



FOR OFFICIAL USE ONLY

Report No: PAD5169

INTERNATIONAL DEVELOPMENT ASSOCIATION

PROGRAM PAPER

ON A

PROPOSED ADDITIONAL GRANT

IN THE AMOUNT OF US\$116.6 MILLION
FROM THE GLOBAL PARTNERSHIP FOR EDUCATION FUND

TO THE

REPUBLIC OF KENYA

FOR THE

PRIMARY EDUCATION EQUITY IN LEARNING PROGRAM

February 5, 2023

Education Global Practice
Eastern and Southern Africa Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective December 31, 2022)

Currency Unit = Kenya Shilling (KES)

US\$1 = SDR 0.75

US\$1 = KES 123.35

US\$1 = EUR 0.94

FISCAL YEAR

January 1 – December 31

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ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
CBA	Competency-Based Assessment
CBC	Competence-Based Curriculum and Assessment
CBTE	Competency-Based Teacher Education
CEO	Chief Executive Officer
CPF	Country Partnership Framework
CPPMU	Central Planning and Project Management Unit
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
DPCAD	Directorate of Project Coordination and Delivery
DRS	Department of Refugee Services
E&S	Environmental and Social
EARC	Educational Assessment Resource Center
EDPCG	Education Development Partners Coordination Group
ESCP	Environmental and Social Commitment Plan
ESF	Environment and Social Framework
ESRS	Environmental and Social Review Summary
ESSA	Environmental and Social System Assessment
GDP	Gross Domestic Product
GoK	Government of Kenya
GPE	Global Partnership for Education
GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
HCI	Human Capital Index
IA	Implementing Agency
ICT	Information and Communication Technology
IE	Implementing Entity
IFSA	Integrated Fiduciary Systems Assessment
IPF	Investment Project Financing
IRI	Intermediate Results Indicator
ISR	Implementation Status and Results Report
JKF	Jomo Kenyatta Foundation
KICD	Kenya Institute of Curriculum Development
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
LMP	Labor Management Procedures
M&E	Monitoring and Evaluation
MoE	Ministry of Education
NACONEK	National Council for Nomadic Education in Kenya
NASMLA	National Assessment System for Monitoring Learner Achievement
NEMIS	National Education Management Information System

NESSP	National Education Sector Strategic Plan
NSC	National Steering Committee
PAD	Program Appraisal Document
PAP	Program Action Plan
PCU	Program Coordination Unit
PDO	Project Development Objective
PEELP	Primary Education Equity in Learning Program
PER	Public Expenditure Review
PFM	Public Financial Management
PforR	Program-for-Results
PISA	Program for International Student Assessments
POM	Program Operational Manual
PPADA	Public Procurement and Asset Disposal Act
PPRA	Public Procurement Regulatory Authority
PTR	Pupil-Teacher Ratio
PTTC	Primary Teacher Training College
RA	Results Area
RF	Results Framework
RVP	Regional Vice President
SBTS	School-Based Teacher Support
SBTSS	School-Based Teacher Support System
SCG	System Capacity Grant
SDI	Service Delivery Indicator
SEP	Stakeholder Engagement Plan
SEQIP	Secondary Education Quality Improvement Project
SIIP	School Infrastructure Investment Plan
SIP	School Improvement Plan
STG	System Transformation Grant
TA	Technical Assistance
ToRs	Terms of Reference
TPAD	Teacher Performance, Appraisal, and Development
TSC	Teachers Service Commission
TTC	Teachers Training College
TVET	Technical and Vocational Education and Training
TWG	Technical Working Group
UNHCR	United Nations High Commissioner for Refugees
USAID	United States Agency for International Development
VMGF	Vulnerable and Marginalized Groups Framework
VP	Variable Part
WHR	Window for Host Communities and Refugees

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BASIC INFORMATION – PARENT (Primary Education Equity in Learning Program - P176867)

Country	Product Line	Team Leader(s)	
Kenya	IBRD/IDA	Ruth Karimi Charo	
Project ID	Financing Instrument	Does this operation have an IPF component?	Practice Area (Lead)
P176867	Program-for-Results Financing	Yes	Education

Implementing Agency: Ministry of Education, Jomo Kenyatta Foundation

Is this a regionally tagged project?	Bank/IFC Collaboration	
No	No	
Original Approval Date	Effectiveness Date	Closing Date
31-Mar-2022	05-Aug-2022	31-Dec-2026
Environmental and Social Risk Classification (ESRC)		
Moderate		

Program Development Objective(s)

To reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems for delivering equitable education outcomes.

Ratings (from Parent ISR)

	Implementation
--	-----------------------



	23-Jun-2022
Progress towards achievement of PDO	S
Overall Implementation Progress (IP)	S
Overall Risk	S
Technical	S
Fiduciary Systems	S
E&S Systems	S
Disbursement Linked Indicators (DLI)	S
Monitoring and Evaluation	S

BASIC INFORMATION – ADDITIONAL FINANCING (Additional Financing for Primary Education Equity in Learning Program - P179670)

Project ID P179670	Project Name Additional Financing for Primary Education Equity in Learning Program	Additional Financing Type Restructuring, Scale Up	
Financing instrument Program-for-Results Financing	Product line Recipient Executed Activities	Approval Date 10-Feb-2023	Will there be additional financing for the IPF component? Yes
Projected Date of Full Disbursement 30-Jun-2027	Bank/IFC Collaboration No		

Is this a regionally tagged project?

No

Disbursement Summary (from Parent ISR)



Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD				%
IDA	200.00	32.92	146.65	18 %
Grants				%

PROGRAM FINANCING DATA – ADDITIONAL FINANCING (Additional Financing for Primary Education Equity in Learning Program - P179670)

FINANCING DATA (US\$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Government program Cost	1970.00	139.00	2109.00
Total Operation Cost	306.00	139.00	445.00
Total Program Cost	294.00	110.89	404.89
IPF Component	12.00	28.11	40.11
Total Financing	306.00	139.00	445.00
Financing Gap	0	0	0

DETAILS – Additional Financing

Counterpart Funding	22.40
Borrower/Recipient	22.40
Trust Funds	116.60
EFA-FTI Education Program Development Fund	116.60

Policy

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

No



Does the Program require any waivers from Bank policies?

Yes

Have these been approved by Bank Management?

Yes

Is approval for any policy waiver sought from the Board (or MD if RETF operation is RVP Approved)?

No

Has this been endorsed by Bank Management? (Only applies to Board approved operations)

NA

Legal Operational Policies

	Triggered
Projects on International Waterways OP 7.50	No
Projects in Disputed Areas OP 7.60	No



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

E & S Standards	Relevance
Assessment and Management of Environmental and Social Risks and Impacts	Relevant
Stakeholder Engagement and Information Disclosure	Relevant
Labor and Working Conditions	Relevant
Resource Efficiency and Pollution Prevention and Management	Not Currently Relevant
Community Health and Safety	Relevant
Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Relevant
Cultural Heritage	Relevant
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).

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

**TASK TEAM****Bank Staff**

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Extended Team			
Name	Title	Organization	Location



I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

A. Background

1. **Before the COVID-19 pandemic, Kenya had achieved strong development gains, including becoming a lower-middle-income country, reducing poverty, and building its human capital.** Kenya had a population of 53 million (2021) and a per capita gross domestic product (GDP) of US\$1,879¹ (.). The COVID-19 pandemic has significantly affected the economy and increased poverty. COVID-19 has removed the last decade of progress on poverty reduction, increasing poverty by 8 percentage points, leading to an additional 3.5 million citizens sliding into poverty². In 2021, economic activity rebounded, albeit with considerable variation across sectors.

2. **The country's ranking in the World Bank's Human Capital Index³ places Kenya third in Sub-Saharan Africa, after Seychelles and Mauritius, reflecting significant investments in health care and basic education.** However, disparities and inequities in the HCI pose a big challenge that needs to be addressed. Prevailing inequities in access to quality primary education have resulted in significant subnational variations in HCI and learning-adjusted years of schooling indicators. The COVID-19 pandemic is likely to exacerbate inequalities in human development unless urgent and concentrated efforts are made to counter its adverse effects on the most vulnerable populations including those in lower wealth and income quintiles, women, refugees and their host communities, the populations of the North and North Eastern counties, and the inhabitants of the numerous informal settlements across the country.

3. **Kenya registered several achievements in the basic education sector in the past decades.** These include design and rollout of a competence-based curriculum and assessment (CBC), which seeks to ensure that learners acquire core competencies and emphasizes competency-based assessment (CBA) rather than the end-of-term summative evaluations; ongoing reforms in teacher management and development to address absenteeism of teachers and their ineffectiveness in the classroom due to inadequate mastery of subject content knowledge and pedagogic skills; improved school inputs such as procurement and distribution of core textbooks to ensure that each learner in grades 1 to 12 has access to essential learning materials; robust school management structures through decentralization of key functions to county and subcounty education offices to strengthen school-level management and accountability and improve teacher management; and substantial investment in education technology through the Digital Literacy Program.⁴

4. **The Primary Education Equity in Learning Program (PEELP, P176867), approved in March 2022, was designed to support the Government in its reform program targeting key challenges in basic education (including girls' and refugee education)** such as inequities in access, low learning outcomes in higher order competencies, low-quality preschool services, lack of effective teaching, and the overall impact of COVID-19 on the education system. PEELP is primarily implemented through a Program-for-Results (PforR) modality (with a total Program cost of US\$294 million, funded by US\$188 million of World

¹ World Development Indicators 2020

² Kenya Economic Update (2021)-(<https://www.worldbank.org/en/country/kenya/publication/kenya-economic-update-keu>)

³ The Human Capital Index 2020 Update (<https://www.worldbank.org/en/publication/human-capital#Index>)

⁴ Digital Literacy Programme in Kenya; Developing IT Skills in Children to align them to the Digital World and Changing Nature of Work (digischool.icta.go.ke)



Bank financing and US\$106 of counterpart financing), with an Investment Project Financing (IPF) component (US\$12 million) for technical assistance (TA). PEELP is funded by an IDA credit of US\$140 million equivalent and an IDA grant of US\$60 million equivalent from the Window for Host Communities and Refugees (WHR). The Project Development Objective (PDO) of PEELP is to reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems for delivering equitable education outcomes. The results areas (RAs) of the Program are to (a) equalize learning opportunities: improve learning outcomes in target counties; (b) improve the participation of girls in schooling; and (c) strengthen capacity for implementing initiated reforms.

5. **The IDA credit and grant became effective on August 5, 2022.** Progress towards achievement of the PDO; implementation progress; monitoring and evaluation (M&E); and technical, fiduciary, environmental, and social safeguards systems are currently rated as Satisfactory. The Government is also making satisfactory progress toward achieving key disbursement-linked results (DLRs) including prior results:

- (a) The Government has partially achieved *DLR 4.1 (US\$22,000,000): Number of vulnerable learners selected to receive a scholarship, schools kit and mentoring support services*. In total, 9,000 vulnerable learners (55 percent girls) from the poorest households were selected in May 2022, awarded scholarships, and have joined secondary education. The learners were also provided with school kits. These learners will also benefit from a mentorship program. Around 5 percent of the 9,000 vulnerable learners are children living with special needs and disabilities.
- (b) The Government has partially achieved the prior result (*that is, US\$4,750,000 for achievement of the first year Program implementation milestones*) for *DLI⁵ 5: Rollout of the CBC and CBA evidenced by the key implementation milestones*. The Government has made reasonable progress toward achievement of the first-year milestones for this DLI, including (i) development of CBC scope and sequence for grades 10 to 12 and (ii) curriculum designs for grade 10.
- (c) The Government has achieved the prior result (*US\$21,437,500 for 3,500 classrooms*) for *DLR 6.1: Number of new classrooms constructed as per the needs-based School Infrastructure Investment Plan (SIIP)*. The Government has achieved 6,400 new classrooms for this DLI.

6. **The Government is also making progress in the implementation of the Program Action Plan (PAP).**

- (a) **Preparation for Kenya to participate in the 2025 Program for International Student Assessments (PISA)⁶.** This action is on track. In July 2022, the Government, with TA, completed the required in-depth capacity assessment exercise, and a costed operational plan is being developed for the same.

⁵ DLI = Disbursement-linked indicator.

⁶ Kenya will now participate in the PISA, and not the PISA for Development (PISA-D). The Organization for Economic Cooperation and Development (OECD) has discontinued implementation of the PISA-D pilot, which was mainly targeting low-income Countries.



- (b) **Whole-of-government refugee policy coordination.** The Government is establishing relevant structures, including drafting of sector-specific marshal plans, with one for refugee education.

B. Rationale for Additional Financing

7. **As mentioned in the PEELP Program Appraisal Document (PAD), the operation was originally designed to include Global Partnership for Education (GPE) funding.** However, due to external delays,⁷ these funds did not materialize before PEELP's Board approval. The parent operation, therefore, contained reduced targets. The GPE had confirmed that its funds could be added to the PEELP as Additional Financing (AF) after the World Bank Board approved the IDA operation. Kenya's GPE Compact for the System Transformation Grant (STG) and System Capacity Grant (SCG) were approved on April 5, 2022, and Kenya's GPE multiplier allocation was approved on June 2, 2022. The IDA credit and grant for PEELP leveraged the multiplier allocation. With the availability of GPE funds, the AF will support the scaling up of targets. The Kenya GPE Compact, released in April 2022, is fully aligned with the main achievements and challenges in the education sector, and the grant funds are directly relevant for expanding PEELP's targets and achieving its PDO.

II. INTRODUCTION

8. **This Program Paper seeks the approval of the Regional Vice President (RVP) for a proposed additional grant in the amount of US\$116.6 million⁸ from the GPE Fund to PEELP (P176867).**

9. **The proposed AF will primarily scale up the parent operation as envisaged at the design stage.** The PDO and RAs of the AF remain the same as for the parent project. The Theory of Change has been modified to include new results expected from more resources. The AF will include the following key changes: (a) revisions to the PDO indicators and intermediate results indicators (IRIs) including, notably, the introduction of new indicators on improved service delivery (teacher presence and teacher quality); (b) scaling up of DLIs 1, 4, 6, and 7; (c) introduction of a new IPF activity to strengthen sector coordination and data utilization; and (d) introduction of new actions the PAP. In line with these changes, addendums to the parent operation technical, fiduciary, and safeguards assessments have been prepared.

10. **The proposed AF will expand the scope of the parent Program as envisaged at the design stage.** The PAD for the parent Program indicates that the new GPE grant to Kenya will provide additional resources for expansion of selected interventions within the defined PforR boundaries. These interventions, which are incentivized through specific DLIs, include school grants (DLI 1) for target primary schools; the scholarship, school kits, and mentorship program for poor and vulnerable learners (DLI 4); and preservice teacher training reforms for improving competency-based teacher education (CBTE) in the primary teacher training colleges (PTTCs) (DLI 7). Scaling up of targets under DLI 1 and DLI 7 will contribute to the PDO indicators for improved foundational literacy and numeracy, while scaling up of DLI 4 targets is expected to result in improved retention of girls from poor and vulnerable populations in upper primary, which is another PDO indicator. Extension of school grants to a greater number of primary schools will provide much-needed resources for improving learning conditions in those schools. Enhanced support for

⁷ The new GPE funding model requires a country-level Compact to be in place. The Compact for Kenya was not approved by the GPE Board at the time of the parent operation's approval at the World Bank.

⁸ Source of the total grant according to GPE: STG (US\$53.3 million), Multiplier Grant (US\$50 million), and SCG (US\$3.8 million) and LEGO foundation contribution to the Kenya Multiplier Grant through the GPE (US\$10 million).



capacity building of teacher training colleges (TTCs) in CBTE will ensure that trainees are able to acquire the competencies for delivering the CBC and CBA when they become new primary teachers. Finally, expanded coverage of the scholarship, school kits, and mentorship program will enable more poor and vulnerable girls and boys, particularly from the informal settlements (slums), to access schooling and complete basic education.

11. To offset learning losses due to the pandemic and the associated school closures, the proposed AF will leverage existing government initiatives to implement remediation strategies and track teacher presence at school and in the classroom. A notable initiative is the School-Based Teacher Support (SBTS) that provides additional support to teachers and learners in lagging regions on remedial learning and utilization of existing learning assessments. The AF will provide essential support for implementing structured and integrated remediation interventions at the target school level, as described in detail in the section on proposed changes. Another notable initiative is the Teacher Performance, Appraisal, and Development (TPAD) which aims to, among other objectives, monitor teacher presence in the classroom through lesson attendance, lesson recovery, and lesson observation.

12. The proposed AF aims to have a greater impact on education systems, specifically basic education, by strengthening sector coordination for key initiated reforms, notably CBC and CBA implementation and monitoring, and promoting utilization of available data for planning and budgeting. The GPE's Independent Technical Advisory Panel (ITAP) report for Kenya⁹ conducted in September 2021 concluded that good quality data are available in the system. However, the report noted that there is an urgent need to enhance use of data for evidence and decision-making and to track progress more rigorously, particularly in access and learning. The Ministry of Education (MoE) and its development partners, including the Education Development Partners Consultative Group (EDPCG), have a pivotal role in promoting effective utilization of data. The AF, through the GPE SCG,¹⁰ will support interventions to enhance sector coordination and data utilization through a new IPF subcomponent. Considering that a key objective of the SCG is to improve efficiency in public spending on education, a PER¹¹ will be carried out with a focus on major expenditure programs in basic education (such as student capitation grants, textbooks, and school infrastructure) to inform any adjustments in ongoing reforms and capacity-building priorities for MoE, to ensure efficient use of resources. Successful implementation of these interventions has the potential to contribute to a more efficient use of resources in the basic education sector and a greater impact in strengthening systems for delivering equitable education outcomes.

13. Finally, the AF would contribute to improved teacher quality through actions that are linked to the professional development and management of teachers. An assessment conducted by the Kenya Institute of Curriculum Development (KICD) in 2019 as part of the CBC reforms indicated that the weakest link in teacher training is the lack of an organized and adequate practicum in preservice teacher training. Considering that enhanced capacity in this area would facilitate the training of teachers in lesson delivery and classroom management through regular interactions with real school settings, the AF will support the

⁹ <https://www.globalpartnership.org/content/independent-technical-advisory-panel-report-enabling-factors-kenya-october-2021>

¹⁰ The SCG has three funding windows: (a) gender-responsive planning and policy development for systemwide impact, (b) coordinated action and financing to enable transformative change, and (c) capacity building to implement and drive results at scale.

¹¹ The terms of reference (ToRs) for the PER will be agreed with MoE and GPE to address priorities for the SCG, particularly efficiency in education spending and value for money.



establishment of meaningful links between PTTCs and selected primary schools in accordance with established standards. For the professional development of existing teachers, the AF will support the (a) measurement of any changes in teacher proficiency in the target subjects for primary school teachers participating in the SBTS and (b) analysis and utilization of TPAD data for monitoring teacher presence in target schools and in the classroom (lesson coverage).

Kenya Global Partnership for Education (GPE) Compact¹²

14. **The Kenya GPE Compact April 2022 is aligned with the main achievements and challenges in the education sector.** The overall development objective for the Kenya GPE Compact April 2022 is to ‘improve learning outcomes’ through the following:

- (a) **Enhancing quality of teaching and learning and pre-primary education** by supporting SBTS, coaching and mentoring, providing continuous teacher professional development, reforming preservice teacher training, harmonizing provision of preprimary education, and enhancing parental involvement in learning.
- (b) **Achieving gender parity in education.** There is a need for an integrated multisectoral and multiagency approach to, among others, support implementation of the national reentry guidelines and enhance psychosocial support programs to ensure the well-being of the learners.
- (c) **Enhancing access to education** by reducing regional and gender disparities at early learning (pre-primary), primary, and secondary school levels; increasing transition from primary to secondary school and progression across grades; and adopting focused interventions to address school dropout and absenteeism, facilitate reentry and enrollment for out-of-school children.
- (d) **Enhancing equity and inclusion in education** by improving infrastructure for provision of quality education in lagging counties, providing scholarships for learners in need, adopting gender-responsive pedagogies, redeploying and redistributing teachers based on data and evidence, ensuring continuity of teaching and learning during emergencies and in areas experiencing insecurity, and ensuring that children with special needs and disabilities, and in refugee camps are reached and included at all levels.
- (e) **Strengthening systems capacity to support the reform interventions** by influencing a culture for data utilization in planning and decision-making. Data utilization and evidence and sector coordination are high-priority areas for the Kenya GPE Compact. Sector coordination, within the Government and among partners, is needed to ensure that interventions and finances are well synergized and harmonized.

15. **The Compact identified the following enabling factors to facilitate realization of system transformation:**

- (a) Making improvements in the use of data and evidence for planning in the education sector.
- (b) Moving from plans to improved educational outcomes and monitoring and reporting that is responsive to gender and other issues of equity in the sector.
- (c) Improving on inclusive sector dialogue and coordination processes.

¹² <https://www.globalpartnership.org/content/kenya-partnership-compact>.



- (d) Improving the efficiency and equity of domestic expenditure on education
- (e) Strengthening the link between planning, budgeting, and results-based expenditure monitoring.

III. PROPOSED CHANGES

16. The AF is designed as a scale-up within the existing Program boundary with addition of DLIs that will capture results from added resources. Table 1 summarizes the Program boundary for the operation.

