequency	Annual
Data source	TSC
Methodology for Data Collection	TSC will monitor and report on the number of schools actively participating in livestreaming of lessons.
Responsibility for Data Collection	KICD
RA3: Strengthen Systems for Equitable Service Delivery in Secondary Education	
Key Reforms in Basic Education Institutionalized	
Description	Draft Basic Education and draft TSC amendment bills submitted to Parliament.
Frequency	Annual
Data source	MoE
Methodology for Data Collection	MoE, will provide evidence of the draft Bills submitted to Parliament.
Responsibility for Data Collection	MoE
E-assessment system and assessment resource center established at KNEC	
Description	e-assessment system and assessment resource center established at KNEC as per the approved costed design and implementation plan.
Frequency	Annual
Data source	MoE through KNEC
Methodology for Data Collection	KNEC report, IVA Report.
Responsibility for Data Collection	MoE
National Education Quality Assurance and Standards Framework guidelines and tools revised as per CBC and CBA reforms	
Description	National Education QAS framework and school safety standards reviewed, IBQA, guidelines and relevant training manuals developed and tools automated.
Frequency	Annual
Data source	MoE, KEMI,IVA reports
Methodology for Data Collection	MoE, KEMI, IVA
Responsibility for Data Collection	MoE,KEMI
Clean cooking energy for School Meals Program piloted in at least 3 of the target centralized kitchens	
Description	At least 3 of the target 4 CKA are established and functional in four major urban cities with the some of the highest number of learners, including learners from the informal settlements and refugees (Kisumu, Mombasa, Nakuru and Eldoret and safety standards for centralized kitchens developed). The CKA approach is detailed in the POM.
Frequency	Annual
Data source	MoE, NACONEK
Methodology for Data Collection	MoE, NACONEK. IVA Report.
Responsibility for Data Collection	MoE

Strategy on Education and Climate Change Developed	
Description	ESD framework and the associated costed operational plan developed and approved by MoE.
Frequency	Annual
Data source	MoE
Methodology for Data Collection	MoE confirms approval of the ESD.
Responsibility for Data Collection	MoE
Level of satisfaction of beneficiaries (Citizen Engagement indicator and part of Grievance Redress Mechanism)	
Description	Number of complaints and grievances lodged through the NEMIS/TSC GRM satisfactorily addressed.
Frequency	Annual
Data source	MoE
Methodology for Data Collection	Phone based/on-line beneficiary satisfaction survey designed and implemented for interventions such as infrastructure, schools' meals, school grants, textbooks and scholarships. Survey results are disseminated.
Responsibility for Data Collection	MoE will conduct the phone /online based satisfaction survey, analyze the findings, and disseminate the results to target schools, implementing entities and other key stakeholders.

Verification Protocol Table: Disbursement Linked Indicators

DLI 1: DLI #1: Upgrade teaching and learning school conditions for target FDSEs, SNE, and camp-based Junior and Senior Schools. .	
Formula	**Prior Result**: US$29.5 million for 1200 classrooms and sanitation facilities upgraded and rehabilitated from recent flood damage. **DLR 1.1**: Scalable. US$10 million for every 33 percent of milestone achieved, up to a maximum of US$30 million. A milestone comprises a batch of at least 33 percent of the target facilities in the implementation plan meeting the established standards and certified by the Ministry of Public Works. **DLR 1.2:** Scalable: US$1 million for a batch of 100 schools with additional physical and functional virtual science laboratories, up to US$6 million.
Description	**DLR 1.1:** A milestone comprises a batch of at least 33 percent of the target facilities in the implementation plan meeting the established standards and certified by the Ministry of Public Works. **DLR 1.2:** Number of FDSE, including in host refugee communities, and camp based secondary schools with additional physical and functional virtual science laboratories. Functional is defined as the ability of target schools to deliver CBC curriculum design for STEM subjects using the virtual labs.
Data source/ Agency	MoE, CEMASTEA
Verification Entity	IVA
Procedure	**Prior Result**: IVA will verfiy data collected from MOE on the number of classrooms and sanitation facilities upgraded and rehablitated. **DLR 1.1:** IVA will obtain data from MoE and verifies certification of completion issued by the Ministry of Public Works. IVA will sample the data and conduct at least 30 percent of field visits to verify rehabilitation of target facilities and their utilization. IVA will use MoE's GEMS platform on NEMIS to sample an additional 30 percent of the facilities. 50 percent of the target facilities will be verified through the GEMS online monitoring tool. **DLR 1.2:** IVA will conduct field visits to camp-based and host-community JS to verfiy functionality and utilization of the additional physical and virtual science laboratories. Functionality is verified through availability of aligned CBC/CBA virtual content on a platform
DLI 2: Learners retained in JS, and transitioning to Senior School in target Counties, including refugee learners	
Formula	**DLR 2.1:** US$3 million for 80 percent JS learners in target Counties, including camp-based refugee schools completing grade 8 (% girls must be reported). **DLR 2.2:** US$3 million for 80 percent of JS learners in all target Counties, including camp-based refugee schools completing grade 9 (% girls must be reported) and transitioning to senior school.