Table 1. Program Boundaries

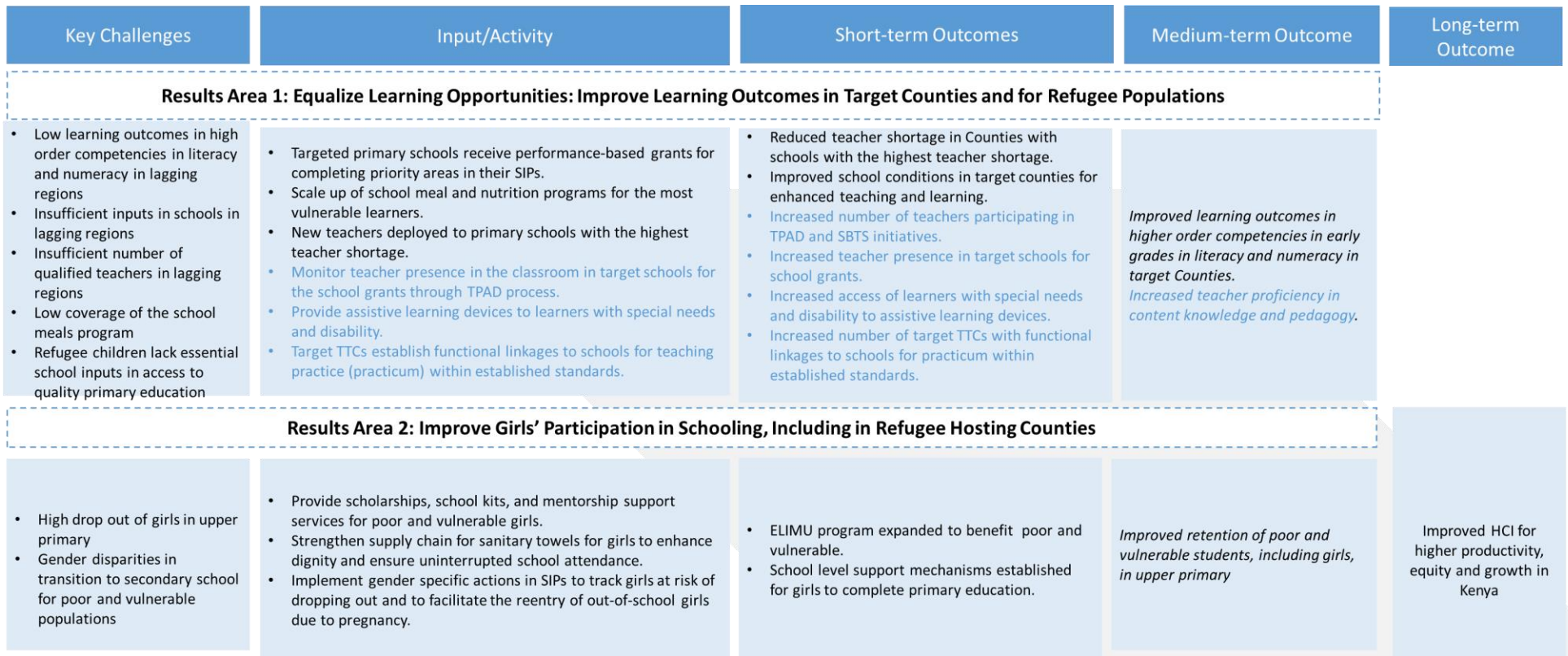
	Government program	PforR	AF
Title	NESSP II	PEELP	PEELP
Objective	The overall aim of NESSP II is to provide quality and inclusive education, training, and research for sustainable development	To reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems for delivering equitable education outcomes	No change
Duration	FY2022/23 to FY2026/27	2022 to 2026	No change
Geographic coverage	Nationwide	<ul style="list-style-type: none"> • Nationwide for RAs 2 and 3 • Targeted to 10 counties for RA 1 (bottom quintile 20 percent of counties in terms of educational performance and poverty index) 	School grants to target 10 counties to be scaled up to informal settlements
Subprograms	<ol style="list-style-type: none"> 1. Sector Governance and Accountability and Cross Cutting and Contemporary Issues 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 primary education: RA 1 (Equalize learning opportunities) is aligned with Subprograms 2 and 3. RA 2 (Improve the retention of girls in upper primary education) is aligned with Subprogram 1. RA 3 (Strengthened systems capacity for implementing initiated reforms) is aligned with Subprograms 1 and 3.	Scholarship and mentorship services to be scaled up as well as enhanced capacity building for teacher education
Financing	US\$1,970 million parent + US\$139 million for scale-up in the proposed AF	US\$294 million (Does not include the IPF component also supporting government program)	US\$110.89 million (Does not include additional IPF support)

Note: NESSP = National Education Sector Strategic Plan.

17. **Under the AF, the PDO remains the same as under the parent operation.** The Program closing date and the Program implementation arrangements remain unchanged. The Theory of Change has been adjusted to reflect a proposed new PDO indicator, additional inputs/activities, and corresponding outputs and outcomes. **Error! Reference source not found.** presents these changes (marked in color).



Figure 1. Theory of Change for PEELP with AF





Results Area 3: Strengthen Reform Implementation Capacity

<ul style="list-style-type: none"> • Gaps in fidelity of implementation of initiated reforms (CBC, formative assessments, pre-service teacher training, and teacher management). • Low utilization of NEMIS data for planning and decision making in primary education. • Gaps in the quality of pre-service teacher training in the implementation of CBC • Low quality pre-school services are negatively impacting foundational learning. • Insufficient infrastructure in target counties. • Gaps in inclusive sector dialogue and coordination processes. • Inadequate use of data and evidence for evidence-based planning in the education sector. • Gaps in gender responsive sector planning and budgeting. 	<p>Strengthen reform implementation capacity for rollout of the CBC and CBC’s formative assessments, notably:</p> <ol style="list-style-type: none"> Completion of CBC designs for all basic education grades; Development of formative assessment for the CBC; Development of curriculum support materials for learners with special needs and indigenous languages (VMGF); Development of formative assessment materials for the new CBTE curriculum; Training of teachers in CBA; Utilization of NEMIS data for mapping out school needs and the development budget allocations for rollout of the CBC; Implementation of the needs-based school infrastructure investment plan to complement roll out of the CBC; Establishment of standards and tools for quality assurance for preschool for alignment with the CBC and CBA. Capacity building of target TTCs for implementation of CBTE curriculum. <p>Strengthen System Capacity for improved sector coordination, data utilization, and gender responsive planning and policy development:</p> <ol style="list-style-type: none"> Conduct annual joint sector analysis and reviews involving key stakeholders’ groups. Training of County Directors of Education, KICD, and KNEC to integrate gender aspects in annual workplans and budgets including CBC and CBA. Develop a gender equality module to train teacher trainees in target TTCs on gender equality in basic education. Establish multi-agency technical working group for coordination and collaboration on girls’ education, particularly addressing teenage pregnancies and school re-entry. 	<ul style="list-style-type: none"> • Curriculum design, instructional and CBA materials, human resources (teachers ready to implement CBC), and infrastructure (new classrooms) are in place for rolling out the CBC and CBA in basic education. • Timebound action plans to address key issues identified during annual joint sector reviews are formulated based on analysis of NEMIS data and other reliable sources. • Adopt a framework for adolescent girls programming in basic education. 	<p><i>The CBC and formative assessments are successfully rolled out in basic education.</i></p>
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Note: KNEC = Kenya National Examinations Council; SIP = School Improvement Plans; VMGF = Vulnerable and Marginalized Groups Framework.



18. **Program Expenditure Framework.** In the parent operation, actual expenditures of US\$136.5 million have been incurred so far (used for construction/infrastructure development, the scholarship program, and rollout of the CBC and CBA). The additional resources from the GPE (total of US\$116.6¹³ million, which includes US\$10 million from the LEGO foundation¹⁴) will be utilized for additional targets under the PforR Program as well as new activities in the IPF component (Project). LEGO Foundation's contribution to this grant will be channeled through the GPE multiplier fund. Of the total grant of US\$116.6, US\$18.11 million¹⁵ has been assigned to the IPF component (Project), leaving US\$98.49 million as the additional contribution to the PforR Program. In addition, the government has contributed an additional US\$22.4 million as counterpart financing, from which US\$10.0 million has been assigned to the IPF component (Project), leaving US\$12.40 million as the additional contribution to the PforR Program. With these resources, the total Program expenditure framework amount available has increased by US\$110.89 million, and the total Project cost (IPF) has increased by US\$28.1 million under this Additional Financing. The additional technical support activities, under the IPF component, are described later in this paper. **Error! Reference source not found.** presents the revised Program expenditure framework with additional amount of expenditure allocated to various budgeted areas and highlighted in color. The overall expenditures (after the AF) are sufficient to achieve the Program results.

¹³ Of this amount, US\$10 million is financing from the LEGO foundation which will be channeled through GPE systems, hence its inclusion in the total amount of the AF for PEELP.

¹⁴ This unlocked US\$10 million of the GPE multiplier allocation to Kenya and is contributing to support for teaching and learning under the framework of the CBC and CBA, and with a focus on in-service and preservice teacher professional development.

¹⁵ Of this, US\$3.8 million is to be accessed through the SCG, to address high-priority enabling factors for system transformation—associated with data and evidence use, sector coordination, and capacity building where needed.



Table 2. Program Expenditure Framework with AF marked in color (US\$, millions)

Program/Subprogram	RA	Delimitation	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	Projected Cost
All State Departments									
Sector governance and accountability	RA 3	No delimitation	4.6	4.7	4.3	2	1.9	1.9	19.4
Cross-sector issues	RA 3	No delimitation	0.5	0.7	0.4	0.1	0.1	0.1	1.8
State Department of Early Learning and Basic Education									
Pre-primary education									
Develop an equity-based financing program for institutions serving refugees and refugee host communities	RA 1	School meals program for targeted areas	—	0.4	0.4	0.4	0.4	0.5	2.1
Improve pre-primary education standards and quality assurance	RA 3	No delimitation	11.4	11.4	11.4	—	—	—	34.2
Primary Education									
Universal primary education	RA 1	Only for targeted counties	17.1	14.9	12.6	12.9	13.1	13.4	84.0
Universal primary education - AF	RA 1	Expand counties	3.4	3	2.5	2.6	2.6	2.7	16.8
Construction - AF	RA 3	Expand number of schools	12.8	9.2	6.5	6.7	6.7	6.7	48.6
Reduce disparities in access and retention in primary education	RA 1	School meals program for targeted areas and scholarships	8.9	10.9	11.3	11.6	11.9	12.3	67.0
Scholarships - AF	RA 1	Expand scholarships	4	4.9	4.1	4.2	4.4	4.5	26.1
Recruit teachers for primary schools serving refugees ¹⁶ and refugee host and non-host communities	RA 1	Recruit teachers for public primary schools, including in refugee host communities	2.3	3.1	3.5	3.9	4.3	4.8	21.9
Develop an equity-based financing program for institutions serving refugees and refugee host communities	RA 1	Capitation grants in host communities	2.2	2.5	2.9	3.2	3.6	3.8	18.1

¹⁶ Through school grants for target refugee schools in the refugee camps



Program/Subprogram	RA	Delimitation	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	Projected Cost
Reduce disparities in access and retention in primary education (gender)	RA 2	Menstrual hygiene and inclusion	2.6	5.6	5.9	6.2	6.5	6.9	33.8
Governance and accountability	RA 3	No delimitation	0.6	4.8	5.1	5.0	4.2	4.2	24.0
Teacher colleges and system strengthening	RA 3		0.2	1.4	1.5	1.5	1.3	1.3	7.2
Total			70.6	77.5	72.4	60.3	61.0	63.1	405.0

19. **Operation financing:** Table 3 presents the revised operation financing, including the changes to both the PforR and the IPF components.

Table 3. Operation Financing (US\$ millions)

Financing Source	Parent Operation		AF		Total	
	PforR	IPF	PforR	IPF	PforR	IPF
IDA Credit	131.6	8.4	—	—	131.600	8.400
IDA Grant (WHR)	56.4	3.6	—	—	56.400	3.600
GPE	—	—	98.491	18.109	98.491	18.109
Subtotal (IDA and GPE funds)	188.0	12.0	98.491	18.109	286.491	30.109
Counterpart funds	106.0	0.0	12.400	10.000	118.400	10.000
TOTAL	294.0	12.0	110.891	28.109	404.891	40.109
	306.0		139.0		445.0	



20. **Changes in PDO indicators.** Building on the School-Based Teacher Support System (SBTSS) initiative, a new indicator for teacher proficiency (content and pedagogy) has been added to reinforce the importance of teaching effectiveness in achieving improved learning outcomes. The new indicator is “Increase in the share of target primary school teachers achieving proficiency in pedagogical skills for teaching English.” To improve teacher proficiency, which is a key driver of learning indicating the adequacy and quality of service delivery in the classroom, activities aligned with RA 1 will be scaled up, and related new targeted TA will be provided under the IPF component. Specifically, the new TA is aimed at improving the analysis and use of existing data from classroom observations and learning assessments to inform improvements and adjustments for the TPAD and SBTS initiatives. These initiatives are aimed at enhancing pedagogical skills, improving mastery of subject matter content, improving teacher accountability, and building communities of practice for peer learning and support, which are described in detail in the PAD for the PEELP. Currently, over 100,000 primary school teachers are participating in the SBTS initiatives, and 341,760 teachers (216,220 primary and 125,540 secondary) are participating in the TPAD exercise. The TPAD includes data for teacher presence at school and in the classroom (lesson coverage and recovery and lesson observation).

21. RA 1 includes provision of school grants to support interventions focused on strengthening the proximate determinants of learning (that is, preparedness of learners, teaching effectiveness, adequacy of school inputs, and effective school management). The AF enables an additional 450 schools to benefit from school grants and increases the grant amount schools can access, from US\$7,000 to US\$10,000 per target school. To improve teaching effectiveness, teachers in schools receiving school grants are expected to participate in the annual TPAD exercise as well as peer learning cluster meetings under the SBTSS initiative. The proposed new PDO indicator will monitor the impact of these interventions on teaching effectiveness through mid- and end-line teacher proficiency assessments. In 2019, a teacher proficiency assessment, for content and pedagogy, was conducted for English, mathematics, and science to inform the design of the SBTSS and continuous teacher professional development. In content knowledge, 73 percent of the primary school teachers met the 75¹⁷ percent benchmark in English, 83 percent met the 75 percent benchmark in mathematics, and 69 percent met the 75 percent benchmark in science. In pedagogical skills, 57 percent of the primary school teachers met the 75 percent benchmark in English, 79 percent met the 75 percent benchmark in mathematics, and 41 percent met the 75 percent benchmark in science. The findings of this assessment are the baseline to measure improvements in teacher proficiency. Specifically, the AF will measure pedagogy skills in English, which is one of the lowest baselines, and directly associated with the PDO indicators for improved learning outcomes. However, the mid- and end-line assessments will focus on the three subjects, for both content and pedagogy, to inform overall improvements in the implementation of the SBTSS.

22. **New DLRs.** Up to 84 percent of the GPE grant (US\$98.491 million) is allocated to results-based financing. Within this amount, the GPE requires that part of the grant is allocated to a clearly defined ‘variable part’ (VP), which should comprise specific strategies, indicators, and targets that are aligned to the integral areas of the grant program to advance the system transformation. The selected DLRs for the VP are associated with relevant DLIs in the existing RF that enhance equity and promote improved service delivery. The selected DLRs for the VP are a combination of outputs and intermediate results that are directly linked to PDO indicators (improved learning outcomes and retention). The DLRs for the VP are

¹⁷ The benchmark for the teacher proficiency assessment conducted in 2019 was 75 percent for both content knowledge and pedagogy.



derived from DLIs 1, 4, and 7 (school grants, scholarships, and capacity building for TTCs under RAs 1, 2, and 3, respectively). The DLRs for the VP are listed below.

- (a) **DLR 1.1:** US\$4,000 per target primary school that has an approved SIP, allowing for an additional 450 schools, **adding US\$1.8 million** to the financing available for this DLR in the parent Program.
- (b) **DLR 1.2:** US\$3,000 per target primary school that has completed at least three of the five priority areas, allowing for an additional 450 schools and increasing the total amount for this DLR by **US\$1.35 million**. The additional 450 schools are located in the largest informal settlements (slums) and the school grants will enhance equity and inclusion aspects of the Program in these areas. Both the severity of poverty and inequality worsened due to the pandemic, with 41 percent of households classified as poor in 2020, increasing the number of poor people from 15.9 million in 2019 to 19.6 million a year later. Poor and vulnerable households are less able to pay for basic educational or school inputs. Therefore, targeted support to schools within informal settlements is essential for creating equal opportunities for children from worse-off socioeconomic backgrounds. This also includes refugee learners of primary school going age, who are enrolled in the schools in urban informal settlements. As described in the PEELP PAD, there is global evidence on the effectiveness of well-designed school grants in improving the minimum essentials for desirable school conditions and consequently learning outcomes. The design of the school grant for the 450 schools under the AF remains as described in the PAD.
- (c) **DLR 1.3:** US\$3,000 for each of the 5,422 target primary schools with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025, scalable, US\$1,500 per school calendar year (US\$16.266 million of the AF). Implementation of this DLR complements ongoing efforts in teacher management and continuous teacher professional development, as described in the PAD for the PEELP. This new DLR is expected to closely monitor teachers' classroom presence and teaching (lesson coverage, including recovery¹⁸), through existing mechanisms and tools under the TPAD initiative. Implementation of this DLR on teacher presence in the classroom is expected to directly contribute to achievement of the Program's key performance indicators on learning outcomes (increased learning outcomes in higher-order competencies in literacy and numeracy). The Service Delivery Indicator (SDI¹⁹, 2012²⁰) report for Kenya revealed a major concern: teachers who are present at school can often be absent from class. According to the SDI report, only 55 percent of teachers were in class and teaching.

The total expected contribution toward the VP from the school grants under RA 1 is US\$19.416 million.
- (d) **DLRs 4.1 and 4.2:** US\$3,200 for each beneficiary selected to receive a scholarship, school kits, and mentoring support services annually and attending school—the AF will contribute up to US\$18 million for each DLR over two school years (amounting to US\$36 million).

¹⁸ Teachers are expected to re-cover a 'missed' lesson. Schools are expected to maintain updated records on the same through the TPAD initiative.

¹⁹ Service Delivery Indicators Kenya Education Survey 2012: <https://microdata.worldbank.org/index.php/catalog/2755>

²⁰ This is the most recent independent evaluation with specific data on teacher presence in the classroom and teaching in Kenya.



- (e) **DLR 4.3:** US\$2 million for at least 2 percent²¹ increase in retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary²² (grades 7–8). These learners are expected to transition to secondary education, with support for the scholarship and mentorship interventions under the Program. While gender differences have been reduced in recent years in primary and secondary education, girls still drop out earlier than boys. After age 16,²³ the share of girls who are not attending school increases faster than for boys. In the 18–22 age group, while 13 percent of boys have dropped out of school, 18 percent of girls are no longer attending. Gender disparities in school participation are concentrated in the most educationally disadvantaged counties, mainly in the North Eastern and Coastal regions.

The total expected contribution toward the VP from the scholarships, school kits, and mentoring intervention under RA 2 is US\$38 million.

- (f) **DLR 7.2:** US\$250,000 per target TTC with functional links to primary schools for teaching practice (practicum) within established standards (US\$8 million of the AF). Specifically, the AF is expected to reinforce acquisition of knowledge and skills by teacher trainees, in key practicum standards directly associated with learning (lesson planning for effective teaching, student assessment and feedback, and overall classroom management). Teacher entrants are required to have substantial opportunities for classroom practice, which is an important factor in teaching quality. In Kenya, teachers complete about three months of practical professional experience as part of their training, compared to 12–24 months in middle-income countries such as Singapore or the Republic of Korea. Kenya performs relatively well in education performance compared to other Sub-Saharan Africa countries but needs to benchmark its education performance against the relevant middle-income countries.

The total expected contribution toward the VP from the support to TTCs under RA 3 is US\$8 million. The total amount which is put forward as the VP is US\$65.416 million.

23. The above DLRs for the VP will be monitored through several indicators including the associated PDO indicator and two new IRIs which are described in detail in the Results Framework.

- (a) **PDO indicator:** Increase in the share of students achieving higher order competencies in literacy and numeracy (Level 4²⁴) in the National Assessment System for Monitoring Learner Achievement (NASMLA) grade 3 assessment, in counties falling into the lowest quintile of performers, including in refugee populations.
- (b) **IRI, DLR 1.3:** Share of teachers in class and teaching, in target school for the school grants.

²¹ Baseline in the RF is 80 percent and the target is 85 percent (target 5 percent improvement).

²² The Program tracks the cohort under RA 2 in upper primary for 2021–2023. The education structure will transition to junior secondary from January 2023.

²³ Age appears on the higher side for grade 7 and 8 learners. However, only one-third of learners in Kenya complete basic education at the right age. The rate of overage is high in primary education, increasing from 66 to 78 percent between grade 1 and 8 before reducing to 66 percent as the best performing students advance into grade 9. Share of students who are enrolled in their official age-grade reaches a minimum of 14 percent for those in grade 7, before increasing again at secondary level (Kenya Public Expenditure Review, Education, 2022).

²⁴ Details in the PEELP PAD, Technical Annex Table 3.1. In summary, Level 4 Literacy: links and interprets information located in various parts of a short passage and understands and interprets the meaning of a picture and writes short sentences to describe the theme and Level 4 Numeracy: translates information presented in sentences into simple arithmetic operations, uses multiple arithmetic operations (in the correct order) on whole numbers, and reading for meaning.



- (c) **PDO indicator:** Improved retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary²⁵ (grades 7–8).
- (d) **IRI, DLR 7.2:** Number of target teacher training colleges with functional linkages to primary schools for teaching practice (practicum) within established standards.