	DLR 2.3: US$33 million for at least 15,000 vulnerable learners, including refugee learners, receiving scholarship, school kits and mentoring support services. A maximum of US$11 million per calendar year and US $33 million for three calendar years. Scalable: US$2200 per scholar
Description	**DLR 2.1 and DLR 2.2:** The target 80 percent retention rate is calculated from the average of retention rates all target counties. MoE will the support development of improved school learning conditions to allow increased enrolment in Junior schools (JS). Using data from NEMIS MoE will track the percent of learners transitioning to the next JS grade level, beginning with the transition of learners from grade 7 to 8, then from grade 8 to 9, and percent of learners transitioning from Junior School to Senior school. **DLR 2.3:** MoE will support the provision of 15,000 scholarships to vulnerable learners based on the established MOE criteria under the Elimu Scholarship program. The learners will be supported throughout the three academic years of SS until completion.
Data source/ Agency	MoE
Verification Entity	IVA
Procedure	IVA will assess reports both for grade 8 and 9 retention rates submitted by MoE and corroborate with data from NEMIS during verification. Disbursement is done when the national 70 percent average is achieved amongst target Counties and IVA will monitor disaggregation of data by gender, camp-based refugee and host-community learners. IVA will assess and verify provision of scholarships through desk-based reviews and field visits that include beneficary surveys.
DLI 3: JS learners reporting textbook-learner ratio of 1:1 in Science, Mathematics, and English at grades 7, 8 and 9 in targeted Counties, including refugee learners	
Formula	**DLR 3:1:** US$10 million for five framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides	Formula: US$2 million for each contract signed. **DLR 3.2:** US$3 million for 80 percent of JS, including refugee schools, with 1:1 student-textbook ratio in SME subjects.
Description	**DLR 3.1:** Number of framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides. MoE procures textbooks through the existsing Framework approach under SEQIP and contract must include KICD's adoption of technolgy-based textbook evaluation methods. **DLR 3.2:** JS learners reporting learner- textbook ratio of 1:1 in Science, Mathematics, and English at grades 7, 8 and 9. The target 80 percent Student-Textbook ratio of 1: 1 is calculated from the average of JS learners in all target countries, including refugees, each have a core textbook in Science, Mathematics and English.
Data source/ Agency	MoE, KICD
Verification Entity	IVA
Procedure	**DLR 3.1:** IVA verifies signed contracts between MoE and publishers. Contract between KICD and publishers must include an MoU that outlines a shift from the manual and paper-based evaluation of textbooks to a more efficient technology-based approaches for evaluation of textbooks. **DLR 3.2:** Disbursment is done when the national 80 percent average is achieved amongst target counties, and IVA will monitor data disaggregation for regugee learners and textbook provision data per target county.
DLI 4: Camp-based JS refugee Junior schools receiving school grants.	
Formula	**DLR 4.1:** US$12.5 million for camp-based refugee JS receiving school grants per approved SIP. US$7.5 million for an approved SIP, US$150,000 per each school. US$2.5 million for procurement of instructional materials in the approved SIP and recruitment, and present at duty station, of target new contract/intern teachers per the targets in the SIP, US$50,000 per each school. US$2.5 million for singing a contract for construction of classrooms and WASH facilities as per the target in the SIP; US$50,000 per each school.
Description	A total of 50 schools are expected to benefit from school grants, when attaining an approved SIP. Target camp-based schools are required by the MoE to prepare SIPs indicating five priority areas. Disbursment will be done in three tranches.
Data source/ Agency	MoE, target schools for the school grants, County Level Project Teams.
Verification Entity	IVA
Procedure	IVA verifies approved SIPs and implementation of at least three priorities in the SIP as per the POM. For the SIPs, the IVA will conduct a desk review based on the reports submitted and guidelines for the SIP as outlined in the school grants manual.