The DLRs for the VP contribute to key pillars in the government program such as access and participation, equity and inclusiveness, and quality and relevance. Specifically, the selected DLRs for the VP reinforce key elements for education transformation described in the Kenya GPE Compact—that are critical for the achievement of the Program’s key development objectives. These include enhancing quality of teaching and learning; improving access, equity, and inclusion in education; and strengthening systems capacity to support initiated reforms. The financing associated with the DLRs for the VP will be assessed and reported within the overall requirements for the PforR Program Expenditure Framework and through the Program’s semiannual progress reports. Details for implementation of new indicators and DLRs, under the AF, including relevant templates or tools, will be included in the updated Program Operational Manual (POM).

24. **Scale-up of existing DLRs.** The AF will scale up results under selected DLIs (DLIs 1, 4, 6, and 7) by providing the resources to close the financing gap for achieving the targets/milestones of the parent Program. These targets/milestones are set based on a resource pool that incorporated the expected future funding from the GPE in the parent Program. The change in the DLIs’ scope includes a description of the DLRs for the VP.

- (a) **Scaling up DLI 1:** *Number of Target Primary Schools receiving school grants for completing Priority Areas in their approved School Improvement Plans (SIPs)* (US\$19.416 million or 17 percent of the AF and 5 percent of the overall Program). As documented in the PEELP PAD, in addition to the primary schools targeted under DLI 1, the GPE grant will benefit schools in the largest informal settlements²⁶ (slums) in urban centers as well as special needs primary schools with a student population totaling approximately 13,500 refugee learners of primary school going age in urban centers.²⁷ The target schools for the school grants are therefore increased from 4,972 primary schools to 5,422 primary schools (of which 450 public primary schools are in the informal settlements). This total includes 50 primary schools in the refugee camps and 643 primary schools in refugee host communities. The AF enables the school grant to be increased from US\$7,000 to US\$10,000 to incentivize teacher presence in the classroom and teaching and for a larger impact in the five target priority areas²⁸ particularly implementing a comprehensive integrated remedial intervention.

Teacher presence in the classroom will be monitored by assessing lesson coverage, using the existing TPAD initiative in primary schools. Among other indicators, the TPAD tracks teacher presence in the classroom (lesson coverage). However, close monitoring and analysis of the TPAD data at the school level could be strengthened to provide timely information to the

²⁵ The Program tracks the cohort under RA 2 in upper primary for 2021–2023. The education structure will transition to junior secondary from January 2023.

²⁶ Public primary schools in or near large informal settlements/slums have the highest pupil-teacher ratio (PTR). Notably, primary schools in Nairobi and Mombasa have the highest PTR of 157 and 128, respectively. Other urban centers with large informal settlements with low participation schooling and learning include Eldoret, Naivasha, Thika, Kericho, Kisumu, Embu, Kakamega, Machakos, Nyeri, and Kilifi.

²⁷ <https://www.unhcr.org/ke/wp-content/uploads/sites/2/2022/07/Kenya-Statistics-Package-31-May-2022.pdf>.

²⁸ Five priority areas are school inputs, supporting teachers and effective teaching, student assessment, learners school attendance, and school management and accountability. Each priority area is described in detail in the PEELP PAD.



Teachers Service Commission (TSC) where remedial action is required to enhance teacher presence in the classroom. Scaling up DLI 1 thus includes a new DLR (DLR 1.3) and its associated IRI described under the VP. The DLI definition and verification protocol for the DLI is adjusted in Annex 1, to reflect a milestone on tracking teacher presence in the classroom, in the target schools for the school grants. Finally, a rapid impact assessment will be conducted after one year of Program implementation to evaluate the proposed integrated remediation approach and make changes as needed, to improve its impact on learning.

Regarding integrated remediation,²⁹ Kenya already implements structured pedagogy approaches for the early grades. Scaling up of this DLI will finance learning remediation through using data on student performance to help children who have been left behind and need additional support. Specifically, schools and teachers will use feedback from learning assessments and classroom instruction (lesson observations) to inform their teaching and support learners who are struggling. Remediation in the target schools will include reteaching the lesson for the entire class during a time agreed with the school management and parents or pre-teaching a group of children who are struggling or including revision days as agreed with school management and parents to reinforce specific concepts and/or new skills. The target schools received a school-specific analysis report for the school-based re-entry assessments conducted in January 2021 when schools reopened to measure school-specific learning losses. The report clearly highlighted lagging learning areas for core competencies. The United States Agency for International Development (USAID), through the Research Triangle Institute, is currently conducting a third pilot for remedial learning in 100 primary schools in 12 counties. The findings of this pilot will inform any adjustments or improvements in the planned activities for integrated remediation in the target schools. MoE will work closely with USAID on greater utilization of the teaching and learning materials developed for the remedial pilot, by the schools benefiting from the school grants. This approach will also help standardize resources that are available to schools for remedial learning, particularly for early grades literacy.

- (b) **Scaling up DLI 4: Number of Vulnerable Learners selected to receive a scholarship, school kits, and mentoring support services** (US\$38 million of the AF or 32 percent of the AF and 9 percent of the overall Program). The criteria for scholarship, school kits, and mentoring support services and a breakdown of the costs are included in Annex 3 of the PEELP PAD and the POM for the parent Program. The AF will support (i) an additional milestone for this DLI, a new DLR 4.3, and associated IRI described under the VP and (ii) a deficit of KES 2.5 billion (about US\$25 million) for the scholarship program to be fully implemented as originally designed (including provision of school kits and mentorship services for the target 25,000 beneficiaries for each school year during the four years they will be in secondary school). Of the 25,000 beneficiaries, 5,000 will be new or additional learners (both girls and boys) from

²⁹ The technical details for integrated remediation will be included in the updated POM to guide the target schools. In summary, there are three evidence-based solutions to respond to learning loss: (a) structured pedagogy (already implemented in Kenya) - structured lesson plans for teachers, student books, teacher training focused on skills, and coaching to teachers done in tightly integrated combination; (b) teaching at the right level (challenging to implement in the Kenyan context because of large classes and teacher shortages) - grouping students by skill level rather than grade and providing group-based practice to reinforce the particular skills that children have trouble with; and (c) **remediation** - using data on student performance to help children who have been left behind and need additional support to address learning losses, schools need practical and scalable solutions that are evidence based and can work at a large scale. Additional details on integrated remediation will be included in the school grants' operational manuals which will be updated to reflect the AF interventions.



the poorest households in the informal settlements (slums), including refugee children and learners with special needs and disability. The DLI definition and verification protocol is adjusted to reflect the new DLR 4.3. To implement an action in the PAP, to institutionalize the process for and procedures for administration and management of scholarships, 3,000 of the 5,000 scholarships will be implemented, as a pilot, by the Government's agency, Jomo Kenyatta Foundation (JKF). JKF will implement the pilot as per the criteria in the Program Operational Manual (POM). The updated Program's Fiduciary Systems Assessment (FSA) includes a detailed assessment of the capacity of JKF to conduct the pilot. The conclusion of the addendum for the FSA established that, both the procurement and financial management arrangements capacity and performance of JKF 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, effectiveness, transparency, and accountability.

- (c) **Scaling up DLI 6:** *Number of new classrooms³⁰ constructed in existing schools as per the needs-based school infrastructure investment plan (SIIP) (US\$33.075 million of the AF or 28 percent of the AF and 8 percent of the overall Program).* In total, according to the SIIP, 19,082 classrooms are needed immediately. The target for new classrooms will increase from 8,000 to 13,400. As documented in the PEELP PAD, new classrooms will be constructed as per the needs-based 2021 SIIP, using the established standards for classroom construction. The DLI definition and verification protocol will not change.
- (d) **Scaling up DLI 7:** *Capacity building of target Teacher Training Colleges for implementation of CBTE curriculum (US\$8 million of the AF or 7 percent of the AF and 2 percent of the overall Program).* Resources are added to this DLI to support a new DLR 7.2 and associated IRI described under the VP. The additional resources for this DLI will also enhance full implementation of the new CBTE in the target 32 TTCs, particularly enhancing teaching practice (practicum)³¹ and establishing fully functional learning resource centers enabled by information and communication technology (ICT). The teaching practice for teacher trainees is expected to enable teacher trainees to gain teaching experience and interact with actual learners in real school and classroom settings. The DLI definition and verification protocol is adjusted to reflect the new DLR 7.2.

25. Error! Reference source not found. and Error! Reference source not found. summarize the key changes to the DLI matrix, including allocated amounts to various DLRs and the expected annual disbursements. Table 4 specifies the allocations under the parent program and the Additional Financing for each DLI. Table 5 combines the allocations and includes disbursements for the total amount of the program (parent Program and Additional Financing allocations), as activities and co-financed and the disbursements and targets are thus not separated by source of funding.

³⁰ The definition of classroom is expanded in the amended Financing Agreement to include integrated resource centers, which is a new requirement for teaching and learning spaces under the roll out of the competency-based curriculum (CBC) particularly for grades 7, 8 and 9. The integrated resource centers, among other objectives, are expected to facilitate teaching of integrated sciences under the CBC.

³¹ Practicum standards include lesson planning for effective teaching and learning; ICT integration in teaching and learning; creating and maintaining supportive and safe learning environments; classroom management; assessing, providing feedback, and reporting on student learning; and engagement in professional learning and development. Guidelines for implementing the practicum standards will include role of instructional support systems (such as regular teacher and school administrator) and tools for guiding practicum and assessment. The guidance on managing the tripartite relationship between TTCs, model schools, and teacher trainees is the most important. These details will be included in the updated POM.



Table 4. Summary DLI Matrix with Parent and Additional Financing Amounts³²

RA	DLI	Disbursement Protocol	Total Amount Allocated (US\$, M)
Equalize learning opportunities: improve learning outcomes in target counties and for refugee populations	DLI 1: Number of Target Primary Schools receiving school grants for completing Priority Areas in their approved SIPs	<p>Scalable. US\$10,000 in school grants, disbursed in four³³ tranches:</p> <p>DLR 1.1: US\$4,000 per target primary school with an approved SIP, increased by US\$1.8 million up to US\$21.688 million</p> <p>DLR 1.2: US\$3,000 per target primary school that has completed at least three of the five priority areas, increased by US\$1.35 million up to US\$16.266 million</p> <p>DLR 1.3: US\$3,000 per target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2, and 3, during school calendar years 2024 and 2025.</p> <p>Scalable. US\$1,500 in school grants per school per school calendar year (2024 and 2025), total US\$16.266 million</p> <p>Baseline: 0 Program target: 5,422 schools</p>	54.220 (US\$34.8 million from parent Program and US\$19.416 million from Additional Financing)
	DLI 2: Number of Vulnerable Learners who are provided with school meals during each school calendar year	<p>Scalable. US\$2.5 per vulnerable learner in target primary schools who are provided with school meals during each school calendar year, up to US\$3,699,200 per school calendar year³⁴</p> <p>Baseline: 0 Program target: 1,600,000 learners</p>	18.496 (from the parent Program, no allocation from Additional Financing)
	DLI 3: Number of new teachers deployed to primary schools with the highest teacher shortage	<p>Scalable. US\$1,540 for every qualified new teacher recruited and on duty, up to US\$1,540,000 per fiscal year</p> <p>Baseline: 0 Program target: 5,000</p>	7.7 (from the parent Program, no allocation from Additional Financing)
Improve girls' participation in	DLI 4: Number of Vulnerable Learners	Scalable. Two cohorts, total 25,000 beneficiaries, in 2022 and 2023	82

³² The breakdown for allocations to refugee children and refugee host communities is included in Annex 1 and relevant footnotes in the tables below.

³³ The first tranche will be disbursed to target schools with an approved SIP.

³⁴ Based on disbursements for each learner per year over five years (including foundation year) and assuming that annual operation target is 1,600,000 learners.



RA	DLI	Disbursement Protocol	Total Amount Allocated (US\$, M)
schooling, including in refugee hosting counties	selected to receive a scholarship, school kits, and mentoring support services	<p>DLR 4.1: US\$3,200 for every beneficiary selected to receive a scholarship, school kits, and mentoring support services annually, and attending school, up to US\$40,000,000 for each school calendar year during Program implementation, with up to US\$18 million contributed by the AF</p> <p>DLR 4.2: US\$3,200 for every beneficiary selected to receive a scholarship, school kits, and mentoring support services annually, and attending school, up to US\$40 million for each school calendar year during Program implementation, with up to US\$18 million contributed by the AF</p> <p>Baseline: 17,974</p> <p>DLR 4.3: US\$2 million for at least 2 percent improvement in retention for girls in grades 7 and 8. Scalable. US\$1 million for percentage point improvement from baseline in retention</p> <p>Program target: 42,974 beneficiaries</p>	(US\$44 million from parent Program and US\$38 million from AF)
Strengthen reform implementation capacity ³⁵	DLI 5: Rollout of the CBC and CBA evidenced by the achievement of key implementation milestones ³⁶	<p>Prior Result: Development of CBC scope and sequence for grades 10–12 in the implementation plan for rollout of the CBC and CBA, as detailed in the POM:³⁷ (US\$500,000)</p> <ul style="list-style-type: none"> • Achievement for the first year of Program implementation limited to US\$4,250,000 • Achievement for second year of Program implementation limited to US\$5,500,000 • Achievement for third year of Program implementation limited to US\$4,000,000 • Achievement for fourth year of Program implementation limited to US\$1,750,000 	16 (from the parent Program, no allocation from AF)
	DLI 6: Number of new classrooms constructed in existing schools as	<p>Scalable. US\$6,125 for each classroom³⁸ constructed in existing schools per the established standards in the needs-based SIIP³⁹</p> <p>DLR 6.1. Prior Result: US\$6,125 for each classroom constructed in refugee host community schools per the established standards in the needs-based SIIP</p>	82.075 (US\$49 million from parent

³⁵ 50 percent of DLIs 5 and 7 is financed under WHR. Achievement of these results will benefit the 50 camp-based refugee primary schools and the 643 primary schools in refugee host communities. These schools are targeted for recruitment of trained teachers as a key input to improving learning outcomes. The refugees and host communities will also benefit from the rollout of the CBC and CBA including teacher training in CBC and CBA.

³⁶ Milestones include the following:

For KICD: Development of CBC scope and sequence for grades 10–12; curriculum designs (grades 10–12) and support materials developed and adapted (for special needs) for grades 4–9 and teacher education; and support materials for indigenous languages (VMGF) for grades 1 to 6, developed and printed.

For KNEC: CBA developed and approved for grades 3–9 (grades 3, 4, 5, 6 in 2022; grade 7 in 2023, grade 8 in 2024, grade 9 in 2025); teachers trained in CBA, including teachers in the camp-based refugee schools (grades 6 and 7 in 2023 and grades 8 in 2024); and CBA tools developed for the CBTE curriculum in 2022 (diploma in primary teacher education) and 2023 (diploma in early childhood education).

³⁷ Details of the milestones are included in the verification protocol, which will also be reflected in the POM.

³⁸ Including integrated resource centers as per the amended Financing Agreement.

³⁹ The standards are developed and will be annexed in the POM.



RA	DLI	Disbursement Protocol	Total Amount Allocated (US\$, M)
	per the needs-based School Infrastructure Investment Plan (SIIP)	DLR 6.2: US\$6,125 for each classroom constructed in existing non-refugee/non-host community schools per the established standards in the needs-based SIIP, up to US\$33.075 million from AF Baseline: 0 Program target: 13,400	Program and US\$33.075 million from AF)
	DLI 7: Capacity building of target Teacher Training Colleges for implementation of CBTE curriculum	DLR 7.1. Scalable. US\$3,600,000 for each capacity-building milestone ⁴⁰ achieved in at least 70 percent of target TTCs, as further detailed in the POM, ⁴¹ up to US\$18 million. Baseline: No Program target: Yes DLR7.2: US\$250,000 per target TTC with functional links to primary schools for teaching practice (practicum) within established standards, up to US\$8 million Baseline: 0 Program target: 32 ⁴²	26 (US\$18 million from parent Program and US\$8 million from AF)
Total			286.491 (US\$188 M from parent Program and US\$98.491 M from AF)

⁴⁰ A total of 35 TTCs are targeted. The five areas for capacity building are as follows: (a) retooling of at least 80 percent tutors in the new competency-based curriculum and CBA for teacher education; (b) establishment of functional ICT-enabled learning resource centers (I-hubs); (c) provision of core instructional reference materials; (d) establishment of structured links with selected primary schools to enhance teaching practice practicum and experience in school and classroom management; (e) strengthening of governance and accountability of target colleges (compliance elements are financial accountability through establishment of audit committees and timely implementation of actions from audit reports; availability of an approved costed annual work plan; evidence of appropriate store ledgers; undertaking of annual procurement audits; and institutional-level public disclosures of total funds received, enrolment and staffing, and income and expenditures).

⁴¹ Details of the milestones are included in the verification protocol, which will also be reflected in the POM.

⁴² The program is targeting 32 colleges for retooling of tutors since Kenya has 32 PTTCs that will require functional links with the primary schools. The remaining 3 are Diploma Secondary Teachers Training Colleges.



Table 5: Summary of Yearly Disbursement Projections with combined amounts from parent and additional financing

DLIs	2022	2023	2024	2025	2026
DLI 1: Number of Target Primary Schools receiving school grants for completing Priority Areas in their approved SIPs	US\$21,688,000 US\$4,000 per target primary school with an approved SIP	—	US\$8,133,000 US\$1,500 per target primary school with at least 70% teacher presence in the classroom during each school calendar year (2024 and 2025)	US\$24,399,000 US\$3,000 per target primary school that has completed at least three of the five priority areas and US\$1,500 per target primary school with at least 70 percent teacher presence in the classroom during each school calendar year (2024 and 2025)	—
DLI 2: Number of vulnerable learners who are provided with school meals during each school calendar year	US\$3,699,200 US\$2.5 per learner in the target primary schools who are provided with school meals during each school calendar year	US\$3,699,200 US\$2.5 per learner in the target primary schools who are provided with school meals during each school calendar year	US\$3,699,200 US\$2.5 per learner in the target primary schools who are provided with school meals during each school calendar year	US\$3,699,200 US\$2.5 per learner in the target primary schools who are provided with school meals during each school calendar year	US\$3,699,200 US\$2.5 per learner in the target primary schools who are provided with school meals during each school calendar year
DLI 3: Number of new teachers deployed to primary schools with the highest teacher shortage ⁴³	US\$1,540,000 US\$1,540 for every qualified new teacher recruited and on duty	US\$1,540,000 US\$1,540 for every qualified new teacher recruited and on duty	US\$1,540,000 US\$1,540 for every qualified new teacher recruited and on duty	US\$1,540,000 US\$1,540 for every qualified new teacher recruited and on duty	US\$1,540,000 US\$1,540 for every qualified new teacher recruited and on duty
DLI 4: Number of Vulnerable Learners selected to receive a scholarship, school kits, and mentoring support services	US\$40,000,000 US\$3,200 for every beneficiary selected to receive a scholarship, school kits, and mentoring support services annually, and attending school	US\$40,000,000 US\$3,200 for every beneficiary selected to receive a scholarship, school kits, and mentoring support services annually, and attending school	US\$1,000,000 US\$1 million for at least 2 percent improvement in retention for girls in 2025 in target counties, including in refugee population, in grades 7 and 8.	US\$1,000,000 US\$1 million for at least 2 percent improvement in retention for girls in 2025 in target counties, including in refugee population, in grades 7 and 8.	-

⁴³ Only two cohorts are targeted to 2021 and 2022. There will be reorganization for grade 7–8 teachers as the education system transitions to junior secondary at grade 7. The organization will have substantial implications on the current teacher shortage data. At the midterm review of the operation, this DLI will be reviewed and adjusted as may be needed.



DLIs	2022	2023	2024	2025	2026
			Scalable - US\$1 million	Scalable - US\$1 million	
DLI5: Rollout of the CBC and CBA evidenced by the achievement of key implementation milestones	US\$4,750,000 for completion of milestones in the implementation plan for rollout of the CBC and CBA, as detailed in the POM ⁴⁴	US\$5,500,000 for completion of milestones in the implementation plan for rollout of the CBC and CBA, as detailed in the POM	US\$4,000,000 for completion of milestones in the implementation plan for rollout of the CBC and CBA, as detailed in the POM	US\$1,750,000 for completion of milestones in the implementation plan for rollout of the CBC and CBA, as detailed in the POM	-
DLI6: Number of new classrooms constructed in existing schools as per the needs-based school infrastructure investment plan	US\$28,083,125 US\$6,125 for each classroom constructed in existing schools per the established standards in the needs-based SIIP	US\$23,520,000 US\$6,125 for each classroom constructed in existing schools per the established standards in the needs-based SIIP	US\$23,489,375 US\$6,125 for each classroom constructed in existing schools per the established standards in the needs-based SIIP	US\$6,951,875 US\$6,125 for each classroom constructed in existing schools per the established standards in the needs-based SIIP	US\$30,625 US\$6,125 for each classroom constructed in existing schools per the established standards in the needs-based SIIP
DLI 7: Capacity building of target Teacher Training Colleges for implementation of competency-based teacher education curriculum	US\$3,600,000 for each capacity-building milestone achieved in at least 70 percent of target TTCs as further detailed in the POM ⁴⁵	US\$3,600,000 for each capacity building milestone achieved in at least 70 percent of target TTCs as further detailed in the POM	US\$6,100,000 US\$3,600,000 for each capacity-building milestone achieved in at least 70 percent of target TTCs as further detailed in the POM & US\$250,000 per target TTC (10) with functional links to primary schools for teaching practice (practicum) within established standards	US\$6,350,000 US\$3,600,000 for each capacity building milestone achieved in at least 70 percent of target TTCs as further detailed in the POM & US\$250,000 per target TTC (11) with functional links to primary schools for teaching practice (practicum) within established standards	US\$6,350,000 US\$3,600,000 for each capacity building milestone achieved in at least 70 percent of target TTCs as further detailed in the POM & US\$250,000 per target TTC (11) with functional links to primary schools for teaching practice (practicum) within established standards
Total	US\$103,360,325	US\$77,859,200	US\$47,961,575	US\$45,690,075	US\$11,619,825

⁴⁴ Details of the milestones are included in the verification protocol, which will also be reflected in the POM.