	For the second and thrid tranche, the IVA will conduct field visits to at least a sample of 50 percent of the reported schools having implemented at least three of the five priority areas in the approved SIP and to verfiy signed contracts for constructions.
DLI 5: Reduced percentage of Out-of-School Children (OOSC) in 5 Counties with the highest OOSC	
Formula	**DLR 5.1:** US$2 million for 20 percent points reduction in OOSC in the 5 target Counties.
Description	**DLR 5.1:** Out-of-school children are defined based on MoE standard definition. The target 20 percent reduction is calcuated from the average reduction of the five target Counties.
Data source/ Agency	MoE, NAKONEK
Verification Entity	IVA
Procedure	**DLR 5.1:** IVA will first do desk-based verification of reported data from MoE and NAKONEK. IVA will conduct field visits to the 5 target Counties and visit sampled schools to verify OOSC return to schools.
DLI 6: Target 10 EARCs strengthened	
Formula	**DLR 6.1**: US$11 million for four contracts signed to upgrade of four target EARCs facilities and equipment including target twenty SS and integrated units in regular JS for children with special needs.	Formula: US$2.75 million for each ccontract signed. **DLI 6.2:** US$2 million for four functional EARCs. Formula: US$500,000 for every functional EARC.
Description	**DLR 6.1:** Contracts signed for upgrading (equipment and rehabilitation of facilities) of target EARCs facilities and equipment including target twenty SS and integrated units in regular JS for children with special needs. Based on the costed operational plan, MoE/KISE will sign contracts for pocurement of modern SNE diagnostics equipment. **DLI 6.2:** At least 4 specialized EARCs fully functional with the target set of equipment, retooled instructors, and core staffing by the government.
Data source/ Agency	MOE, KISE
Verification Entity	IVA
Procedure	**DLR 6.1:** IVA will verify the signed contracts for equipment procurement based on costed operational plan. **DLR 6.2:** IVA will conduct field visits to the 4 EARCs to verify fully functionality of the EARCs and supply of modern diagnostics equipments and learning assistive devices in the target twenty SS and integrated units in regular JS for children with special needs.
DLI 7: Improvement in quality of teaching in Junior School, including camp-based refugee Junior schools.	
Formula	**DLR 7.1:** US$4 million for SBTSS design and operational plan reviewed in line with the baseline results for teachers' performance gaps in SME JS. **DLR 7.2:** US$3 million for 70 percent of teachers achieving 70 percent pedagogical proficiency in Science, English and Mathematics. Formula: US$1 million for proficiency in each subject. **DLR 7.3:** US$1 million for approved comprehensive strategy and implementation plan by TSC Board and CEO for deployment of surplus teachers to schools with the highest shortages. **DLR 7.4:** US$20 million for Contracts signed by MoE for expansion/ rehabilitation of critical facilities in Pre-service TTCs based on an approved needs assessment report and implementation plan.
Description	**DLR 7.1:** SBTSS design and operational plan reviewed in line with the baseline results for teachers' performance gaps in SME JS. **DLR 7.2:** The target national 70 percent of teachers achieving the 70 percent pedagogical proficiency in Science or English and Mathematics is calculated by averaging for the total number of teachers in all target Counties. Disbursement is done for when the target is achieved for per subject. **DLR 7.3:** Approved teacher deployment strategy to leverage teacher surplus in some schools, to address teacher shortages in targeted schools with the highest teacher shortage. **DLR 7.4**: Upgraded training learning environment in TTCs. Number of Contracts signed between MoE and contractors to rehabilitates TTCs.
Data source/ Agency	TSC
Verification Entity	IVA
Procedure	**DLR 7.1:** IVA verifies the operational plan submitted by TSC **DLR 7.2:** IVA verifies the teacher performance assesment report submitted by TSC for each subject. IVA monitors data disaggregated by camp-based refugee teachers, host-communities, and teacher peformance per each target county. **DLR 7.3:** IVA verifies the approved teacher deployment strategy by TSC **DLR 7.4:** IVA will obtain data from MoE using GEMS/NEMIS on the target TTC rehabiltatied. Rehabilitation needs to be

	verified with a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50 percent of field visits to verify construction of target TTCs and their alignment with construction verification protocol.