⁴⁵ Details of the milestones are included in the verification protocol, which will also be reflected in the POM.



26. **Verification of DLIs.** An independent verification entity described in the parent Program will continue to be the verification agency for all the DLIs and DLRs for the AF. Verification protocols for each DLI, as well as baselines and targets, are included in the updated RF (section IV). As required by the GPE, MoE will present to the Education Development Partners Coordination Group (EDCPG) the verification reports for information. Preparations are ongoing for verification of prior results reported by MoE to be achieved (classroom construction, scholarships, and selected milestones for CBC). MoE is preparing profiles for these results based on the verification protocols.

27. **Adjustments to the IPF component.** The main adjustment to the IPF component is the amounts and additional activities to further support achievement of the Program objectives and complement the expanded scope of the PforR, as described in the above section. The IPF total cost has increased from US\$12 million to US\$40.11 million (of which US\$8.4 million is from IDA credit, US\$3.6 million is from the IDA grant, US\$18.11⁴⁶ million from the GPE grant, and US\$10 million from Government of Kenya [GoK] counterpart funding). The IPF component includes a subcomponent focusing on system capacity in line with GPE requirements, and aligned with RAs 2 and 3, to provide additional support for gender-related interventions and enhance capacity building for implementation of the initiated reforms. In addition, the new activities will support impact evaluation targeting interventions under RA 1, the school grants. New activities for the IPF component, notably those focusing on the SCG, in line with GPE requirements, are presented separately in **Error! Reference source not found.** These activities are essential for achieving the additional intermediate outcomes (required by the GPE) in the modified Theory of Change (figure 1). For example, activities under the system capacity area of table 6 will result in improved gender-responsive planning and strengthened sector coordination, including the increased use of data to drive results. This will, in turn, contribute to the final outcome of effective rollout of the CBC/CBA, the GoK's flagship reform to improve basic education.

28. Another important set of new activities will focus on evaluation/assessment of key interventions (rapid assessment of school grants and evaluation of the impact of TPAD on professional teacher development) to generate learning. The implementation details for each of the new activities in the IPF component will be included in an updated POM and in a detailed annual work plan and budget (AWPB). The updated POM and the AWPB will be used to track and report on the detailed activities in the IPF component.

⁴⁶ Includes GPE SCG US\$3.8 million which needs to be used for eligible activities under the IPF component.



Table 6. Summary of Key Activities for the IPF Component with AF Marked in Color

Description of Area	Activity	Key Activity Description	RA/PAP	PEELP budget plus AF ⁴⁷ (US\$30.609 M) and GOK (US\$10 M)	Comments	
1. Program management, policy dialogue, communication, monitoring and evaluation, safeguards and fiduciary, and verification	1.1	Program operational costs, including whole-of-government refugee policy coordination.	PAP	US\$15,959,000 ⁴⁸	Annual work plans are required of all implementing agencies (IAs) and will be consolidated by the Program Coordination Unit (PCU) and approved by the National Steering Committee (NSC) and the World Bank	
	1.2	SIP/school grant SIP manual; ⁴⁹ development of a disaster mitigation plan for schools affected by floods and droughts; and additional capacity-building measures on the SIPs, including incorporation actions from the disaster mitigation plan in the SIPs, including for camp-based refugee schools.	RA 1			
	1.3	Data management, including categorization of special needs learners by nature of disability and gender, and registration of refugee learners, including learners in host communities, in the National Education Management Information System (NEMIS). MoE develops guidelines for inclusion of refugee children in NEMIS and other education services. KNEC to conduct mid- and end-line assessments for the PDO indicators on learning outcomes (NASMLA) and also support implementation process of the Program for International Student Assessment for Development (PISA).	RA 3			
	1.4	Beneficiary survey				
	1.5	Consultancy services including for the target refugee schools (scholarships/school kits and mentorship services).	RAs 1 & 2			Procurement: Workshops and consultants
	1.6	Environment and Social and fiduciary actions, including scaling up gender-based violence prevention interventions under the Secondary Education Quality Improvement Project (SEQIP). Review education infrastructure standards, and quality assurances process, to adapt these to requirements for climate-resilient education infrastructure.	PAP			
	1.7	Three-year capacity-building plan	PAP			
	1.8	Grant agent supervision cost ⁵⁰	n.a.			
2. Key TA and capacity building for adequate	2.1	Consultancy services, trainings, and workshops including for the target refugee schools: <ul style="list-style-type: none"> National survey on child development and pre-primary school quality assurance standards and tools, including tools for appraisal for teachers in pre-school⁵¹ 	RA 3 and PAP	US\$20,850,000 ⁵⁵	Procurement: International partner institutions, consultants/firms,	

⁴⁷ The non-SCG IPF financing contribution to the AF is US\$14.809 million.

⁴⁸ A detailed AWPB for the IPF component is part of the POM, which is prepared before Program effectiveness. This will be updated to include the AF activities.

⁴⁹ The SIPs will include tree planting, rainwater harvesting, and disaster mitigation actions. MoE will develop an overall disaster management plan for schools in the regions affected by drought and floods.

⁵⁰ Total US\$500,000. Previously, for Kenya GPE Primary Education Development (PRIEDE) Project AF and Kenya GPE COVID grant, US\$100,000 per fiscal year was agreed with the EDCPG and MoE.

⁵¹ This footnote is updated: As requested by MoE and Council of Governors, the TSC will facilitate developing an appraisal tool for pre-school teachers. The tool can also be used for teachers teaching camp-based refugee schools.

⁵⁵ Ibid.



Description of Area	Activity	Key Activity Description	RA/PAP	PEELP budget plus AF ⁴⁷ (US\$30.609 M) and GOK (US\$10 M)	Comments
implementation of the initiated reforms and other systems strengthening activities		<ul style="list-style-type: none"> • Two TA activities for the CBC and CBA, including support for parental engagement in the implementation of the CBC and CBA • Adaptation of the CBC for SNE and digitization of the CBC for selected grades • Strengthening of the supply chain system for sanitary towels • Development of implementation guidelines for the school meals and nutrition policy • Utilization of the online-based assessment item portal by teachers • Support for the SBTS initiative including generation of evidence in utilization of learning assessment data and classroom observation data • Analyze TPAD data in target schools for the school grants for lesson coverage (TSC) • Assessments to measure teacher proficiency at Program’s midterm and end line (TSC) • Prioritize activities for out-of-school children in the 15 counties and implementation of prioritized activities <p>National Council for Nomadic Education in Kenya (NACONEK) to pilot the clean energy initiative in 5 of the target schools for the school meals program (provision of energy saving cooking stoves and or a steam cooking stove system).⁵²</p> <p>Procurement of mobile science lab kits to support implementation of the CBC and CBA, particularly in teaching of sciences.⁵³</p> <p>Procurement of selected learning devices for learners with special needs and disability (SNE)⁵⁴</p>			trainings and workshops, and equipment (learning assistive devices for SNE and mobile science labs ⁵⁶ for 5,000 secondary day schools)
3. SCG	3.1	<p>Strengthen gender-responsive planning and policy development for systemwide impact:</p> <ul style="list-style-type: none"> • TSC to review teacher recruitment, management, and development processes, and develop an action plan to address any gender gaps/inequalities identified. • Training of County Directors of Education, KICD, and KNEC to integrate gender aspects in AWPBs including for CBC and CBA 	RA 3 and PAP	US\$3,800,000	Procurement: Consultants/firms, trainings, and workshops

⁵² Estimated cost for this initiative is US\$0.9 million for all five target schools—details to be provided as part of AWPB.

⁵³ An assessment of the neediest schools is ongoing. Estimated expenditure from AF IPF is US\$6.245 million to procure estimated 3,000 kits benefitting estimated 3,000 target schools or 900,000 children. The details will be included in the AWPB. Preliminary data show there are more chemistry labs, for example, in boys-only public schools than in girls-only and mixed public secondary schools nationally and across all categories of schools.

⁵⁴ Specific SNE target numbers and the nature of assistive devices will be included in the relevant AWPB. Estimated expenditure from the AF IPF is US\$4 million to procure estimated 8,000 devices benefitting estimated 2,400 children. MoE is planning a comprehensive survey to update the current SNE data, disaggregated not only by gender but the specific area of disability.

⁵⁶ This mobile kit is a successful pilot innovation by the School Equipment Production Unit and is meant to mitigate the impact of lack of science laboratories, particularly in day secondary schools. At least 7,000 labs are required in existing day secondary schools. The kit can be used in any relevant space available and entails the following: a mobile lab which contains a fully installed gas system supplied with a 13 kg gas cylinder, water supply tank, water tap, acid proof sink, waste collection system, power sockets complete with power supply cable, illumination lamp, caster wheels for mobility, storage shelves, basic physics kit, basic biology kit, basic chemistry kit, student microscope, retort stand complete, litmus paper red and blue, universal indicator 500 ml, burette, HCL 1 liter, sodium hydroxide pellets, fire extinguisher, and laboratory stools. The contract will entail both provision of mobile labs and installation of a lockable cage.



Description of Area	Activity	Key Activity Description	RA/PAP	PEELP budget plus AF ⁴⁷ (US\$30.609 M) and GOK (US\$10 M)	Comments
		<ul style="list-style-type: none"> Develop a gender equality module to train teacher trainees in target TTCs on gender equality in basic education Establish multiagency National Technical Working Group (TWG) for coordination and collaboration on girls' education, particularly addressing teenage pregnancies and reentry to school Develop a framework for adolescent girls' programming using a multisectoral and multistakeholder lens that consists of government and partner initiatives to ensure cohesive programming for and measurement of retention and progression of adolescent girls in basic education (primary and secondary) and well-being Review of the gender policy in basic education⁵⁷ 			
	3.2	Mobilize coordinated action and financing to enable transformative change: <ul style="list-style-type: none"> Conduct annual joint sector reviews, as per ToRs⁵⁸ agreed with the EDCPG, and involve key stakeholder groups⁵⁹ Support review and updating/development of the National Education Sector Strategy Analyze NEMIS data and annual publication of quality education data on key education indicators Conduct a Public Expenditure Tracking Survey of key government spending on basic education⁶⁰ 			
	3.3	Strengthen capacity, adapt, and learn to implement and drive results at scale: <ul style="list-style-type: none"> Capacity building of school boards of management/parents' association on school management and accountability and sensitization on key reforms such as the shift to focus on retention and learning outcomes and CBC and CBA Review teacher education policy to align to the new CBET Develop a learning management platform for teacher education (CBET), leveraging the Kenya education cloud Conduct rapid assessment or evaluation to provide a timely understanding of what works under the school grants intervention, particularly in relation to the proposed integrated remediation approach, and adjust the remedial intervention as needed Review the CBC and implement adjustment of CBC and CBA based on the evaluation Conduct a capacity assessment of the Educational Assessment Resource Centers (EARCs)⁶¹ for SNE and develop a costed plan to strengthen their capacity - 			

⁵⁷ This review will be conducted jointly with other partners, who are supporting MoE on gender matters.

⁵⁸ The ToRs for the joint sector review will include a review of the implementation status of the Kenya GPE Compact.

⁵⁹ EDCPG and other line ministries and agencies.

⁶⁰ Including students' capitation grants, textbooks, scholarships and bursary, school construction, and school feeding.

⁶¹ EARCs play a critical role in inclusive education in Kenya. Among other functions, EARCs conduct screening or assessment for diagnosis and appropriate placement for children with special need and disability. EARCs are also expected to provide support services to specialized schools targeting learners with special needs and disability.



29. **Adjustments to the RF.** The RF in Annex 1 shows the updated RF to reflect the three new indicators (one PDO and two IRIs) highlighted under the VP.

30. **Adjustments to Program beneficiaries.** With the AF, the Program is expected to increase the number of beneficiaries over its four years of implementation, particularly for the scaled-up targets for scholarships (DLI 4) and school infrastructure (DLI 6). For the scaled-up targets on preservice teachers training (DLI 7), the target for teachers remains the same.

- (a) About 6.6 million learners in primary education (school grants, girl's education interventions, school infrastructure development and school meals), including about 221,529 children in refugee hosting counties.
- (b) About 117,900 refugee children in camp-based primary schools.
- (c) Approximately 20,000 diploma teacher trainees in TTCs.
- (d) About 200,000 primary school teachers.

31. **Modifications to the PAP.** Key new actions⁶² related to the IPF component are introduced to improve overall Program outcomes. The proposed three new actions in the PAP are (a) capacity strengthening of NACONEK to address the challenge of out-of-school children; (b) development of a disaster mitigation and resilience plan for the basic education sector,⁶³ including for schools in regions often affected by floods and droughts; and (c) development of appropriate pedagogical approaches for delivery of climate change learning areas under the CBC and CBTE and sensitization materials on climate change for scholarship beneficiaries, as part of the mentorship services program.

32. There are no outstanding environment and social or fiduciary issues to the ongoing Program. The parent Program was recently approved and therefore no changes are indicated in the environment and social category or policies. The AF operation will mainly expand the scope of the parent Program, building on the existing DLIs.

33. The Financing Agreement and Disbursement and Financial Information Letter for the parent Program will be amended to reflect the AF.

IV. APPRAISAL SUMMARY

A. Technical and Economic Analysis

34. **Findings of the detailed assessment of the parent Program's strategic relevance and technical soundness are valid for the AF, considering that it is expected to mainly expand the scope of the newly approved parent Program whose design has factored in the additional resources from a GPE grant.** As such, scaled-up interventions that are supported by the AF are fully aligned with the technically sound parent Program interventions to improve learning outcomes, increase the retention of poor and vulnerable girls, and strengthen reform implementation capacity. Furthermore, the AF's added emphasis on sector coordination and effective use of data for planning and budgeting is strategically relevant to the

⁶² Substantive activities in the IPF component not included in the PAP will be monitored and reported in detail through the overall Program's semiannual progress reports and during the AWPB review.

⁶³ ToRs for this activity will be discussed with the EDCPG to ensure the task adequately covers resilience aspects of the basic education system, building on the lessons from the COVID-19 Pandemic.



objective of improving efficiency in the use of resources for delivery of quality and equitable education services. To assess progress on this objective, the AF's design includes an IPF-supported Public Expenditure Tracking Survey on key government spending in basic education. Finally, the technical soundness of interventions that will be supported by the AF to strengthen sector coordination and data utilization is evidenced by good practices of GPE local education groups worldwide that are highlighted in the ITAP assessment.

35. **The economic analysis of the parent Program continues to be valid for this additional financing.** The AF supports the same interventions, at the same unit cost and the expected return of the investments has not changed. The Program is expected to increase the average years of schooling and learning levels, resulting in an increase in learning-adjusted years of schooling in target counties of at least 1 year. The cost-benefit analysis notes that if targets are met and assuming a return to education of 13% per year over the working life of beneficiaries, the benefits will be at least 10 times the Program cost. In addition to these private returns for beneficiary students, there are further externalities to the investment (tax collection, intergenerational equity, less need for public subsidies for beneficiaries), which make this Program, undoubtedly, a good investment.

B. Fiduciary

36. **Financial management.** The fiduciary assessment done under parent Program is valid for the AF, **considering that it is expected to mainly expand the scope of the newly approved parent Program whose design has factored in the additional resources from a GPE grant. The fiduciary assessment addendum** reflects aspects relating to construction added under the AF, the overall financial management risk is assessed as Substantial. Annexes 4 and 8 in the PEELP PAD provide a detailed description of the fiduciary assessment for the PforR and the IPF component. Overall, financial management arrangements remain the same as described in detail in the parent Program. The fiduciary risk for the Program is assessed as Substantial. In summary, to strengthen the existing systems of the implementing entities (IEs) and mitigate the fiduciary systems risks, various actions are analyzed as fiduciary actions and others as PAP actions. Under the parent Program, the Integrated Fiduciary Systems Assessment (IFSA) has been conducted for the identified IAs, MoE and TSC. The assessment determined that the Program fiduciary systems provide reasonable assurance that the financing proceeds is going to be used for intended purposes, with due attention to the principles of economy, efficiency, effectiveness, transparency, fairness, and accountability. The scope of the IFSA is based on the operation-defined Program Expenditure Framework which is a slice of the government program NESSP II.

37. The fiduciary system assessment focused on the overall actual fiduciary performance and included analysis of the expenditure pattern of each of the implementing agencies over last few years and study of the existing systems in place for both procurement and financial management of the IAs and their performance which include, but are not limited to, (a) organization structure including reporting structure and delegation of powers; (b) procurement profile of the program; (c) existing staffing and their capacity, (d) procurement planning and its link to budgeting; (e) adequacy of budget allocation; (f) budget execution and absorptive capacity; (g) applicable procurement rules and regulations; (h) fund flow; (i) accounting systems and financial reporting; (j) internal controls; (k) external audits and internal audits; (l) existing dispute resolution and complaint handling mechanism; and (m) existing governance and anti-corruption arrangements to deal with fraud and corruption cases both at the IA and ministry levels. Based on the assessment, the systemic issues were identified, and appropriate mitigation measures have been recommended and stated as part of the PAP.



38. Per the Fiduciary System Assessment, the Program budget is anchored in the Public Financial Management (PFM) Act 2012 and PFM regulations 2015. The budget revisions should be checked to ensure the adjustments during supplementary budgets reviews are not detrimental to the project implementation. Budget execution for the selected activities has performed well in the past three years at an average of 84 percent. Exchequer releases from the National Treasury and MoE to counties and schools (capitation) should be done on time to ensure smooth implementation. Internal audit plays an important role, and the staff should be trained on auditing on the NEMIS platform to address the staff capacity issue in the context of limited resources and wide audit universe. Allocation of adequate funds for their operations would enhance their reviews. MoE should strive to ensure that auditors recommendations are fully implemented for both external and internal auditors.

39. **Procurement.** Based on the assessment done under parent Program, the overall procurement risk is rated as Substantial. Procurement arrangements remain the same as described in detail in the parent Program. In summary, procurement activities under this PforR Program will be undertaken at MoE and TSC. The IAs will procure and implement activities under the PforR component in accordance with the National Public Procurement Procedures laid out in the Public Procurement and Asset Disposal Act (PPADA) (No. 33 of 2015) and the attendant Public Procurement and Asset Disposal Regulations 2020. The Program will be subject to the World Bank's Fraud and Anti-Corruption Guidelines, dated October 15, 2006, revised in January 2011 and on July 1, 2016. From the review, the key potential risks and mitigation measures are stated in the program systems and capacity improvements in the PAD as PAP and non-PAP actions.

40. Procurement activities will be managed by a procurement specialist in MoE and TSC. No procurement will be undertaken at the county level; it will rather be done by the procurement units at MoE at the national level and distributed to the counties through MoE county offices. Procurements will be based on the approved annual Procurement Plans. There is no high-value contract in the government program in the PforR component in accordance with the World Bank's Policy and Directive on Program-for-Results Financing. The Program procurement does not involve procurements within the World Bank Operations Procurement Review Committee thresholds.

41. Procurement activities under the IPF component: The IPF component will be subject to the World Bank 'Procurement Regulations for IPF Borrowers', dated July 1, 2016 and revised November 2020, fourth edition, and the 'Guidelines on Preventing and Combating Fraud and Corruption in Projects Financed by IBRD Loans and IDA Credits and Grants', dated October 15, 2006 (revised in January 2011 and July 1, 2016), and other provisions stipulated in the Financing Agreement will be applied for all procurement activities. When approaching the international market, procurement will be done using the World Bank's Standard Procurement Documents. Procurements while approaching the national market will be done using the National Standard Bidding Documents with appropriate modifications and additional annexes to address the World Bank's sexual exploitation and abuse and sexual harassment and anti-corruption guidelines, universal eligibility, and right to inspection and audit, and others as stipulated in paragraph 5.3 to 5.6 of the World Bank Procurement Regulations related to National Procurement Procedures. The Project Procurement Strategy for Development (PPSD) and the Procurement Plan could be revised in the project lifetime for the IPF component as needed.

C. Environment and Social

42. **Environment and social.** Consistent with the parent Program, activities under the proposed AF are expected to have Moderate environmental and social issues, risks, and impacts. Key environmental



issues for the PforR and IPF are identified and described in detail in the PAD PEELP. As the activities and implementation arrangements under the proposed AF will remain materially consistent with the parent Program, measures already in place to manage environmental and social risks and impacts will continue to apply for activities under the AF. An addendum to the parent Program Environmental and Social System Assessment (ESSA) was carried out before appraisal by the World Bank to cover the additional scope of activities and environmental and social issues related to the AF. The ESSA addendum seeks to provide; a) an assessment of the ongoing relevance of the parent ESSA, including progress on implementation of actions in the Program Action Plan (PAP); b) identify any new potential risks, impacts or benefits associated with new activities under the AF; c) changes to borrower environmental and social (E&S) systems; d) recommendations for actions to further strengthen the Environmental and Social (E&S) system. The addendum did not include a new ESSA and should be considered together with the ESSA of the parent Program. The IPF component will be subjected to the Environment and Social Framework (ESF) and will thus require the update of parent Program Environment and Social Review Summary (ESRS), Environmental and Social Commitment Plan (ESCP), Stakeholder Engagement Plan (SEP), and Labor Management Procedures (LMP) to include the proposed AF activities and environmental and social risks and impacts. The addendum to the parent operation ESSA, ESRS, ESCP, SEP, and LMP were disclosed in the Bank external website on October 12, 2022, and in-country on the MoE website in October 13, 2022. Institutional arrangements for the management of environmental and social risks included under the parent Program will apply to the AF.

D. Are there any waivers of Bank policies approved by the MD and/or to be approved by the Board? If so, explain.

43. Approval was obtained for an exception to proceed with the preparation of this AF, which is under implementation for less than 12 months.