DLI 8: Strengthened systems through institutionalization of key initiated reforms in Basic Education	
Formula	DLR 8.1: US$2 million for the final draft Basic Education Bill and draft TSC (Amendment) Bill submitted to Parliament. DLR 8.2a: US$2 million to institutionalize e-assessment at KNEC and conduct e-assessment in all 35 TTCs and selected JS and TTC/school specific analytical reports provided. DLR 8.2b: US$5 million for system and operationalization of assessment resource center at the existing KNEC facilities in line with the CBA reforms. Formula: US$1.25 million for each core milestone achieved as per the costed design and implementation plan, total of four core milestones. DLR 8.3: US$4 million for 60 percent of JSs implementing IBQA mechanisms and reporting through NEMIS or KEMIS. DLR 8.4a: US$6 million for contract signed for upgrading training and research facilities at KEMI. DLR 8.4b: US$8 million for contract signed for upgrading training and research facilities at KISE.
Description	**DLR 8.1:** MoE submits the draft Basic Education and draft TSC amendment bills to Parliament. The Bills are targeted for 2024. **DLR 8.2:** Institutionalize e-assessment at KNEC and conduct e-assessment in all 35 TTCs and selected JS with e-assessment capacity and TTC/school specific e-generated analytical reports provided and operationalise an e-assessment resource centre at KNEC facilities in line with the CBA reforms. **DLR 8.3:** The target 60 percent of JS is averaged from Junior schools in target Counties. Schools' implementation of the IBQA mechanisms and reporting through NEMIS/KEMIS. **DLR 8.4:** Procurement contracts signed to upgrade teaching and learning facility at KISE and KEMI for enhanced in-service teacher training and research.
Data source/ Agency	MoE, KNEC, KICD
Verification Entity	IVA
Procedure	**DLR 8.1:** IVA will verify submission of bills to parliament **DLR 8.2:** IVA will verify operationalization of e-assessment system and assessment resource centre at KNEC **DLR 8.3:** IVA will verify and cooraborate data from NEMIS/KEMIS and conduct field visits to 30 percent of JSs in target Counties to monitor schools implementation of IBQA mechanisms. **DLR 8.4:** IVA will obtain data from MoE using GEMS/NEMIS on the target KISE and KEMI upgraded. Upgrading of facilities needs to be verified with a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50 percent of field visits to verify upgrading of facilities.

DLI 9: Initiate transition to clean cooking energy/technologies for a sustainable national SMP	
Formula	**Prior result:** US$3 million for one centralized kitchen operationalized and guidelines for the centralised kitchens developed. **DLR 9.1:** US$5.25 million for 2 million Vulnerable Learners including refugee learners provided with school meals per School Calendar Year up to US$ 21 million, for four years. **DLR 9.2:** Prior Result: US$ 3 million for one operational Centralized Kitchen. US$3 million for two operational Centralized Kitchen up to US$6 million.
Description	**DLR 9.1:** The criteria for vulnerable learners' identification is based on MoE's established criteria, which will include camp-based and refugee host communities. **DLR 9.2:** Operationalization of two centralized kitchens. NACONEK signs procurement contracts CKA service providers to management and delivery of the school meal in at least three of the four major urban cities with the highest number of learners, including learners from the informal settlements and refugees (Kisumu, Mombasa, Nakuru and Eldoret).
Data source/ Agency	MoE, NACONEK
Verification Entity	IVA
Procedure	DLR 9:1: IVA verifies NACONEK's data on number of learners receiving schools meals and conducts field visits to verfiy provision of school meals in target Counties including camp-based JS. DLR 9.2: IVA conducts field visits to verfy operationalization of the four centralized kitchens as per MoE's quality assurance and standards.

ANNEX 2. CLIMATE ACTIONS

Table 2.1: DLI Climate Actions

Disbursement Linked Indicator	Climate Actions
Expand equitable access to quality Secondary Education	
DLI 1: Upgrade teaching and learning school conditions for target FDSEs, and Camp based secondary schools.	*Adaptation:* US$29.5 million is allocated to support the rehabilitation of 1200 primary schools severely damaged from the heavy rains and flooding in April and May 2024. School infrastructure will be constructed according to code to enable their use as emergency / evacuation centers in the event of further climate shocks. In addition to construction rehabilitation, this will also include tree planting in target schools for rehabilitation and new classrooms in FDSEs, which will address the issues of soil erosion, landslides due to floods, as well as leading to a greater carbon dioxide absorption and combatting deforestation activities. An additional US$30 million will rehabilitate and upgrade more classrooms, incorporating specific measures for enhanced adaptation to more frequent weather events. Infrastructure rehabilitation and expansion solutions will include the use of construction materials that are wind and flood resilient and support temperature absorption; protect against the elements such as extreme heat, winds, rains, and flooding, maximize natural ventilation to ventilate and cool buildings; elevate classrooms and other education facilities based on flood risk particularly in flood-prone locations; and incorporate insulation of walls and windows. These additional classrooms will also be constructed according to code and guidelines to enable their use as emergency/evacuation centers in the event of climate shocks. All infrastructure will be constructed and maintained with a view of climate and disaster resilience to alleviate the impact of further heavy rainfall and future floods. *Mitigation:* The US$59.5 million allocated to classroom rehabilitation will involve the implementation of energy efficient designs to minimize energy consumption and thus lower the carbon footprint of the rehabilitated schools and classrooms. Specific mitigation measures include the planning of trees around school building to increase tree coverage as a way of lowering indoor temperatures and reducing emergency consumption [e.g., less use of fans, air conditioning], architectural design of windows to maximize natural ventilation and light, incorporate insulation of walls and windows (where appropriate, to reduce energy consumption), and the use of critical aspects like energy-efficient lightbulbs. Moreover, an additional US$6 million is allocated for virtual laboratories, which is expected to substantially reduce GHG emissions in the long term.
DLI 2: Percentage of learners retained in JS, and transitioning to Senior School in target Counties, including refugee learners.	*Adaptation:* US$33 million is awarded for Elimu scholar vulnerable students under this DLI, with most beneficiaries to be selected from Arid and Semi-Arid regions of the country where their communities are impacted from various climate disasters, including the recent floodings. This scholarship to vulnerable learners increases the students and their family's climate adaptation by ensuring their enrollment to school and reducing drop-out (Kenya has experienced student drop-out due to climate-related events such as floods and droughts. More frequent school disruptions due to climate shocks translates into many students not returning to school after they re-open. The scholarship can therefore act as an incentive to bring back students after school closures, as well as to ensure continued enrollment and attendance during slow-onset shocks that may impact the community in which the students live. The provision of the scholarship will likewise facilitate access to climate related curriculum that is only available through schools, thus strengthening students' resilience and preparedness climate events.

DLI 3: Share of JS reporting textbook-learner ratio of 1:1 in integrated Science, Mathematics, and English at grades 7, 8 and 9 in targeted Counties, including refugee learners.	*Adaptation/mitigation:* This DLI, in the amount of US$13 million, will support revision and updating of textbooks including integration of foundational knowledge on climate change adaptation and mitigation under the CBC. *Mitigation:* The US$13 million DLI will support a shift to a mainly technology-based and environmentally sustainable procurement approach, with consideration for low-emissions procurement, for textbook production and textbook distribution thus reducing the carbon footprint. For example, some standards to enhance the sustainability of the procurement approach could include 1) procurement of sustainable products and services (considering energy efficiency of equipment bought and/or used in production), 2) maximize the use of low-carbon materials, 3) minimize transportation emissions as part of the procured goods and services, by considering locality of materials and personnel as a factor.
DLI 4: Number of camp-based JS refugee schools receiving school grants.	*Adaptation:* The US$12.5 million schools grant for School Improvement includes climate change awareness school activities, school trees planting, and ensuring availability of water infrastructure in schools in the 50 refugee camps are in the most arid and extremely hot areas of the country where there is high climate vulnerability. Building Water and WASH infrastructure enhances their resilience. SIPs will also include classrooms adaptation on ventilations and reduction of extreme heat. Such mitigation against heatwaves will contribute to students' adaptation of the climate risk and their learning performance. Upgrading of school infrastructure and construction would incorporate climate screening of the infrastructure investments for short- and long-term climate risks, including vulnerability to floods. Climate-resilient construction/rehabilitation measures that prioritize resilience to extreme weather events will be adopted as relevant for the school (such as elevating classrooms based on site-specific flood risks). Furthermore, natural ventilation systems to enhance the classroom environments' conduciveness to learning and reduce the risk of heat-related diseases will likewise be considered. *Mitigation:* About half of the US$12.5 million of the SIP is expected to be spent on upgrading school infrastructure and construction, incorporating environmentally sustainable methods that would reduce GHG as appropriate, for example utilizing low-carbon cement and sustainable timber, and installing windows with low thermal conductivity.
DLI 5: Reduced percentage of OOSC in top 5 Counties with the highest OOSC (Percentage).	*Adaptation and Mitigation:* This DLI is awarded for construction and upgrading of 15 low-cost and peace boarding schools (LCB&PS) that would target enrolling learners from counties with the highest *OOSC*, particularly learners affected by persistent insecurity, climate events, nomadic lifestyle, and extreme poverty. The target LCB&PS are mainly in the arid and semi-arid counties that are in climate risk prone areas, with target LCB&PS being selected in part due to the climate vulnerability. Infrastructure rehabilitation and expansion solutions will include provision of doors and windowpane covers, gutter and drainage systems, use construction materials that are wind resilient and support temperature absorption; protect against the elements such as extreme heat, winds, rains, and flooding, maximize natural ventilation to ventilate and cool buildings; and where appropriate, incorporate insulation of walls and windows.
DLI 6: Target EARCs strengthened	*Adaptation and Mitigation:* The US$13 million procurement of specialized equipment and upgrading of facilities for special needs has both adaptation and mitigation benefits. The improvement of these facilities, especially in the climate prone ASAL areas will improve SNE learner's enrollment in the EARCs, which will overall increase their adaptation capability. Moreover, the procurement of equipment's and upgrading of facilities will include environmentally sustainable methods of procurement, with particular consideration for low-emissions procurement. For example, 1) procurement of sustainable products and services (taking into account energy efficiency of equipment bought and/or used in production), 2) maximize the use of low-carbon materials, 3) minimize transportation emissions as part of the procured goods and services, by considering locality of materials and personnel as a factor.
Improve teaching quality in Junior School	