E. Any changes to the risk profile of the operation can be noted here

44. The risk profile remains unchanged. Please see section V for more details.

F. Any changes to implementation arrangements and appraisal thereof

45. **Institutional and implementation arrangements for the expanded scope in the AF, including the refugee aspects, will mainly remain as described in the parent Program.** In addition, the JKF is added as an Implementing Agency (IA) to build capacity of the government in scholarship administration and management. In summary, the Program will be implemented by MoE and TSC as the main IAs, with support from participating agencies. As detailed in the parent Program, MoE may engage other agencies in the implementation of the activities under the IPF component (the agencies, including NACONEK, are listed in Technical Annex 3 Table 3.3 of the parent Program PAD including their specific mandates). MoE and TSC are the main IAs for RA 1 (Equalize learning opportunities, improve learning outcomes in target counties and for refugee populations), while MoE and JKF are the main IA for RA 2 (Improve girls' participation in schooling, including in refugee hosting counties). MoE, the main IA, and KICD and KNEC, the participating agencies, are the main implementors for RA 3 (Strengthen reform implementation capacity). The POM will be revised again to include JKF under the implementation arrangements.



46. Refugee aspects in the Program will continue to be implemented in close consultation with the Department of Refugee Services (DRS)⁶⁴ and United Nations High Commissioner for Refugees (UNHCR). The specific roles of UNHCR and DRS in Program oversight and implementation are detailed in the POM. In addition, arrangements for oversight and technical support as well as for results monitoring and evaluation arrangements remain as described in the parent Program. The overall strategic leadership and implementation oversight for the Program, including the IPF component, rests with the existing MoE's Directorate of Project Coordination and Delivery (DPCAD) and the joint NSC for SEQIP and Tusome projects, which is chaired by the Cabinet Secretary, MoE, and includes chief executive officers (CEOs) from the IEs, some development partners, representatives from the teachers' union and the head teachers' association, and representatives from the umbrella body for civil society organization in the education sector, among other members. UNHCR and DRS will be included within the NSC given the inclusion of refugee elements. The NSC shall meet quarterly and mainly ensure that the Program is aligned with any changes in policy and reforms, review and approve AWPBs, ensure adequate staffing to support operations and facilitate links of interventions with relevant directorates and agencies, and follow up on implementation of key actions for technical, fiduciary, and environmental and social.

47. The Kenya EDPCG is active and provides a forum for coordination and consultation on key issues across the education sector and development and implementation of partner interventions in the education sector. Implementation of the AF will be coordinated within the framework of the Education Development Partner Coordination Group, which also provides close oversight for GPE-supported operations in Kenya.

48. Regarding M&E, the RF is updated to reflect new indicators under the AF and their monitoring and verification protocols. The arrangements for M&E under the AF will remain as described in the parent Program. The AF will build on the parent Program's existing M&E structures at MoE and strengthen these under the IPF component. In summary, MoE's Central Planning and Project Management Unit (CPPMU), headed by the Director Planning (from Basic Education, TVET, University and Post Training and Skills Development), are responsible for overall coordination and monitoring of NESSP implementation. The CPPMU works closely with the Kenya National Bureau of Statistics (KNBS). The CPPMU, in collaboration with the KNBS team, develops and publishes educational statistical booklets. MoE's DPCAD oversees day-to-day implementation of key donor-funded projects, including the ongoing education projects. The AF's results monitoring will build on the existing databases used by the CPPMU that comprise the online-based NEMIS platform. The NEMIS, hosted by MoE, is being revamped to ensure data credibility and data security. The existing National PCU at MoE for the parent Program will be directly responsible for tracking all the Program results, including for the AF, through the Program's IEs.

G. Corporate Requirements

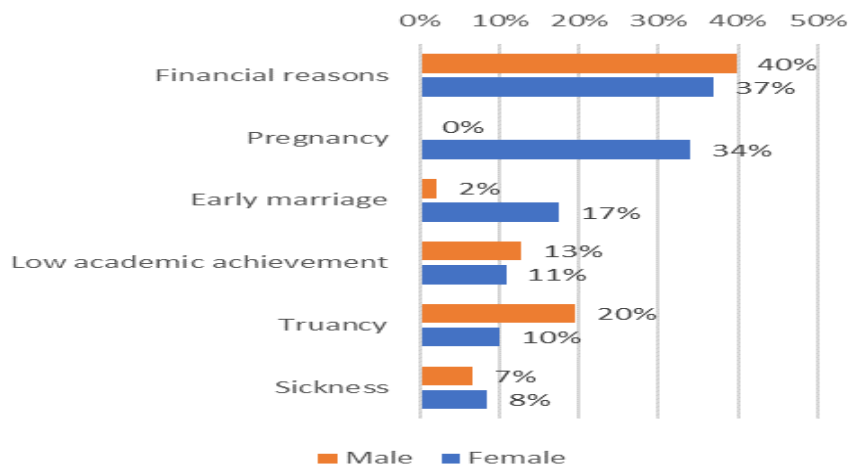
49. **Gender.** The parent Program is gender tagged and includes specific interventions and indicators to address supply and demand constraints for access to basic education for poor and vulnerable girls and boys. The targeted school grants are expected to facilitate improvements in learning outcomes, which is closely associated with school dropout especially for overage learners. The initial gender analysis presented in the PEELP PAD has identified a new gender gap, which is the lack of multisector approach to coordinate girls' education, particularly the high dropout rates from basic education among adolescent girls. Teenage pregnancy is the second most frequent reason for dropping out of school for girls in Kenya—

⁶⁴ Formerly known as Refugee Affairs Secretariat (RAS).



almost as frequent as financial constraints (Figure 2). Early marriage and teenage pregnancy together account for the highest proportion of girls dropping out of basic education. Early marriage and teenage pregnancies have direct repercussions on female labor market participation. In 2019, 53 percent of women married between the age of 15 and 24 were not in employment, education, or training against only 12 percent of married men, up from 2016 by 18 percentage points. The underlying factors for early marriages and teenage pregnancies (Figure 2) are complex and require a strong multisectoral, whole-of-government approach to address adolescent health and well-being, community mobilization, and advocacy. To strengthen gender-responsive planning and policy development for systemwide impact, the AF will support, among others, establishment of a multiagency National TWG for coordination and collaboration on girls’ education, particularly addressing teenage pregnancies and reentry to school. ToRs for this TWG will be included in the updated POM, and the TWG will develop a framework for adolescent girls’ programming, using a multisectoral and multistakeholder lens that consists of government and partner initiatives.

Figure 2. Reasons for Dropping Out of Secondary by Gender, 2018



Source: KNEC 2018.

50. **Citizen engagement.** In addition to the citizen engagement interventions under the parent Program, the AF under the IPF component, MoE, through KICD, will engage the public, particularly parents, and guardians in the CBC and CBA reform agenda and its implementation. Various surveys conducted reveal inadequate parental awareness and engagement in the ongoing CBC and CBA reforms. KICD has developed guidelines⁶⁵ and a work plan for parental empowerment and engagement in the implementation of the CBC that need to be executed.

51. **Climate change co-benefits.** The parent Program describes the climate change related issues in Kenya in relation to education, adaptation, and mitigation measures. The parent Program achieved a 14 percent climate co-benefits. The AF identifies additional entry points and links to climate change mitigation and adaptation (**Error! Reference source not found.**).

⁶⁵ <https://kicd.ac.ke/wp-content/uploads/2020/03/PARENTAL-GUIDE-LINES-2.pdf>.



Table 7. Climate Change Mitigation and Adaptation Measures under the AF

Component	DLI	Climate Actions
Teaching, Learning, and Curriculum Development		
RA 1: Equalize learning opportunities: improve learning outcomes	DLI 2: Number of vulnerable learners who are provided with school meals during each school calendar year	<p>Schools are the major consumers of fuelwood and therefore the main drivers of deforestation and land degradation in the arid and semiarid lands. This is a region that depletes 5.6 million trees daily, translating to 2.04 billion trees annually. Up to 24,000 primary schools and 9,500 secondary schools rely on firewood for cooking, consuming about 1 million metric tons (50 percent) of wood annually. The consequences of these problems include physical and economic water scarcity and energy and food insecurity. The parent Program will support adoption of energy saving approaches including use of biogas. During preparation of the AF, a decision has been taken to provide target for the school meals program (mainly in the arid and semiarid regions) with 'ready to drink' fortified school meal (porridge) instead of the porridge being prepared at the school level which demands adequate clean water and mostly firewood at each school.</p> <p>The provision of 'ready to drink' fortified school meal (porridge) will be a major shift in conserving the already scarce water and firewood at each target school and host community and will also enhance preservation of essential micronutrients, which are likely compromised from overcooking of the porridge at the school level. In addition, the 'ready to drink' fortified porridge will be required to be packed in biodegradable or recycle packets, which can be used in delivery of the CBC learning areas for 'art and crafts' at the school level.</p>
RA 2: Improve the participation of girls in schooling	DLI 4: Number of Vulnerable Learners receiving a scholarship, school kits, and mentoring support services	<p>The scholarship and mentorship program provides an untapped opportunity to combat climate change through establishment of climate change school clubs and ambassadors. The 25,000 poor and vulnerable students targeted for scholarships convene at least three times a year in a workshop for mentorship services (each workshop lasts at least a week).</p> <p>The AF will increase students' understanding of climate change and their role in alleviating or exacerbating it. The mentorship workshop will include dedicated session on climate change to create awareness on climate change among the scholarship and for the scholars to explore projects (including cascade training at the school level, formation of climate change clubs, tree nursery/planting) that they can undertake at the school or community level related to mitigating climate change impact. The AF will support MoE to partner with the relevant line ministry or other partner to deliver the session on climate change to the scholars.</p>
RA 3: Strengthen capacity for implementing initiated reforms	DLI 7: Capacity building of target diploma teacher training colleges for implementation of CBTE curriculum	<p>Under the AF Program, the teacher trainees will be sensitized on appropriate pedagogical approaches for delivery of the new CBC, which includes integration of climate change aspects (detailed in the PEELP PAD). The CBTE and CBC adequately cover the knowledge areas (content) on climate change, but there is a gap in pedagogical approaches for climate change. The AF will support MoE to partner with the relevant line Ministry or other partner to develop appropriate pedagogical approaches for delivery of climate change learning areas under the CBC and CBTE.</p>
Infrastructure Development and Rehabilitation		
RA 3: Strengthened systems capacity for implementing initiated reforms to assure learning for all	DLI6: Number of new classrooms constructed in existing schools as per the needs-based school infrastructure investment plan	<p>Kenya spends above 5 percent of GDP and almost 20 percent of government budget on education, with a significant amount of this budget going into infrastructure development in the education sector. The AF will support MoE, through expert TA, to review education infrastructure standards and quality assurances process, to adapt these to requirements for climate-resilient education infrastructure. This approach will affect systemwide changes on school infrastructure development and climate change and leverage significant resources for educational infrastructure for climate adaptation.</p> <p>The new school infrastructure standards and regulations will include innovation for alternative energy interventions at the school level for implementation of the national school meals program. The current cooking solutions at the school level are 'traditional three-stone cooking method', conventional cooking stove, and in some incidents conventional 'open flame cookers'. Conventional cooking stoves consume at lot more firewood and charcoal and also emit smoke and fumes causing air pollution in schools. The AF, under the IPF component, will support provision of energy saving cooking stoves and/or a steam cooking stove system for selected target schools for the school meals intervention. These stoves reduce cooking time by 60 percent and fuel consumption by 70 percent compared to traditional cooking methods at the school level. This intervention, although small in scale, will demonstrate climate change benefits and efficient use of resources for adoption at scale through the new school infrastructure standards and regulations. In addition, the AF will support review of education infrastructure standards and quality assurances process, to adapt these to requirements for climate-resilient education infrastructure and development of a disaster mitigation plan for schools affected by floods and drought.</p>



V. KEY RISKS

52. **The risks ratings remain unchanged; the risks described in the PEELP PAD apply to the AF.** The overall risk to the achievement of the PDO is assessed as Substantial, with political and governance, macroeconomic, fiduciary, stakeholder, and other (COVID-19 pandemic and refugee protection) risks also assessed as Substantial. Risks related to sector strategies and policies, program technical design, institutional capacity for implementation and sustainability, and environmental and social all remain rated as Moderate as described in the parent Program.

53. **Political and governance risk remains rated as Substantial.** Kenya's political environment has improved following the settlement after the presidential election in August 2022. There is high-level and broad-based commitment to improve the quality of basic education and implement initiated reforms in the education sector. Education has been identified as a top priority for Kenya under the Country Partnership Framework (CPF), 2023-2028 (Report No. 172255-KE). Stakeholder dialogue and feedback throughout the CPF process identified education as a top priority.

54. **Macroeconomic risk is substantial.** Kenya's medium-term economic prospects are good, benefiting from a relatively diversified economy with a potential real annual growth rate on the order of 5 percent. There is a risk, however, that the pandemic will cause more severe long-term economic scarring than anticipated. However, basic education is a national priority and very likely to remain a high government priority in the new administration including the roll out of the CBC and assessments. Program expenditure framework and priority budget lines will be closely monitored. The World Bank will work in close collaboration with MoE to ensure alignment of priorities.

55. **Fiduciary risk is substantial.** The risk is substantial because of an absence of an internal procurement guidance manual; inadequate disclosure of procurement information to the public, and inadequate monitoring of the procurement activities; delays in release of funds by the National Treasury (NT) to the Ministry of Education; and budget cuts that result to inadequate fund allocations on the planned activities. To mitigate these risks, MoE will prepare, in the first year of Program implementation, a procurement guidance manual within the provisions of PPADA, 2015 and Regulations 2020, and ensure public disclosure of procurement opportunities and contract awards information for all procurements in Compliance with Executive Order No.2 of 2018 PPRA to undertake compliance assessment under the Program. Continued dialogue with the NT will be required, for NT to release funds to MOE on timely basis, and to engage MoE during budget revisions to ensure minimum budget cuts for what is budgeted for during a FY.

56. **Stakeholder risk is substantial.** The implementation of some of the interventions such as deployment of teachers to schools with the highest shortage and targeting of low-performing Counties could encounter opposition from some stakeholders. The Program will build on the existing citizen engagement and GRM mechanisms for the ongoing education projects to engage stakeholders on the targeting criteria and the objectives, importance and expected benefits of the Program activities and consult them for feedback. The Program will have a dedicated GRM at various levels to receive and address concerns from stakeholders in a timely manner.

57. **'Other' risks are defined here as COVID-19 pandemic-related risks and refugee protection, rated substantial.** The COVID-19 pandemic could have a considerable negative impact on the implementation of the Program activities, particularly if schools are closed again. The World Bank is working closely with



MoE on implementation readiness for key interventions, to begin these while the pandemic situation is still under control and schools are re-opened. The risk on refugee protection can be managed through policy dialogue with the Government and joint engagement with DPs such as the UNHCR and other stakeholders as part of the Refugee Donor Group and the Multi-Stakeholder Technical Working Group supporting the coordination of the implementation of the Roadmap on long terms solutions and managing protection risks, and consulting with stakeholders on the development of the Refugee Regulations to implement the new Refugees Act (2021). The risk on refugee education can be managed through policy dialogue and coordination with government and development partners such as the UNHCR.

VI. WORLD BANK GRIEVANCE REDRESS

58. **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>.



VII. SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Change in Implementing Agency	✓	
Change in Results Framework	✓	
Change in Disbursements Arrangements	✓	
Change in Program Action Plan	✓	
Change in Legal Covenants	✓	
Change in Project's Development Objectives		✓
Change in Program Scope		✓
Change in Loan Closing Date(s)		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Change in Legal Operational Policies		✓
Change in Technical Method		✓
Change in Fiduciary		✓
Change in Environmental and Social Aspects		✓
Other Change(s)		✓

VIII. DETAILED CHANGE(S)

IMPLEMENTING AGENCY

Implementing Agency Name	Type	Action
Jomo Kenyatta Foundation	Parastatal/Independent Government Institute	New
Ministry of Education	Line Ministry/Ministerial Department	No Change



DISBURSEMENT ARRANGEMENTS

Change in Disbursement Arrangements

Yes

Expected Disbursements (in US\$)

Fiscal Year	Annual	Cumulative
2022	109,482,125.00	109,482,125.00
2023	83,981,000.00	193,463,125.00
2024	54,083,375.00	247,546,500.00
2025	51,811,875.00	299,358,375.00
2026	17,741,625.00	317,100,000.00
2027	0.00	317,100,000.00

LEGAL COVENANTS – Primary Education Equity in Learning Program (P176867)

Loan/Credit/TF	Description	Status	Action
IDA-D9910	Article V — Effectiveness; Termination. 5.01. (a) of the Financing Agreement: The Association is satisfied that the Recipient has maintained an adequate refugee protection framework.	Complied with	Revised
Proposed	Article V — Effectiveness; Termination. 5.01. (a) of the Financing Agreement: The execution and delivery of the Amended Program Agreement in form and substance satisfactory to the Bank.	Expected soon	
IDA-70670	Article V — Effectiveness; Termination. 5.01. (b) of the Financing Agreement: The Recipient has prepared and adopted the Operations Manual in form and substance satisfactory to the	Expected soon	Revised



	Association.		
Proposed	Article V — Effectiveness; Termination. 5.01. (d) of the Financing Agreement: The Recipient has updated the Program Action Plan and Operations Manual in form and substance satisfactory to the Bank.	Expected soon	
IDA-70670	Article V — Effectiveness; Termination. 5.01. (c) of the Financing Agreement: The Recipient has prepared and adopted an Environmental and Social Management System (ESMS) Operational Manual in form and substance satisfactory to the Association.	Expected soon	No Change

LEGAL COVENANTS – Additional Financing - Additional Financing for Primary Education Equity in Learning Program (P179670)

Sections and Description

Article V — Effectiveness; Termination.
5.01. (b) of the Financing Agreement:
The Subsidiary Agreement between the Recipient and the Program Implementing Entity has been updated and executed on behalf of the Recipient and the Program Implementing Entity, in form and substance satisfactory to the Bank.

Article V — Effectiveness; Termination.
5.01. (c) of the Financing Agreement:
The JKF Subsidiary Agreement between the Recipient and JKF has been prepared and executed on behalf of the Recipient and JKF, in form and substance satisfactory to the Bank.



IX. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: Kenya

Additional Financing for Primary Education Equity in Learning Program

Program Development Objective(s)

To reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems for delivering equitable education outcomes.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
To Reduce Regional Disparities in Learning Outcomes.				
Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment, in Counties falling into the lowest quintile of performers. (Percentage)		2.00	2.00	7.00
Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment in refugee schools (Percentage)		2.00	2.00	7.00
Increase in the share of students achieving		2.00	2.00	7.00



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment in refugee hosting counties. (Percentage)				
Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment in non-refugee/host communities primary schools (Percentage)		2.00	2.00	7.00
Increase in the share of students achieving higher order competencies in literacy (Level 4) in the NASMLA Grade 3 assessment, in Counties falling into the lowest quintile of performers (Percentage)		17.00	2.00	22.00
Increase in the share of students achieving higher order competencies in literacy (Level 4) in refugee schools. (Percentage)		17.00	2.00	22.00
Increase in the share of students achieving higher order competencies in literacy (Level 4) in refugee hosting counties. (Percentage)		17.00	2.00	22.00
Increase in the share of students achieving higher order competencies in literacy (Level 4) in non-refugee/host communities primary schools. (Percentage)		17.00	2.00	22.00
Increase in the share of target primary school teachers achieving proficiency in pedagogical skills for teaching English. (Percentage)		57.00		60.00
Action: This indicator is New	Rationale: <i>Teacher proficiency (content knowledge and pedagogy skills) is a key driver of learning and a quality indicator for service delivery in the</i>			



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
<p><i>classroom. In content knowledge, while about 73 percent of target primary school teachers met the 75 percent benchmark in English, only 57 percent met the 75 percent benchmark pedagogy skills in English. A new indicator for teacher proficiency (pedagogical skills) is added to reinforce the importance of teaching effectiveness in achieving project objectives for improved learning outcomes, under Result Area 1, 'Equalize learning opportunities: improve learning outcomes in target counties'.</i></p>				
<p>Improve the retention of girls in upper primary education (grades 7 to 8)</p>				
Improved retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8). (Percentage)		80.00		85.00
<p>Strengthen systems capacity for implementing initiated reforms to assure learning for all</p>				
Successful roll out of CBC and CBA reforms in basic education (Yes/No)		No	Yes	Yes

Intermediate Results Indicators by Results Areas

Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
<p>Equalize Learning Opportunities: Improve Learning Outcomes in Target Counties.</p>				
Targeted primary schools receiving school grants for completing priority areas in their SIPs (Number)		0.00	3,480.00	5,422.00
Action: This indicator has been Revised	<p>Rationale: <i>Under the AF, the final target is increased to include additional 450 Public Primary Schools in informal settlements.</i></p>			



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
Targeted primary schools in refugee hosting counties receiving school grants for completing priority areas in their SIPs (Number)	0.00		450.00	643.00
Targeted camp based refugee primary schools receiving school grants for completing priority areas in their SIPs (Number)	0.00		35.00	50.00
Targeted primary schools in non-refugee/host communities receiving school grants for completing priority areas (Number)	0.00		2,995.00	4,729.00
Action: This indicator has been Revised	Rationale: Under the AF, the final target is increased to include additional 450 Public Primary Schools in informal settlements.			
Number of Vulnerable Learners who are provided with school meals during each School Calendar Year. (Number)	0.00		1,500,000.00	1,600,000.00
Action: This indicator has been Revised				
Number of Vulnerable Learners, in camp based refugee schools, who are provided with school meals during each School Calendar Year. (Number)	0.00		65,000.00	130,000.00
Number of Vulnerable Learners, in refugee host communities, who are provided with school meals during each School Calendar Year. (Number)	0.00		150,000.00	300,000.00
Number of Vulnerable Learners, in non camp based refugee schools and non host communities, who are provided with school	0.00		1,285,000.00	1,600,000.00