DLI 7: Improvement in quality of teaching in Junior School, including camp-based refugee Junior schools.	*Adaptation:* US$8 million is allocated to activities related to teacher training and staffing, including trainings on climate curriculum awareness as well as enhancing SME teacher's pedagogical capacity to teach climate adaptation and mitigation related content. US$1 million is also allocated to strategies to attract and deploy teachers to schools in ASAL Counties which face the most significant climate impacts and have the highest teacher shortages. are the. Ensuring teacher availability in schools in ASAL Counties and their training on climate topics are expected to strengthen resilience of the teachers, students, and communities in the ASAL Counties. *Mitigation:* US$20 million investments in the TTCs will include WASH facilities and removal of the asbestos, with the infrastructure expansion solutions in the TTCs to apply climate -resilient strategies including replacement of the asbestos roofing, as per the Environmental and Social Management Plan (ESMP) requirements, and to facilitate installation of rainwater harvesting facilities, which is currently not allowed due to the asbestos roofing. Energy efficiency, including renewable energy measures will be part of the infrastructure upgrading of TTCs, including maximizing natural ventilation, incorporating insulation of walls and windows, using solar panels and energy efficient light bulbs.
Strengthen Systems for Equitable Service Delivery in Secondary Education.	
DLI 8: Strengthened systems through institutionalization of key initiated reforms in Basic Education.	*Adaptation:* The US$27 million allocated to DLI 8 is expected to improve adaptation through different: 1) reforms on education bill which will advocate for inclusion of instruction and learning expectations on climate education and climate concepts in school subjects in line with the Kenya Climate Change Amendment Act 2023; 2) inclusion of climate change content in AEPs; and 3) operationalization of KNEC e-resource center which will enable access to resources during climate-related shocks; and 4) upgrading KISE/KEMI infrastructure for climate resilience against climate risks. *Mitigation:* US$14 million allocated to rehabilitation/construction of KISE/KEMI institutions will use environmentally sustainable building methods with lower carbon emission as appropriate, such as utilizing low-carbon cement and sustainable timber and sourcing local materials to reduce transportation emissions. US$7 million awarded for KNEC's e-assessment approach will reduce reliance on and use of paper and need for transportation, reducing the carbon footprint. Technical specifications for the e-assessment ICT equipment will include considerations for energy efficiency standards.
DLI 9: Initiate transition to clean cooking energy/technologies for a sustainable national SMP).	*Adaptation:* US$21 million allocated to providing school meals to students particularly affected by climate change. Students from the target ASAL areas have been prone to various climate-disasters such as low rainfall or extreme floodings that have affected their communities' livelihoods and food insecurity as a result. This SMP is expected to improve students' resilience and attendance in schools by reducing their food insecurity. *Mitigation:* Recent studies show that the SMP is one of main consumers of wood-fuel daily (consuming an estimated 1 million metric tons of wood annually) significantly contributing to deforestation and overall reduction of vegetation cover at the school level and the surrounding community. The US$21 million directly given for provision of school meals at schools will provide mechanisms for schools to find approaches that use less amounts of fuelwood. Additionally, schools will consider best-practices of minimizing food waste to ensure lower emissions from food waste. US$9 million for CKA is specifically designed to move away from wood-fuel consumption towards clean cooking approach. The CKA uses clean cooking solutions, such as liquid petroleum gas (LPG) and eco-briquettes made from leftover sawdust. The CKA-SMP clean cooking will shift from the use of firewood (Tier 0-1) to using improved cookstoves (Tier 2-3) and clean cooking fuel (Tier 4-5). It is expected that because of the intervention, the estimated carbon footprint reduction is 2.08 million tons of CO_2 per year, which represents a 79.3 percent reduction over the baseline scenario.