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
meals during each School Calendar Year. (Number)				
Action: This indicator has been Revised				
New teachers deployed to primary schools with the highest teacher shortage (Number)		0.00	3,500.00	6,000.00
New teachers recruited by the camp based refugee primary schools, through the SIPs, with the highest teacher shortage (Number)		0.00	700.00	1,000.00
New teachers deployed to primary schools in refugee host communities with the highest teacher shortage (Number)		0.00	147.00	210.00
New teachers deployed to primary schools in non-refugee/host communities primary schools with the highest teacher shortage (Number)		0.00	3,353.00	4,790.00
Share of teachers in class and teaching in target school for the school grants (percentage) (Percentage)		55.00		70.00
Action: This indicator is New	<p>Rationale: <i>This new IRI is expected to monitor teachers' classroom presence and teaching. Teacher presence in the classroom is critical for achievement of the Program's key performance indicators, specifically, learning outcomes. The new indicator complements the parent Program's interventions on teacher deployment and professional development.</i></p>			
Improve the Participation of Girls in Schooling.				
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services. (Number)		17,974.00	12,500.00	42,974.00



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
Action: This indicator has been Revised				
		Rationale: <i>Under the AF, 5,000 additional learners (both girls and boys) from the poorest households in the informal settlements (slums) will receive a scholarship, school kits and mentoring support services.</i>		
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in refugee hosting counties. (Number)		500.00	500.00	1,000.00
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in camp based refugee schools (Number)		0.00	3,000.00	6,000.00
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in non-refugee/host communities (Number)		17,474.00	7,000.00	14,000.00
Action: This indicator has been Revised				
		Rationale: <i>Under the AF, 5,000 additional learners (both girls and boys) from the poorest households in the informal settlements (slums) will receive a scholarship, school kits and mentoring support services.</i>		
Strengthen Capacity for Implementing Initiated Reforms				
Capacity building of target Teacher Training Colleges for implementation of competency-based teacher education curriculum. (Yes/No)		No	Yes	Yes
Establishment of standards and tools for quality assurance mechanisms for Pre-primary education, including teacher appraisal tools, assessment and classroom observation tools. (Yes/No)		No	Yes	Yes



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
New classrooms constructed in existing schools as per the needs-based school infrastructure investment plan (Number)		0.00	6,700.00	13,400.00
Action: This indicator has been Revised	Rationale: Under the AF, the final target is increased from 8,000 to 13,400 (increased by 5,400).			
New classrooms constructed in refugee host communities existing schools as per the needs-based school infrastructure investment plan (Number)		0.00	50.00	50.00
New classrooms constructed in existing non-refugee/host communities primary schools as per the needs-based school infrastructure investment plan (Number)		0.00	6,675.00	13,350.00
Action: This indicator has been Revised	Rationale: Under the AF, the final target is increased from 8,000 to 13,400 (increased by 5,400).			
Evidence of utilization of NEMIS data for better management of primary education (Yes/No)		No	Yes	Yes
Refugee learners are registered in NEMIS as per the MoE guidelines for registration of refugee learners in NEMIS (Yes/No)		No	Yes	Yes
Level of satisfaction of beneficiaries (Citizen Engagement indicator and part of Grievance Redress Mechanism) (Percentage)		0.00	50.00	70.00
Refugee learners, including in camp-based refugee schools and host communities are included in the surveys (Yes/No)		No	Yes	Yes



Indicator Name	DLI	Baseline	Intermediate Targets	End Target
			1	
Number of target teacher training colleges with functional linkages to primary schools for teaching practice (practicum) within established standards (Number)		0.00		32.00
Action: This indicator is New	<p>Rationale: <i>This new indicator reinforces the need for teacher trainees to undertake adequate classroom-based teaching practice in key practicum areas directly associated with improving learning. Teacher entrants are required to have substantial opportunities for classroom practice, which is an important factor in teaching quality.</i></p>			

Monitoring & Evaluation Plan: PDO Indicators					
Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment, in Counties falling into the lowest quintile of performers.		Annual, Mid Term and End-line Assessments.	KNEC	KNEC conducts learning assessments for target schools 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,	MoE, through KNEC



				and schools in refugee host communities will be purposely sampled for the national based sample learning assessments.	
Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment in refugee schools	<p>Percent of Grade 3 students meeting higher order competencies in numeracy (Level 4). Level 4 as per KNEC/NAC is defined as: " Translates information presented in sentences into simple arithmetic operations, and uses multiple arithmetic operations (in the correct order) on whole numbers.</p> <p>The baseline are calculated for the specific target counties (lowest quintiles, including refugee and host communities).</p>	Annual, Mid Term and End-line Assessments.	KNEC	<p>KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction.</p> <p>The target 50 camp based refugee schools, and schools in refugee host communities will be purposely sampled for the national based sample learning assessments.</p>	MoE, through KNEC
Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment in refugee hosting counties.	Percent of Grade 3 students meeting higher order competencies in numeracy (Level 4). Level 4 as per KNEC/NAC is	Annual, Mid Term and End-line Assessments.	KNEC	KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance	MoE, through KNEC



	<p>defined as: " Translates information presented in sentences into simple arithmetic operations, and uses multiple arithmetic operations (in the correct order) on whole numbers.</p> <p>The baseline are calculated for the specific target counties (lowest quintiles, including refugee and host communities).</p>	ts.		<p>to inform the target schools on areas needing remedial instruction.</p> <p>The target 50 camp based refugee schools, and schools in refugee host communities will be purposely sampled for the national based sample learning assessments.</p>	
<p>Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment in non-refugee/host communities primary schools</p>	<p>Percent of Grade 3 students meeting higher order competencies in numeracy (Level 4). Level 4 as per KNEC/NAC is defined as: " Translates information presented in sentences into simple arithmetic operations, and uses multiple arithmetic operations (in the correct order) on whole numbers.</p> <p>The baseline are calculated for the specific target counties (lowest quintiles, including refugee and host</p>	<p>Annual, Mid Term and End-line Assessments.</p>	KNEC	<p>KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction.</p> <p>The target 50 camp based refugee schools, and schools in refugee host communities will be purposely sampled for the national based sample learning assessments.</p>	MOE, through KNEC



	communities).				
Increase in the share of students achieving higher order competencies in literacy (Level 4) in the NASMLA Grade 3 assessment, in Counties falling into the lowest quintile of performers		Annual, Mid Term and End-line Assessments. KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction.	MoE, through KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial.	KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial.	KNEC



<p>Increase in the share of students achieving higher order competencies in literacy (Level 4) in refugee schools.</p>	<p>Percent of Grade 3 students meeting higher order competencies in literacy (Level 4). Level 4 as per KNEC is defined as: " Reading for meaning: (a) links and interprets information located in various parts of a short passage; and (b) understands and interprets the meaning of a picture and writes short sentences to describe the theme.</p> <p>The baseline are calculated for the specific target counties (lowest quintiles, including refugee and host communities).</p>	<p>Annual, Mid Term and End-line Assessments. KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction.</p>	<p>MoE, through KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial.</p>	<p>KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial.</p>	<p>KNEC</p>
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<p>Increase in the share of students achieving higher order competencies in literacy (Level 4) in refugee hosting counties.</p>	<p>Percent of Grade 3 students meeting higher order competencies in literacy (Level 4). Level 4 as per KNEC is defined as: " Reading for meaning: (a) links and interprets information located in various parts of a short passage; and (b) understands and interprets the meaning of a picture and writes short sentences to describe the theme.</p> <p>The baseline are calculated for the specific target counties (lowest quintiles, including refugee and host communities).</p>	<p>Annual, Mid Term and End-line Assessments. KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction</p>	<p>MoE, through KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial.</p>	<p>KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial.</p>	<p>KNEC</p>
<p>Increase in the share of students achieving higher order competencies in literacy (Level 4) in non-</p>	<p>Percent of Grade 3 students meeting higher order competencies in</p>	<p>Annual, Mid Term and End-</p>	<p>MoE, through KNEC conducts</p>	<p>KNEC conducts learning assessments for target schools and prepares</p>	<p>KNEC</p>



<p>refugee/host communities primary schools.</p>	<p>literacy (Level 4). Level 4 as per KNEC is defined as: " Reading for meaning: (a) links and interprets information located in various parts of a short passage; and (b) understands and interprets the meaning of a picture and writes short sentences to describe the theme.</p> <p>The baseline are calculated for the specific target counties (lowest quintiles, including refugee and host communities).</p>	<p>line Assessments. KNEC conducts learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial instruction</p>	<p>learning assessments for target schools and prepares school specific summary sheets on performance to inform the target schools on areas needing remedial.</p>	<p>school specific summary sheets on performance to inform the target schools on areas needing remedial.</p>	
<p>Increase in the share of target primary school teachers achieving proficiency in pedagogical skills for teaching English.</p>	<p>Percentage of primary school teachers supported under the SBTSS initiative, who meet the 75 percent proficiency benchmark for pedagogical skills for</p>	<p>Annual, Mid Term and End-line assessments.</p>	<p>TSC</p>	<p>TSC conducts an independent/third party mid line and end-line assessments for content knowledge and pedagogical skills for</p>	<p>TSC</p>



	teaching English. This benchmark and baseline was established by a 2019 teacher proficiency assessment, focusing on subject content mastery and pedagogical practices, to inform the design and implementation of the SBTSS.			Primary school teachers participating in the SBTSS. Although the independent assessment will cover all target subjects for SBTSS, the AF will report on the aspects for 'pedagogical skills for teaching English'. The assessments will include an in-depth analysis of data from the ongoing regular classroom observations under the SBTSS, which includes teaching aspects. TSC and the World Bank will agree on ToRs for the assessments.	
Improved retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8).		Annual	MoE, KNBS	MoE-Annual educational Statistical booklets and KNBS surveys	MoE
Successful roll out of CBC and CBA reforms in basic education		Annual	KICD and KNEC	KICD and KNEC maintains updated information on the milestones in their	KICD and KNEC



				reports. KICD and KNEC submits to MoE semi-annual implementation progress reports	
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Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Targeted primary schools receiving school grants for completing priority areas in their SIPs		Annual	MoE/County Education Teams compile data for annual reports Independent Third party will conduct verification	MoE/County Education Teams reports, and independent verification.	MoE
Targeted primary schools in refugee hosting counties receiving school grants for completing priority areas in their SIPs	217 Primary Schools in Garissa and 426 in Turkana Number of participating schools receiving school grant allocation. The target includes 50 camp based refugee primary schools.	Annual	MoE/County Education Teams compile data for annual reports Independent Third party will conduct	MoE/County Education Teams reports, and independent verification.	MoE



	<p>Target schools are required by the MoE to prepare SIPs indicating five priority areas for improvement with clear benchmarks. Upon approval of these SIPs, school grants will be awarded to these schools for implementation of the priority areas. Schools will report annually on implementation progress against the stated benchmarks.</p>		verification		
<p>Targeted camp based refugee primary schools receiving school grants for completing priority areas in their SIPs</p>	<p>50 Camp based refugee schools receiving grants.</p> <p>Number of participating schools receiving school grant allocation. The target includes 50 camp based refugee primary schools.</p> <p>Target schools are required by the MoE to prepare SIPs indicating five priority areas for improvement with clear benchmarks. Upon approval of these SIPs, school grants will be</p>	Annual	<p>MoE/County Education Teams compile data for annual reports</p> <p>Independent Third party will conduct verification</p>	<p>MoE/County Education Teams reports, and independent verification.</p>	MOE



	awarded to these schools for implementation of the priority areas. Schools will report annually on implementation progress against the stated benchmarks.				
Targeted primary schools in non-refugee/host communities receiving school grants for completing priority areas	<p>4,729 non refugee and non refugee host schools receiving grants.</p> <p>Number of participating schools receiving school grant allocation. The target includes 50 camp based refugee primary schools.</p> <p>Target schools are required by the MoE to prepare SIPs indicating five priority areas for improvement with clear benchmarks. Upon approval of these SIPs, school grants will be awarded to these schools for implementation of the priority areas. Schools will report annually on implementation progress against the stated</p>	Annual	MoE/County Education Teams compile data for annual reports Independent Third party will conduct verification	MoE/County Education Teams reports, and independent verification.	MOE



	benchmarks.				
Number of Vulnerable Learners who are provided with school meals during each School Calendar Year.		Thrice a Year (Each school term)	MoE, School Meals Unit	MoE, School Meals Unit collect data from the targeted schools Independent third party will conduct verification. The verify will sample at least 50% of the target schools and will conduct verification virtually.	MoE
Number of Vulnerable Learners, in camp based refugee schools, who are provided with school meals during each School Calendar Year.	<p>Refugee children in the 50 camp based refugee schools. Provision of school meals include for pre-school learners within the 50 camp based refugee schools.</p> <p>This indicator measures percentage of students in target schools having at least one hot meal during each school calendar year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools</p>	Thrice a Year (Each school term)	MoE, School meals Unit	MoE, School Meals Unit collect data from the targeted schools Independent third party will conduct verification. The verify will sample at least 50% of the target schools and will conduct verification virtually.	MoE



	include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.				
Number of Vulnerable Learners, in refugee host communities, who are provided with school meals during each School Calendar Year.	<p>Learners in public primary schools in Turkana: 164,195 and in Garissa 57,334. Provision of school meals includes for pre-school learners within the target primary schools.</p> <p>This indicator measures percentage of students in target schools, having at least one hot meal during each school calendar year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.</p>	Thrice a Year (Each school term)	MoE, School meals unit	MoE, School Meals Unit collect data from the targeted schools Independent third party will conduct verification. The verify will sample at least 50% of the target schools and will conduct verification virtually.	MoE



<p>Number of Vulnerable Learners, in non camp based refugee schools and non host communities, who are provided with school meals during each School Calendar Year.</p>	<p>This indicator measures the number of students in target schools, non refugee and non host, having at least one hot meal during each school calendar year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.</p>	<p>Thrice a Year (Each school term)</p>	<p>MoE, School meals Unit</p>	<p>MoE, School Meals Unit collect data from the targeted schools Independent third party will conduct verification. The verify will sample at least 50% of the target schools and will conduct verification virtually.</p>	<p>MoE</p>
<p>New teachers deployed to primary schools with the highest teacher shortage</p>		<p>Annual</p>	<p>TSC, TSC county offices Independent Verification Reports</p>	<p>TSC county offices will collect data from schools for submission to the TSC for compilation of annual reports on teacher deployment Independent Third Party conducts verification</p>	<p>TSC</p>
<p>New teachers recruited by the camp based refugee primary schools, through the SIPs, with the highest teacher shortage</p>	<p>This target will be reviewed once the teacher gaps are established, through the SIPs, for the 50 camp based</p>	<p>Annual</p>	<p>MoE , Reports by the camp-based refugee schools and</p>	<p>The County based education offices will collect data from the Camp based refugee</p>	<p>MoE</p>



	<p>refugee schools.</p> <p>Number of teachers recruited.</p>		<p>County based education teams.</p>	<p>schools for submission to the MoE for compilation of annual reports on teacher recruitment in the approved SIPs.</p> <p>Independent Third Party conducts verification</p>	
<p>New teachers deployed to primary schools in refugee host communities with the highest teacher shortage</p>	<p>TSC deploys teachers to primary schools with the highest teacher shortage. Camp based refugee schools recruit contract teachers through the school grants.</p>	<p>Annual</p>	<p>TSC, TSC county offices</p> <p>Independent Verification Reports</p>	<p>TSC county offices will collect data from schools for submission to the TSC for compilation of annual reports on teacher deployment</p> <p>Independent Third Party conducts verification</p>	<p>TSC</p>
<p>New teachers deployed to primary schools in non-refugee/host communities primary schools with the highest teacher shortage</p>	<p>TSC deploys teachers to primary schools with the highest teacher shortage. Camp based refugee schools recruit contract teachers through the school grants.</p>	<p>Annual</p>	<p>TSC, TSC county offices</p> <p>Independent Verification Reports</p>	<p>TSC county offices will collect data from schools for submission to the TSC for compilation of annual reports on teacher deployment</p> <p>Independent Third Party conducts verification</p>	<p>TSC</p>
<p>Share of teachers in class and teaching in</p>	<p>This indicator measures</p>	<p>Mid Term,</p>	<p>TSC, Target</p>	<p>Teacher presence in the</p>	<p>TSC, Target schools for</p>



<p>target school for the school grants (percentage)</p>	<p>teacher presence in the classroom and teaching, in target schools for the school grants, which is assessed through lesson coverage and a review/analysis of classroom observations.</p>	<p>Endline</p>	<p>schools for the school grants, and independent verification</p>	<p>classroom and teaching is measured using existing tools and processes for the teacher performance, appraisal, and development (TPAD) initiative in primary schools. The TPAD includes tools to monitor time management for a teacher, which includes lesson attendance and coverage, lesson recovery as per the specific class timetable, and periodic classroom observations by a head teacher, senior teacher or the curriculum support officers (CSOs). Under the TPAD initiative, lesson coverage is also monitored by learners through a class register, while lesson recovery is tracked by the school management (headteacher and the</p>	<p>the school grants, and Independent third party verification.</p>
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				deputy head teacher). As per the TPAD requirements and tools, missed lesson for whatever reason, must be registered in the class register, and also recorded by the school management when recovered through a created a 'extra' teaching time. Independent third party will verification.	
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services.		Annual	MoE	MoE through EGF will collect data on scholarship recipients to compile periodic progress reports Independent Third Party will conduct verification	MoE
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in refugee hosting counties.	In Garissa and Turkana refugee host Counties. About 1,000 poor and vulnerable girls and boys receiving scholarship, school kits and mentoring support services.	Annual	MoE	MoE through EGF will collect data on scholarship recipients to compile periodic progress reports Independent Third Party will conduct verification	MoE



	At least 55 percent of the total target beneficiaries are girls.				
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in camp based refugee schools	Scholarship beneficiaries from Camp based refugee schools 6,000 poor and vulnerable girls and boys receiving scholarship, school kits and mentoring support services. At least 55 percent of the total target beneficiaries are girls.	Annual	MoE	MoE through EGF will collect data on scholarship recipients to compile periodic progress reports Independent Third Party will conduct verification	MoE
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in non-refugee/host communities	9,000 poor and vulnerable girls and boys receiving scholarship, school kits and mentoring support services. At least 55 percent of the total target beneficiaries are girls.	Annual	MoE	MoE through EGF will collect data on scholarship recipients to compile periodic progress reports Independent Third Party will conduct verification	MoE
Capacity building of target Teacher Training Colleges for implementation of		Annual	MoE	MoE collects data from the target PTTCs for	MoE



competency-based teacher education curriculum.				<p>compilation of annual reports</p> <p>Independent Third Party conducts verification</p>	
Establishment of standards and tools for quality assurance mechanisms for Pre-primary education, including teacher appraisal tools, assessment and classroom observation tools.		Once	MoE, CoG	MoE coordinates with the CoG for the assessments and development of the standards and tools.	MoE
New classrooms constructed in existing schools as per the needs-based school infrastructure investment plan		Annual	MoE, Independent verification	<p>MoE monitors the progress of civil works that is documented in periodic reports</p> <p>Independent Third Party conducts verification</p>	MoE
New classrooms constructed in refugee host communities existing schools as per the needs-based school infrastructure investment plan	14 in Garrissa and 36 in Turkana.	Annual	MoE, Independent verification	MoE monitors the progress of civil works as the established procedures for implementation of the SIIP in the POM.	MoE
New classrooms constructed in existing non-refugee/host communities primary schools as per	New classrooms will be constructed as per the needs-based 2021 school	Annual	MoE, Independent verification	MoE monitors the progress of civil works as the established	MoE



the needs-based school infrastructure investment plan	<p>infrastructure investment plan, using the established standards for classroom construction.</p> <p>Once the ESMS manual is developed and approved, MoE will ensure at least 100 schools apply the E&S guidelines for screening prior to construction.</p>			<p>procedures for implementation of the SIIP in the POM.</p> <p>Independent Third Party conducts verification</p>	
Evidence of utilization of NEMIS data for better management of primary education		Annual	MoE, NEMIS Technical Team	Reports generated from the NEMIS on line based platform	MoE
Refugee learners are registered in NEMIS as per the MoE guidelines for registration of refugee learners in NEMIS	Refugee learners are registered in NEMIS as per the MoE guidelines for registration of refugee learners in NEMIS	Annual	MoE, NEMIS Technical Team	MoE, NEMIS Technical Team Reports generated from the NEMIS on line based platform	MoE
Level of satisfaction of beneficiaries (Citizen Engagement indicator and part of Grievance Redress Mechanism)		Annual	MoE	MoE will conduct the phone /online based satisfaction survey, analyze the findings and disseminate the results to schools , implementing entities	MoE



				and other key stakeholders.	
Refugee learners, including in camp-based refugee schools and host communities are included in the surveys	<p>Number of complaints and grievances lodged through the NEMIS GRM satisfactorily addressed.</p> <p>Phone based/on-line beneficiary satisfaction survey designed and implemented for interventions such as the roll out of the CBC, scholarships provision and implementation of the school grants. Survey results are disseminated.</p>	Annual	MOE	MoE will conduct the phone /online based satisfaction survey, analyze the findings and disseminate the results to schools , implementing entities and other key stakeholders.	MOE
Number of target teacher training colleges with functional linkages to primary schools for teaching practice (practicum) within established standards	The target teacher training colleges are expected to have functional linkages with primary schools, for among other objectives, to support practical teaching practice for teacher trainees in real school settings. For this indicator, functional linkages between TTCs and primary schools, for purposes of	Annual	MoE, Directorate of Teacher Education, and Independent verification.	MoE, Directorate of Teacher training, will collect data on the milestones for established standards from the target TTCs for review and compilation by the PCU. Practicum standards outline what the teacher trainee must acquire sills	MoE, TTCs



	<p>teaching practice (practicum), are defined as the robust teacher education standards that facilitate teacher training to interact with real school and classroom within established standards, and a structured pedagogy framework.</p> <p>The established standards for teaching practice (practicum), are the measurable reference points or expectations for this indicator for a teacher trainee. Practicum standards outline what the teacher trainee must learn and be able to do during practicum, including minimum essential areas: lesson planning for effective teaching, student assessment and feedback, and overall classroom management.</p>			<p>in the following minimum essential areas during practicum: lesson planning for effective teaching, student assessment and feedback, and overall classroom management. The milestones to measure achievement of these standards are:</p> <ul style="list-style-type: none">a) involvement of the primary school leadership in supporting teacher trainees to prepare professional documents for Teaching Practice such as lesson planning.b) team teaching for mentorship between teacher trainee and regular teacher.c) training, by the regular teacher or senior teacher, on development and administration of competency-based assessment tools for use	
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				<p>by teacher trainee at the end of the practicum period.</p> <p>d) establishment of collaborative basic or simple research between the regular teacher and teacher trainee on prioritized issues affecting learners and learning outcomes.</p> <p>Tutors at the TTCs are expected to conduct classroom observations based on the milestones above, to evaluate each teacher trainee's performance against the established Practicum standards, and compile periodic reports based on these observations for submission to the MoE.</p> <p>Independent third party conducts verification to assess the linkages between each of the target TTCs and primary schools hosting teacher</p>	
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					trainees against the milestones for achieving the established Practicum standards.	
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Disbursement Linked Indicators Matrix

DLI 1	Number of Target Primary Schools receiving school grants for completing Priority Areas in their approved School Improvement Plans (SIPs)				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	
Outcome	Yes	Number	34,804,000.00	0.25	
Period	Value		Allocated Amount (USD)	Formula	
Baseline	0.00				
Prior Results	0.00		0.00	0.00	
2022	4,972.00		19,888,000.00	\$4000 per Target Primary School with an approved SIP	
2023	0.00		0.00	0.00	
2024	4,972.00		0.00	0.00	
2025	0.00		14,916,000.00	\$3000 per Target Primary School that has completed at least three of the	



			five Priority Areas
2026	4,972.00	0.00	0.00

Action: This DLI has been Revised. See below.