ANNEX 3. PROGRAM EXPENDITURE FRAMEWORK

Table 3.1: Program Expenditure Framework

RA mapping	Sub-programs	Year 1 FY 2024/25 USD	Year 2 FY 2025/26 USD	Year 3 FY 2026/27 USD	Year 4 FY 2027/28 USD	Year 5 USD	Total USD
	1066 State Department for Basic Education						
RA 1	050202 Free day Secondary Education	4,464,286	12,142,857	12,142,857	12,142,857		40,892,857
RA 1	050205 Special Needs Education	1,428,571	1,450,000	1,471,429	1,471,429		5,821,429
RA 3 and RA 1	050101 Free Primary Education	16,050,000	38,307,143	39,021,429	39,735,714		133,114,286
RA 2	050105 Primary teacher training and in-service	71,429	1,000,000	1,071,429	1,071,429		3,214,286
	050301 Curriculum development	7,344,440	9,848,936	9,848,936	9,848,936		36,891,247
RA 1	050801 Headquarters	5,714,286	6,022,311	6,022,311	6,736,597		24,495,504
	Total (MoE)	**35,073,011**	**24,174,155,235**	**89,430,356,823**	**96,055,447,572**		**244,429,609**
	2091 Teachers Service Commission						
RA 2	510030 Teacher Capacity Development	9,285,779	11,075,548	11,379,379	10,580,235		**42,320,941**
RA 2	509020 Teacher management - Secondary	84,275,657	74,563,200	74,563,200	77,800,686		**311,202,743**
	Total (TSC)	**13,098,600,991**	**11,989,424,718**	**12,031,961,108**	**12,373,328,939**		**353,523,684**
	Grand total	**13,133,674,002**	**36,163,579,953**	**101,462,317,931**	**108,428,776,511**		**597,953,293**

ANNEX 4. PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement
Adoption of a risk-based audit manual and finance and accounting manual	Fiduciary Systems	NA	Directorate of Schools Audit (DSA)	Other	By end of year 1	Risk-based audit manual and finance and accounting manuals adopted.
Capacity building of Directorate of School Audit on the financial management and new risk framework	Fiduciary Systems	NA	DSA	Other	TBD	Number trained.
Preparation of a procurement guidance manual within the provisions of PPADA, 2015 and Public Procurement and Asset Disposal Regulations, PPADR 2020.	Fiduciary Systems	NA	TSC	Other	Immediately after the program effectiveness.	Procurement guidance manual issued.

Review of the PEELP ESHSM Manual to include Standard Operating Procedures, Guidelines and Templates for relevant SEEQIP activities.	Environmental and Social Systems	NA	MoE	Other	The ESHSM Manual to be reviewed by project effectiveness and verification of implementation in Year 1 and 2.	An updated Environmental, Social, Health and Safety Management (ESHSM) Manual.
Education officers and other relevant stakeholders receive training for the implementation of the Environmental, Social, Health and Safety Management (ESHSM) Manual	Environmental and Social Systems	NA	MoE	Other	Yearly.	ESHSM Manual training undertaken annually and confirmed through progress reports.
Strengthen social accountability systems and GRM, interoperable between the MoE/SAGAs and TSC to provide an	Environmental and Social Systems	NA	MoE	Other	6 months after effectiveness.	Social accountability systems and Grievance Redress Mechanisms established and interoperable

effective platform to seek redress and timely resolve conflicts.						between the MoE, TSC and SAGAs.
Improve NEMIS and data processing through NEMIS system audit, upgrade and enhancement of quality assurance of NEMIS.	Fiduciary Systems	NA	Ministry Of Education	Other	(i) Yr 1; (ii) Yr 2 onwards; (iii) Year 3	Improved NEMIS with harmonized data on actual school enrolment figures in schools
Strengthen internal control: (i) MoE Internal auditors trained on NEMIS and CAAT; (ii) Regular Internal audit review of the Program; (iii) track implementation of audit recommendations and report semiannually; (iv) regular Audit meetings.	Fiduciary Systems	NA	MoE and TSC	Other	(i) annually; (ii) annually; (iii) semi annually and (iv) annually	Internal audit carried out through NEMIS and timely action taken on audit report findings.

Use of automated financial system by the District National County Accountants to improve on reporting at the county level.	Fiduciary Systems	NA	MoE	Other	Yr 2 and onwards	Automated financial system for the counties.
PPRA to undertake compliance assessment and file compliance report.	Fiduciary Systems	NA	MoE and TSC	Other	Annually	Every year after program effectiveness.
Prepare contract management plans for procurements whose implementation is above one month.	Fiduciary Systems	NA	Annually	Other	Annually	After each high value and high risk contract signed and continues throughout project implementation.
Update the MoE ESHSM Manual to include ESHS requirements in civil works contract documents; Procedures for management of	Environmental and Social Systems	NA	MoE	Other	By Program effectiveness	An updated ESHSM Manual.

asbestos-containing materials; and Code of practice for the protection of learners.						
Addressing gaps noted in the CAJ and EACC annual performance contracting certification process for MoE	Fiduciary Systems	NA	MoE	Recurrent	Yearly	Implementation of recommended actions to improve institutional capacities to prevent any fraud, corruption, and maladministration at MoE.