DLI 1	<i>Number of Target Primary Schools receiving school grants for completing Priority Areas in their approved School Improvement Plans (SIPs)</i>			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Outcome</i>	<i>Yes</i>	<i>Number</i>	<i>54,220,000.00</i>	<i>0.39</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>0.00</i>		<i>0.00</i>	<i>0.00</i>
<i>2022</i>	<i>5,422.00</i>		<i>21,688,000.00</i>	<i>\$4000 per Target Primary School with an approved SIP</i>
<i>2023</i>			<i>0.00</i>	
<i>2024</i>	<i>5,422.00</i>		<i>8,133,000.00</i>	<i>\$1500 per target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3</i>
<i>2025</i>	<i>5,422.00</i>		<i>24,399,000.00</i>	<i>\$3000 per Target Primary School that has completed at least three of the five Priority Areas & \$1500 as above</i>
<i>2026</i>	<i>5,422.00</i>		<i>0.00</i>	<i>0.00</i>



Rationale:

As documented in the parent Program PAD, the AF will benefit additional schools for the school grants, mainly primary schools in the largest informal settlements (slums) in urban centers. The target schools for the school grants are therefore increased from 4,972 primary schools to 5,422 primary schools. The additional 450 schools are located in the largest informal settlements (slums) and the school grants will enhance equity and inclusion aspects of the Program in these areas. This total includes 50 primary schools in the refugee camps and 643 primary schools in refugee host communities. The AF enables the school grant to be increased from US\$7,000 to US\$10,000 per school to : (i) incentivize teacher presence in the classroom and teaching, and (ii) and for a larger impact in the five target priority areas particularly implementing a comprehensive integrated remedial intervention. A new DLR 1.3 is introduced under the AF, where US\$ 3,000 is allocated per each of the 5,422 target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025, scalable, US\$ 1,500 per school calendar year (US\$ 16.266 million of the AF). Implementation of this DLR complements ongoing efforts in teacher management and continuous teacher professional development as described in the PAD for the PEELP. This new DLR is expected to closely monitor teachers' classroom presence and teaching (lesson coverage, including recovery), through existing mechanisms and tools under the teacher performance, appraisal, and development (TPAD) initiative.

DLI 1.1	Number of target primary schools in refugee hosting counties receiving school grants for completing priority areas in their approved SIPs			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Number	4,501,000.00	0.03
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	643.00		2,572,000.00	\$4000 per Target Primary School with an approved SIP
2023	0.00		0.00	0.00



2024	0.00	0.00	0.00
2025	643.00	1,929,000.00	\$3000 per Target Primary School that has completed at least three of the five Priority Areas
2026	643.00	0.00	0.00

Action: This DLI has been Revised. See below.

DLI 1.1		<i>Number of target primary schools in refugee hosting counties receiving school grants for completing priority areas in their approved SIPs</i>		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Outcome</i>	<i>Yes</i>	<i>Number</i>	<i>6,430,000.00</i>	<i>0.05</i>
Period	Value	Allocated Amount (USD)	Formula	
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	
<i>2022</i>	<i>643.00</i>	<i>2,572,000.00</i>	<i>\$4000 per Target Primary School with an approved SIP</i>	
<i>2023</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	
<i>2024</i>	<i>643.00</i>	<i>964,500.00</i>	<i>\$1500 per target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3</i>	
<i>2025</i>	<i>643.00</i>	<i>2,893,500.00</i>	<i>\$3000 per Target Primary School that has completed at least three of the</i>	



			five Priority Areas & \$1500 as above
2026	643.00	0.00	0.00

Rationale:

The AF enables the school grant to be increased from US\$7,000 to US\$10,000 per school to : (i) incentive teacher presence in the classroom and teaching, and (ii) and for a larger impact in the five target priority areas particularly implementing a comprehensive integrated remedial intervention. A new DLR 1.3 is introduced under the AF, where US\$ 3,000 is allocated per each of the 5,422 target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025, scalable, US\$ 1,500 per school calendar year (US\$ 16.266 million of the AF). Implementation of this DLR complements ongoing efforts in teacher management and continuous teacher professional development as described in the PAD for the PEELP. This new DLR is expected to closely monitor teachers’ classroom presence and teaching (lesson coverage, including recovery), through existing mechanisms and tools under the teacher performance, appraisal, and development (TPAD) initiative.

DLI 1.2	Number of target primary schools in camp based refugee primary schools receiving school grants for completing priority areas in their approved SIPs			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Number	350,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	50.00		200,000.00	\$4000 per Target Primary School with an approved SIP
2023	0.00		0.00	0.00
2024	50.00		150,000.00	\$3000 per Target Primary School that



			has completed at least three of the five Priority Areas
2025	0.00	0.00	0.00
2026	50.00	0.00	0.00

Action: This DLI has been Revised. See below.

DLI 1.2	<i>Number of target primary schools in camp based refugee primary schools receiving school grants for completing priority areas in their approved SIPs</i>			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Outcome</i>	<i>Yes</i>	<i>Number</i>	<i>500,000.00</i>	<i>0.00</i>
Period	Value	Allocated Amount (USD)	Formula	
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	
<i>2022</i>	<i>50.00</i>	<i>200,000.00</i>	<i>\$4000 per Target Primary School with an approved SIP</i>	
<i>2023</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	
<i>2024</i>	<i>50.00</i>	<i>75,000.00</i>	<i>\$1500 per school per school calendar year (2024 and 2025)</i>	
<i>2025</i>	<i>50.00</i>	<i>225,000.00</i>	<i>\$3000 per Target Primary School that has completed at least three of the five Priority Areas & \$1500 as above</i>	



2026	50.00	0.00	0.00
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Rationale:

The AF enables the school grant to be increased from US\$7,000 to US\$10,000 per school to : (i) incentive teacher presence in the classroom and teaching, and (ii) and for a larger impact in the five target priority areas particularly implementing a comprehensive integrated remedial intervention.

A new DLR 1.3 is introduced under the AF, where US\$ 3,000 is allocated per each of the 5,422 target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025, scalable, US\$ 1,500 per school calendar year (US\$ 16.266 million of the AF). Implementation of this DLR complements ongoing efforts in teacher management and continuous teacher professional development as described in the PAD for the PEELP. This new DLR is expected to closely monitor teachers’ classroom presence and teaching (lesson coverage, including recovery), through existing mechanisms and tools under the teacher performance, appraisal, and development (TPAD) initiative.

DLI 1.3	Number of target primary schools, in non refugee and non hosting counties, receiving school grants for completing priority areas in their SIPs			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Number	29,953,000.00	0.22
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	4,279.00		17,116,000.00	\$4000 per Target Primary School with an approved SIP
2023	0.00		0.00	0.00
2024	4,279.00		12,837,000.00	\$3000 per Target Primary School that has completed at least three of the five Priority Areas



2025	0.00	0.00	0.00
2026	4,279.00	0.00	0.00

Action: This DLI has been Revised. See below.

DLI 1.3		<i>Number of target primary schools, in non refugee and non hosting counties, receiving school grants for completing priority areas in their SIPs</i>		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Intermediate Outcome</i>	<i>Yes</i>	<i>Number</i>	<i>47,290,000.00</i>	<i>0.34</i>
Period	Value	Allocated Amount (USD)	Formula	
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	
<i>2022</i>	<i>4,729.00</i>	<i>18,916,000.00</i>	<i>\$4000 per Target Primary School with an approved SIP</i>	
<i>2023</i>	<i>0.00</i>	<i>0.00</i>		
<i>2024</i>	<i>4,729.00</i>	<i>7,093,500.00</i>	<i>\$1500 per school per school calendar year (2024 and 2025)</i>	
<i>2025</i>	<i>4,729.00</i>	<i>21,280,500.00</i>	<i>\$3000 per Target Primary School with at least 70 percent of teachers in class and teaching & \$1500 as above</i>	
<i>2026</i>	<i>4,729.00</i>	<i>0.00</i>	<i>0.00</i>	
Rationale:				



The AF will benefit additional schools for the school grants, mainly primary schools in the largest informal settlements (slums) in urban centers. The target (non-refugee/host communities) schools for the school grants are therefore increased from 4,279 to primary schools to 4,729 primary schools. A new DLR 1.3 is introduced under the AF, where US\$ 3,000 is allocated per each of the 5,422 target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025, scalable, US\$ 1,500 per school calendar year (US\$ 16.266 million of the AF). Implementation of this DLR complements ongoing efforts in teacher management and continuous teacher professional development as described in the PAD for the PEELP. This new DLR is expected to closely monitor teachers' classroom presence and teaching (lesson coverage, including recovery), through existing mechanisms and tools under the teacher performance, appraisal, and development (TPAD) initiative.

DLI 2				
Number of Vulnerable Learners who are provided with school meals during each School Calendar Year				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	18,496,000.00	0.13
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	3,000,000.00		3,699,200.00	US\$1.23 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year
2023	3,000,000.00		3,699,200.00	US\$1.23 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year
2024	3,000,000.00		3,699,200.00	US\$1.23 per learner in Target Primary Schools who are provided with school meals during each School Calendar



			Year
2025	3,000,000.00	3,699,200.00	US\$1.23 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year
2026	3,000,000.00	3,699,200.00	US\$1.23 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year

Action: This DLI has been Revised. See below.

DLI 2	<i>Number of Vulnerable Learners who are provided with school meals during each School Calendar Year</i>			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>18,496,000.00</i>	<i>0.13</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>0.00</i>		<i>0.00</i>	<i>0.00</i>
2022	1,600,000.00		3,699,200.00	US\$2.5 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year
2023	1,600,000.00		3,699,200.00	US\$2.5 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year



			<i>Year</i>
2024	1,600,000.00	3,699,200.00	<i>US\$2.5 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year</i>
2025	1,600,000.00	3,699,200.00	<i>US\$2.5 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year</i>
2026	1,600,000.00	3,699,200.00	<i>US\$2.5 per learner in Target Primary Schools who are provided with school meals during each School Calendar Year</i>
DLI 2.1	Number of vulnerable learners, in camp based refugee school, who are provided with school meals during each school calendar year		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)
Output	Yes	Number	864,500.00
Period	Value	Allocated Amount (USD)	As % of Total Financing Amount
Baseline	0.00		
Prior Results	0.00	0.00	0.00
2022	130,000.00	172,900.00	US\$1.23 per learner in the target schools who are provided with school meals annually.



2023	130,000.00	172,900.00	US\$1.23 per learner in the target schools who are provided with school meals annually.
2024	130,000.00	172,900.00	US\$1.23 per learner in the target schools who are provided with school meals annually.
2025	130,000.00	172,900.00	US\$1.23 per learner in the target schools who are provided with school meals annually.
2026	130,000.00	172,900.00	US\$1.23 per learner in the target schools who are provided with school meals annually.

Action: This DLI has been Revised. See below.

DLI 2.1	<i>Number of vulnerable learners, in camp based refugee school, who are provided with school meals during each school calendar year</i>			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>864,500.00</i>	<i>0.01</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>0.00</i>		<i>0.00</i>	<i>0.00</i>
<i>2022</i>	<i>130,000.00</i>		<i>172,900.00</i>	<i>US\$2.5 per learner in the target schools who are provided with school meals annually.</i>



2023	130,000.00		172,900.00	US\$2.5 per learner in the target schools who are provided with school meals annually.
2024	130,000.00		172,900.00	US\$2.5 per learner in the target schools who are provided with school meals annually.
2025	130,000.00		172,900.00	US\$2.5 per learner in the target schools who are provided with school meals annually.
2026	130,000.00		172,900.00	US\$2.5 per learner in the target schools who are provided with school meals annually.
DLI 2.2	Number of vulnerable learners, in refugee host communities, who are provided with school meals during each school calendar year			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	1,995,000.00	0.01
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	300,000.00		399,000.00	US\$1.23 per learner in the target schools who are provided with school meals annually.
2023	300,000.00		399,000.00	US\$1.23 per learner in the target schools who are provided with school



			meals annually.
2024	300,000.00	399,000.00	US\$1.23 per learner in the target schools who are provided with school meals annually.
2025	300,000.00	399,000.00	US\$1.23 per learner in the target schools who are provided with school meals annually.
2026	300,000.00	399,000.00	US\$1.23 per learner in the target schools who are provided with school meals annually.

Action: This DLI has been Revised. See below.

DLI 2.2	<i>Number of vulnerable learners, in refugee host communities, who are provided with school meals during each school calendar year</i>			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>1,995,000.00</i>	<i>0.01</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>0.00</i>		<i>0.00</i>	<i>0.00</i>
2022	300,000.00		399,000.00	US\$2.5 per learner in the target schools who are provided with school meals annually.
2023	300,000.00		399,000.00	US\$2.5 per learner in the target schools who are provided with school



				<i>meals annually.</i>
2024	300,000.00		399,000.00	<i>US\$2.5 per learner in the target schools who are provided with school meals annually.</i>
2025	300,000.00		399,000.00	<i>US\$2.5 per learner in the target schools who are provided with school meals annually.</i>
2026	300,000.00		399,000.00	<i>US\$2.5 per learner in the target schools who are provided with school meals annually.</i>
DLI 2.3	Number of vulnerable learners who are provided with school meals during each school calendar year			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	15,636,500.00	0.11
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	2,570,000.00		3,127,300.00	\$1.23 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year
2023	2,570,000.00		3,127,300.00	\$1.23 per Vulnerable Learner in Target Primary Schools who are provided with school meals during



			each School Calendar Year
2024	2,570,000.00	3,127,300.00	\$1.23 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year
2025	2,570,000.00	3,127,300.00	\$1.23 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year
2026	2,570,000.00	3,127,300.00	\$1.23 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year

Action: This DLI has been Revised. See below.

DLI 2.3		<i>Number of vulnerable learners who are provided with school meals during each school calendar year</i>		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	15,636,500.00	0.11
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	1,600,000.00		3,127,300.00	\$2.5 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School



			<i>Calendar Year</i>
2023	1,600,000.00	3,127,300.00	<i>\$2.5 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year</i>
2024	1,600,000.00	3,127,300.00	<i>\$2.5 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year</i>
2025	1,600,000.00	3,127,300.00	<i>\$2.5 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year</i>
2026	1,600,000.00	3,127,300.00	<i>\$2.5 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year</i>

DLI 3	Number of new teachers deployed to primary schools with the highest teacher shortages			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Number	7,700,000.00	0.06
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00



2022	1,000.00		1,540,000.00	\$1,540 for every qualified new teacher recruited and on duty
2023	2,000.00		1,540,000.00	\$1,540 for every qualified new teacher recruited and on duty
2024	2,000.00		1,540,000.00	\$1,540 for every qualified new teacher recruited and on duty
2025	4,000.00		1,540,000.00	\$1,540 for every qualified new teacher recruited and on duty
2026	5,000.00		1,540,000.00	\$1,540 for every qualified new teacher recruited and on duty
DLI 3.1	Number of new teachers deployed to primary schools in refugee host communities with the highest teacher shortages			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	323,400.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	42.00		64,680.00	US\$1,540 for every qualified new teacher recruited and on duty
2023	84.00		64,680.00	US\$1,540 for every qualified new teacher recruited and on duty
2024	126.00		64,680.00	US\$1,540 for every qualified new teacher recruited and on duty



2025	168.00		64,680.00	US\$1,540 for every qualified new teacher recruited and on duty
2026	210.00		64,680.00	US\$1,540 for every qualified new teacher recruited and on duty
DLI 3.2	Number of new teachers deployed to primary schools in non refugee and non host communities with the highest teacher shortages			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Number	7,376,600.00	0.05
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	958.00		1,475,320.00	US\$1,540 for every qualified new teacher recruited and on duty
2023	1,916.00		1,475,320.00	US\$1,540 for every qualified new teacher recruited and on duty
2024	2,874.00		1,475,320.00	US\$1,540 for every qualified new teacher recruited and on duty
2025	3,832.00		1,475,320.00	US\$1,540 for every qualified new teacher recruited and on duty
2026	4,790.00		1,475,320.00	US\$1,540 for every qualified new teacher recruited and on duty



DLI 4				
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	44,000,000.00	0.32
Period	Value		Allocated Amount (USD)	Formula
Baseline	17,974.00			
Prior Results	0.00		0.00	0.00
2022	10,000.00		22,000,000.00	\$2,200 for every beneficiary selected to receive a scholarship, school kits & mentoring support services annually & attending school
2023	10,000.00		22,000,000.00	\$2,200 for every beneficiary selected to receive a scholarship, school kits & mentoring support services annually & attending school
2024	0.00		0.00	0.00
2025	0.00		0.00	0.00
2026	37,974.00		0.00	0.00
Action: This DLI has been Revised. See below.				



<i>DLI 4</i>				
<i>Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services</i>				
<i>Type of DLI</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>82,000,000.00</i>	<i>0.59</i>
<i>Period</i>	<i>Value</i>	<i>Allocated Amount (USD)</i>		<i>Formula</i>
<i>Baseline</i>	<i>17,974.00</i>			
<i>Prior Results</i>	<i>0.00</i>		<i>0.00</i>	<i>0.00</i>
<i>2022</i>	<i>12,500.00</i>		<i>40,000,000.00</i>	<i>\$3,200 for every beneficiary selected to receive a scholarship, school kits & mentoring support services annually & attending school</i>
<i>2023</i>	<i>12,500.00</i>		<i>40,000,000.00</i>	<i>\$3,200 for every beneficiary selected to receive a scholarship, school kits & mentoring support services annually & attending school</i>
<i>2024</i>	<i>0.00</i>		<i>1,000,000.00</i>	<i>\$2 million for at least 2 percent improvement in retention for girls in grades 7 and 8</i>
<i>2025</i>	<i>0.00</i>		<i>1,000,000.00</i>	<i>\$2 million for at least 2 percent improvement in retention for girls in grades 7 and 8</i>
<i>2026</i>	<i>42,974.00</i>		<i>0.00</i>	<i>0.00</i>
<i>Rationale:</i>				
<i>An additional 5,000 beneficiaries for scholarship and mentorship services, for girls and boys from the poorest households in the informal settlements (slums), including learners with special needs and disability residing in the informal settlements.</i>				



A new result is added to measure and incentive retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8).

Under the AF, the per beneficiary unit cost is increased to \$3,200. A new DLR 4.3 is added under the AF, where US\$ 2 million for at least 2 percent increase in retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8). This is scalable for 2024 and 2025. These learners are expected to transition to secondary education, with support for the scholarship and mentorship interventions under the Program.

DLI 4.1	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Refugee Host Communities)			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	4,400,000.00	0.03
Period	Value		Allocated Amount (USD)	Formula
Baseline	500.00			
Prior Results	0.00		0.00	0.00
2022	1,000.00		2,200,000.00	US\$2,200 for every beneficiary receiving scholarship, school kits and mentoring support services annually, and attending school
2023	1,000.00		2,200,000.00	US\$2,200 for every beneficiary receiving scholarship, school kits and mentoring support services annually, and attending school
2024	0.00		0.00	0.00



2025	0.00	0.00	0.00
2026	2,000.00	0.00	0.00

Action: This DLI has been Revised. See below.