ANNEX 5. INVESTMENT PROJECT FINANCING COMPONENT

IPF Component

Description of Area	Activity	Key Activity Description	RA/PAP	US$20 M	Comments
1. Program management, policy dialogue, communication, monitoring and evaluation, safeguards and fiduciary, and verification.	1.1	-Program operational costs, coordination of refugee interventions; and continued policy dialogue. -Assessments for refugee intervention. - SNE: address gaps in harmonization of sign language signs and appropriate mode of assessments for learners with hearing impairment. - Assessment of teacher recruitment and learning areas to align to CBC by TSC.	PAP	US$5	Annual work plans are required of all implementing agencies (IAs) and will be consolidated by the PCU and approved by the National Steering Committee (NSC) and the World Bank Procurement: Workshops and consultancy services. Procurement: International partner institutions, consultants/firms, trainings and workshops, and equipment (learning assistive devices for SNE for refugee learners, mobile science labs/ virtual science modules for target schools)
	1.2	-Development of SIP/school grant SIP manual[39] for target camp-based JSs. This activity includes capacity-building of target schools to develop the SIPs and monitoring on the Sips' implementation by MoE and DRS in collaboration with UNHCR. -Support to LCBS to adequately manage Program interventions.	RA 1		
	1.2	-Procurement of an Independent Verifier Agency (IVA). -Conduct Program's baseline, midline and endline surveys by KNEC.			
	1.3	-Beneficiary surveys -Impact Evaluation of the Elimu Scholarship beneficiaries.			
	1.4	-Development of an ESD framework and the associated costed operational plan to inform a structured approach to climate change and adaptation in Education.			
	1.5	-Implementation of key Fiduciary, Environment and Social actions in the PAP.	PAP, RA 1, and 2		
	1.6	Three-year capacity-building plan (consolidated plan for MoE, TSC and all Implementing Entities).	PAP		

[39] The SIPs will include tree planting and rainwater harvesting.

Description of Area	Activity	Key Activity Description	RA/PAP	US$20 M	Comments
2. Support implementation readiness for a smooth transition from Junior School to Senior School.	2.1	-TA/Consulting services/workshops by KICD and KNEC on options for implementation of the Senior school pathways including development of guidelines for placement in senior school and conduct pilot study to guide assessment in senior schools. -Establishment of a robust M&E mechanism for CBC and CBA implementation in Junior and Senior school and retooling of headteachers and teachers in senior school in CBC and CBA. -Review of CBET by KICD and KNEC. -Support to Schools of Education to review relevant Degree-level teacher education programs to align with CBC and CBA reforms. - Integration of climate change and adaptation in planned teacher trainings and textbooks reviews.	RA 1 and 2 PAP	US$6	
3. Key Technical Assistance /Consulting Services/Workshops	3.1	TA/Consultancy services/Workshops for: -Advocacy, mentorship, and social support. -In-service training of target teachers in SNE, including teachers in camp-based refugee schools, and officers at EARCs by KISE. -Development of a detailed implementation plan for the new Teacher's staffing norms[40] by TSC, and review of the TCS Act. -Development of a new efficient system for textbooks evaluation leveraging technology. - Support for target girls in STEM related subjects by CEMASTEA. - Development of a NEQASF, school Safety Standards, IBQA guidelines and automated tools. -Capacity building of quality assurance officers and selected schools officials IBQA by KEMI.	RA 3 and PAP	US$9	

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[40] The new norms are a major shift and aim at rationalizing optimal utilization of existing teachers. For example, teacher sharing for schools within a specified physical distance, and where the concerned teachers do not have adequate lessons/workload per week as required. An action plan to implement the new reform is being discussed with the client. The specific target areas will be derived from this plan.

Description of Area	Activity	Key Activity Description	RA/PAP	US$20 M	Comments
		-Harmonization of lesson observation tools by MoE and TSC. - Support for institutional reforms in the Presidential Working Party on Education Reform Report.			
	3.2	Procurement: -Procurement of ICT equipment for virtual science laboratories in target schools. -Procurement of selected learning devices for learners with special needs and disability including for camp base refugee schools. The devises will include technology enhanced alternatives for the manual and noisy braille machines.			