DLI 4.1	<i>Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Refugee Host Communities)</i>			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>6,400,000.00</i>	<i>0.05</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>500.00</i>			
<i>Prior Results</i>	<i>0.00</i>		<i>0.00</i>	<i>0.00</i>
<i>2022</i>	<i>1,000.00</i>		<i>3,200,000.00</i>	<i>US\$3,200 for every beneficiary receiving scholarship, school kits and mentoring support services annually, and attending school</i>
<i>2023</i>	<i>1,000.00</i>		<i>3,200,000.00</i>	<i>US\$3,200 for every beneficiary receiving scholarship, school kits and mentoring support services annually, and attending school</i>
<i>2024</i>	<i>0.00</i>		<i>0.00</i>	<i>0.00</i>
<i>2025</i>	<i>0.00</i>		<i>0.00</i>	<i>0.00</i>



2026	2,000.00	0.00	0.00
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Rationale:

Under the AF, the per beneficiary unit cost is increased to \$3,200.

A new DLR 4.3 is added under the AF, where US\$ 2 million for at least 2 percent increase in retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8). This is scalable for 2024 and 2025. These learners are expected to transition to secondary education, with support for the scholarship and mentorship interventions under the Program.

DLI 4.2	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Refugees)			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	17,600,000.00	0.13
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	0.00		0.00	0.00
2022	4,000.00		8,800,000.00	US\$2,200 for every beneficiary receiving scholarship, school kits and mentoring support services annually, and attending school
2023	4,000.00		8,800,000.00	US\$2,200 for every beneficiary receiving scholarship, school kits and mentoring support services annually, and attending school
2024	0.00		0.00	0.00



2025	0.00	0.00	0.00
2026	8,000.00	0.00	0.00

Action: This DLI has been Revised. See below.

DLI 4.2				
<i>Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Refugees)</i>				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>25,600,000.00</i>	<i>0.18</i>
Period	Value	Allocated Amount (USD)		Formula
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<i>2022</i>	<i>4,000.00</i>	<i>12,800,000.00</i>	<i>US\$3,200 for every beneficiary receiving scholarship, school kits and mentoring support services annually, and attending school</i>	
<i>2023</i>	<i>4,000.00</i>	<i>12,800,000.00</i>	<i>US\$3,200 for every beneficiary receiving scholarship, school kits and mentoring support services annually, and attending school</i>	
<i>2024</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<i>2025</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>
<i>2026</i>	<i>8,000.00</i>	<i>0.00</i>	<i>0.00</i>	<i>0.00</i>



Rationale:

Under the AF, the per beneficiary unit cost is increased to \$3,200.

A new DLR 4.3 is added under the AF, where US\$ 2 million for at least 2 percent increase in retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8). This is scalable for 2024 and 2025. These learners are expected to transition to secondary education, with support for the scholarship and mentorship interventions under the Program.

DLI 4.3	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Non Refugee/NoN Host Communities)			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	22,000,000.00	0.16
Period	Value		Allocated Amount (USD)	Formula
Baseline	17,474.00			
Prior Results	0.00		0.00	0.00
2022	5,000.00		11,000,000.00	\$2,200 for every beneficiary selected
2023	5,000.00		11,000,000.00	\$2,200 for every beneficiary selected
2024	0.00		0.00	0.00
2025	0.00		0.00	0.00
2026	10,000.00		0.00	0.00

Action: This DLI has been Revised. See below.



DLI 4.3				
<i>Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Non Refugee/NoN Host Communities)</i>				
<i>Type of DLI</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Output</i>	Yes	Number	48,000,000.00	0.35
<i>Period</i>	<i>Value</i>		<i>Allocated Amount (USD)</i>	<i>Formula</i>
<i>Baseline</i>	17,474.00			
<i>Prior Results</i>	0.00		0.00	0.00
2022	5,000.00		16,000,000.00	\$3200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually.
2023	10,000.00		32,000,000.00	\$3200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually.
2024	0.00		0.00	
2025	0.00		0.00	
2026	15,000.00		0.00	0.00
Rationale:				
<i>An additional 5,000 beneficiaries for scholarship and mentorship services, for girls and boys from the poorest households in the informal settlements (slums), including learners with special needs and disability residing in the informal settlements.</i>				
<i>A new result is added to measure and incentive retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8).</i>				
<i>Under the AF, the per beneficiary unit cost is increased to \$3,200.</i>				



DLI 5				
Rollout of the CBC and CBA evidenced by the achievement of key implementation milestones.				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Yes/No	16,000,000.00	0.12
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Prior Results	Yes		500,000.00	Development of CBC scope and sequence for grades 10-12
2022	Yes		4,250,000.00	See under procedure
2023	Yes		5,500,000.00	See under procedure
2024	Yes		4,000,000.00	See under procedure
2025	Yes		1,750,000.00	See under procedure
2026	Yes		0.00	See under procedure



DLI 6				
Number of new classrooms constructed in existing schools as per the needs-based school infrastructure investment plan (SIIP)				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	49,000,000.00	0.35
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	3,500.00		0.00	0.00
2022	4,600.00		21,437,500.00	US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP
2023	5,700.00		6,890,625.00	US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP
2024	6,800.00		6,890,625.00	US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP
2025	7,900.00		6,890,625.00	US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP
2026	8,000.00		6,890,625.00	US\$6,125 for each classroom



				constructed in existing schools per the established standards in the needs based SIIP
<i>Action: This DLI has been Revised. See below.</i>				
DLI 6	<i>Number of new classrooms constructed in existing schools as per the needs-based school infrastructure investment plan (SIIP)</i>			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>82,075,000.00</i>	<i>0.59</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>3,500.00</i>		<i>0.00</i>	<i>0.00</i>
<i>2022</i>	<i>4,585.00</i>		<i>28,083,125.00</i>	<i>US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP</i>
<i>2023</i>	<i>8,425.00</i>		<i>23,520,000.00</i>	<i>US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP</i>
<i>2024</i>	<i>12,260.00</i>		<i>23,489,375.00</i>	<i>US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP</i>



2025	13,395.00	6,951,875.00	US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP
2026	13,400.00	30,625.00	US\$6,125 for each classroom constructed in existing schools per the established standards in the needs based SIIP

Rationale:

About 19,082 classrooms are needed immediately. The target for new classrooms will increase from 8,000 to 13,400 (increased by 5,400).

DLI 6.1	Number of new classrooms constructed in refugee host communities existing schools as per the needs-based school infrastructure investment plan			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	306,250.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	5.00		30,625.00	US\$6,125 for each classroom constructed as per the established standards
2022	10.00		30,625.00	US\$6,125 for each classroom constructed as per the established standards
2023	25.00		61,250.00	US\$6,125 for each classroom constructed as per the established



				standards
2024	35.00		61,250.00	US\$6,125 for each classroom constructed as per the established standards
2025	45.00		61,250.00	US\$6,125 for each classroom constructed as per the established standards
2026	50.00		61,250.00	US\$6,125 for each classroom constructed as per the established standards
DLI 6.2	Number of new classrooms constructed in existing schools in non refugee non host communities per the needs-based school infrastructure investment plan			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Number	48,693,750.00	0.35
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Prior Results	3,450.00		21,131,250.00	US\$6,125 for each classroom constructed
2022	4,575.00		6,890,625.00	US\$6,125 for each classroom constructed
2023	5,700.00		6,890,625.00	US\$6,125 for each classroom constructed
2024	6,825.00		6,890,625.00	US\$6,125 for each classroom constructed



2025	7,950.00	6,890,625.00	US\$6,125 for each classroom constructed
2026	7,950.00	0.00	0.00

Action: This DLI has been Revised. See below.

DLI 6.2				
<i>Number of new classrooms constructed in existing schools in non refugee non host communities per the needs-based school infrastructure investment plan</i>				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	<i>Yes</i>	<i>Number</i>	<i>81,768,750.00</i>	<i>0.59</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>0.00</i>			
<i>Prior Results</i>	<i>3,450.00</i>		<i>21,131,250.00</i>	<i>US\$6,125 for each classroom constructed</i>
<i>2022</i>	<i>4,575.00</i>		<i>6,890,625.00</i>	<i>US\$6,125 for each classroom constructed</i>
<i>2023</i>	<i>8,400.00</i>		<i>23,428,125.00</i>	<i>US\$6,125 for each classroom constructed</i>
<i>2024</i>	<i>12,225.00</i>		<i>23,428,125.00</i>	<i>US\$6,125 for each classroom constructed</i>
<i>2025</i>	<i>13,350.00</i>		<i>6,890,625.00</i>	<i>US\$6,125 for each classroom constructed</i>
<i>2026</i>	<i>13,350.00</i>		<i>0.00</i>	<i>0.00</i>
Rationale:				



About 19,082 classrooms are needed immediately. The target for new classrooms will increase from 8,000 to 13,400 (increased by 5,400) in total.

DLI 7	Capacity building of target Teacher Training Colleges for implementation of competency-based teacher education curriculum.			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Yes/No	18,000,000.00	0.13
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Prior Results	No		0.00	0.00
2022	Yes		3,600,000.00	US\$3.6 million for each capacity building milestone achieved in at least 70%
2023	Yes		3,600,000.00	US\$3.6 million for each capacity building milestone achieved in at least 70%
2024	Yes		3,600,000.00	US\$3.6 million for each capacity building milestone achieved in at least 70%
2025	Yes		3,600,000.00	US\$3.6 million for each capacity building milestone achieved in at least 70%
2026	Yes		3,600,000.00	US\$3.6 million for each capacity building milestone achieved in at least 70%



Action: This DLI has been Revised. See below.

DLI 7	<i>Capacity building of target Teacher Training Colleges for implementation of competency-based teacher education curriculum.</i>			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Intermediate Outcome</i>	Yes	Yes/No	26,000,000.00	0.19
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	No			
<i>Prior Results</i>	No		0.00	0.00
2022	Yes		3,600,000.00	\$3.6m for each capacity building milestone achieved in at least 70%
2023	Yes		3,600,000.00	\$3.6m for each capacity building milestone achieved in at least 70%
2024	Yes		6,100,000.00	\$3.6m for each capacity building milestone & \$250 k per target TTC meeting the 4 milestones for teaching practicum
2025	Yes		6,350,000.00	\$3.6m for each capacity building milestone & \$250 k per target TTC meeting the 4 milestones for teaching practicum
2026	Yes		6,350,000.00	\$3.6m for each capacity building milestone achieved in at least 70%
Rationale:				



The result milestone for establishment of structured linkages between TTCs and selected primary schools is enhanced to include specific established standards for teaching practice (practicum). This milestone is enhanced to reinforce the need for teacher trainees to undertake adequate classroom-based teaching practice in key practicum areas directly associated with improving learning. Teacher entrants are required to have substantial opportunities for classroom practice, which is an important factor in teaching quality.

DLI 7.1	Capacity building milestones achieved in at least 70% of target Teacher Training Colleges			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Yes/No	18,000,000.00	0.13
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Prior Results			0.00	
2022	Yes		3,600,000.00	\$3.6m or each capacity building milestone achieved in at least 70% of target Teacher TTCs as further detailed in the POM
2023	Yes		3,600,000.00	\$3.6m or each capacity building milestone achieved in at least 70% of target Teacher TTCs as further detailed in the POM
2024	Yes		3,600,000.00	\$3.6m or each capacity building milestone achieved in at least 70% of target Teacher TTCs as further detailed in the POM



2025	Yes		3,600,000.00	\$3.6m or each capacity building milestone achieved in at least 70% of target Teacher TTCs as further detailed in the POM
2026	Yes		3,600,000.00	\$3.6m or each capacity building milestone achieved in at least 70% of target Teacher TTCs as further detailed in the POM
Action: This DLI is New		Rationale: <i>This was originally DLI 7 of the Parent Program. The verification protocol for DLI 7.1 remain unchanged, as per the Parent Program.</i>		
DLI 7.2		Teacher Training College with functional linkages to primary schools for teaching practice (practicum) within established standards (AF DLI)		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Yes/No	8,000,000.00	0.06
Period	Value		Allocated Amount (USD)	Formula
Baseline	No			
Prior Results			0.00	
2022			0.00	
2023			0.00	
2024	Yes		2,500,000.00	US\$250,000 per target TTC (10) with functional linkages to primary schools



			for teaching practice (practicum)
2025	Yes	2,750,000.00	US\$250,000 per target TTC (11) with functional linkages to primary schools for teaching practice (practicum)
2026	Yes	2,750,000.00	US\$250,000 per target TTC (11) with functional linkages to primary schools for teaching practice (practicum)
<p>Action: This DLI is New</p> <p><i>Rationale:</i> <i>The result milestone for establishment of structured linkages between TTCs and selected primary schools is enhanced to include specific established standards for teaching practice (practicum). This milestone is enhanced to reinforce the need for teacher trainees to undertake adequate classroom-based teaching practice in key practicum areas directly associated with improving learning. Teacher entrants are required to have substantial opportunities for classroom practice, which is an important factor in teaching quality.</i></p> <p><i>The DLI definition and verification protocol are adjusted to reflect the new DLR, 7.2.</i></p>			

Verification Protocol Table: Disbursement Linked Indicators

DLI 1	Number of Target Primary Schools receiving school grants for completing Priority Areas in their approved School Improvement Plans (SIPs)
Description	Target schools are required by the MoE to prepare SIPs indicating five priority areas. A first tranche of the school grant will be awarded to schools upon approval of the SIP, and (2) the second tranche will be awarded upon confirmation of implementation of at least three of the target priority areas.
Data source/ Agency	MoE, County Level Project Teams Independent Third Party Verification Agency (IVA)



Verification Entity	IVA
Procedure	<p>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 manual. The IVA will sample at least 50% of the submitted for review based on the guidelines in the POM.</p> <p>For the second tranche, the IVA will conduct field visits to at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP.</p> <p>Disbursement will be: US\$4,000 per Target Primary School with an approved SIP. Second tranche of US\$3,000 per Target Primary School that has completed at least three of the five Priority Areas up to \$14,916,000</p>
DLI 1	Number of Target Primary Schools receiving school grants for completing Priority Areas in their approved School Improvement Plans (SIPs)
Description	Target schools are required by the MoE to prepare SIPs indicating five priority areas. A first tranche of the school grant will be awarded to schools upon approval of the SIP; the second tranche will be awarded upon confirmation of implementation of at least three of the target priority areas; and the third and fourth tranches will be awarded to schools with at least 70 percent of teachers in class and teaching.
Data source/ Agency	MoE, target schools for the school grants, County Level Project Teams, Independent Third Party Verification Agency (IVA)
Verification Entity	IVA
Procedure	<p>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 manual. The IVA will sample at least 50% of the submitted for review based on the guidelines in the POM.</p> <p>For the second tranche, the IVA will conduct field visits to at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP.</p> <p>For the third tranche, the IVA will review TPAD reports for target schools for the school reported having achieved at least</p>



	<p>70% teacher presence. The IVA will assess lesson coverage (including recovery), and classroom observations. The IVA will conduct field visits to at least a sample of 50% of the reported schools having achieved the 70% to further assess TPAD documentation at the school level and to interview school leadership and teachers on the same. To the extent possible, school visits for the second and third tranches should be combined for efficiency.</p> <p>Disbursement will be:</p> <p>a) DLR 1.1: US\$4,000 per Target Primary School with an approved SIP.</p> <p>b) DLR 1.2: Second tranche of US\$3,000 per Target Primary School that has completed at least three of the five Priority Areas up to \$14,916,000</p> <p>c) DLR 1.3: Third tranche of US\$ 3,000 per each of the 5,422 target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025. This is scalable, US\$ 1,500 per school calendar year (US\$ 16.266 million of the AF).</p>
DLI 1.1	Number of target primary schools in refugee hosting counties receiving school grants for completing priority areas in their approved SIPs
Description	217 Primary schools in Garissa and 426 in Turkana Target schools are required by the MoE to prepare SIPs indicating five priority areas. A first tranche of the school grant will be awarded to schools upon approval of the SIP, and (2) the second tranche will be awarded upon confirmation of implementation of at least three of the target priority areas.
Data source/ Agency	MoE, County Level Project Teams Independent Third Party Verification Agency (IVA)
Verification Entity	IVA
Procedure	<p>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 manual. The IVA will sample at least 50% of the submitted for review based on the guidelines in the POM.</p> <p>For the second tranche, the IVA will conduct field visits to at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP.</p> <p>Disbursement will be:</p> <p>-US\$4,000 per Target Primary School with an approved SIP.</p> <p>-Second tranche of US\$3,000 per Target Primary School that has completed at least three of the five Priority Areas.</p>



DLI 1.1	Number of target primary schools in refugee hosting counties receiving school grants for completing priority areas in their approved SIPs
Description	217 Primary schools in Garissa and 426 in Turkana Target schools are required by the MoE to prepare SIPs indicating five priority areas. A first tranche of the school grant will be awarded to schools upon approval of the SIP; the second tranche will be awarded upon confirmation of implementation of at least three of the target priority areas; and the third tranche will be awarded to schools with at least 70 percent of teachers in class and teaching.
Data source/ Agency	MoE, County Level Project Teams Independent Third Party Verification Agency (IVA)
Verification Entity	IVA
Procedure	<p>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 manual. The IVA will sample at least 50% of the submitted for review based on the guidelines in the POM.</p> <p>For the second tranche, the IVA will conduct field visits to at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP.</p> <p>For the third tranche, the IVA will review TPAD reports for target schools for the school reported having achieved at least 70% teacher presence. The IVA will assess lesson coverage (including recovery), and classroom observations. The IVA will conduct field visits to at least a sample of 50% of the reported schools having achieved the 70% to further assess TPAD documentation at the school level and to interview school leadership and teachers on the same. To the extent possible, school visits for the second and third tranches should be combined for efficiency.</p> <p>Disbursement will be:</p> <ul style="list-style-type: none"> a) DLR 1.1: US\$4,000 per Target Primary School with an approved SIP. b) DLR 1.2: Second tranche of US\$3,000 per Target Primary School that has completed at least three of the five Priority Areas up to \$14,916,000 c) DLR 1.3: Third tranche of US\$ 3,000 per each of the 5,422 target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025. This is scalable, US\$ 1,500 per school calendar year (US\$ 16.266 million of the AF).



DLI 1.2	Number of target primary schools in camp based refugee primary schools receiving school grants for completing priority areas in their approved SIPs
Description	50 Camp based refugee schools Target schools are required by the MoE to prepare SIPs indicating five priority areas. A first tranche of the school grant will be awarded to schools upon approval of the SIP, and (2) the second tranche will be awarded upon confirmation of implementation of at least three of the target priority areas.
Data source/ Agency	MoE, County Level Project Teams Independent Third Party Verification Agency (IVA)
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 manual. The IVA will sample at least 50% of the submitted for review based on the guidelines in the POM. For the second tranche, the IVA will conduct field visits to at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP. Disbursement will be: -US\$4,000 per Target Primary School with an approved SIP. -Second tranche of US\$3,000 per Target Primary School that has completed at least three of the five Priority Areas.
DLI 1.2	Number of target primary schools in camp based refugee primary schools receiving school grants for completing priority areas in their approved SIPs
Description	50 Camp based refugee schools Target schools are required by the MoE to prepare SIPs indicating five priority areas. A first tranche of the school grant will be awarded to schools upon approval of the SIP; the second tranche will be awarded upon confirmation of implementation of at least three of the target priority areas; and the third tranche will be awarded to schools with at least 70 percent of teachers in class and teaching.
Data source/ Agency	MoE, County Level Project Teams, County Director of Education, Independent Third Party Verification Agency (IVA)
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



	<p>will conduct a desk review based on the reports submitted and guidelines for the SIP as outlined in the manual. The IVA will sample at least 50% of the submitted for review based on the guidelines in the POM.</p> <p>For the second tranche, the IVA will conduct field visits to at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP.</p> <p>For the third tranche, camp-based refugee schools are not currently participating in the TPAD initiative. The IVA will review school reports for target schools for the school reported having achieved at least 70% teacher presence. The IVA will assess lesson coverage (including recovery), and classroom observations. The IVA will conduct field visits to at least a sample of 50% of the reported schools having achieved the 70% to further assess documentation at the school level and to interview school leadership and teachers on the same. To the extent possible, school visits for the second and third tranches should be combined for efficiency.</p> <p>Disbursement will be:</p> <p>a) DLR 1.1: US\$4,000 per Target Primary School with an approved SIP.</p> <p>b) DLR 1.2: Second tranche of US\$3,000 per Target Primary School that has completed at least three of the five Priority Areas up to \$14,916,000</p> <p>c) DLR 1.3: Third tranche of US\$ 3,000 per each of the 5,422 target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025. This is scalable, US\$ 1,500 per school calendar year (US\$ 16.266 million of the AF).</p>
DLI 1.3	Number of target primary schools, in non refugee and non hosting counties, receiving school grants for completing priority areas in their SIPs
Description	Target schools are required by the MoE to prepare SIPs indicating five priority areas. A first tranche of the school grant will be awarded to schools upon approval of the SIP, and (2) the second tranche will be awarded upon confirmation of implementation of at least three of the target priority areas.
Data source/ Agency	MoE, County Level Project Teams Independent Third Party Verification Agency (IVA)
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 manual. The IVA will



	<p>sample at least 50% of the submitted for review based on the guidelines in the POM. For the second tranche, the IVA will conduct field visits to at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP. Disbursement will be: -US\$4,000 per Target Primary School with an approved SIP. -Second tranche of US\$3,000 per Target Primary School that has completed at least three of the five Priority Areas</p>
DLI 1.3	Number of target primary schools, in non refugee and non hosting counties, receiving school grants for completing priority areas in their SIPs
Description	Target schools are required by the MoE to prepare SIPs indicating five priority areas. A first tranche of the school grant will be awarded to schools upon approval of the SIP; the second tranche will be awarded upon confirmation of implementation of at least three of the target priority areas; and the third tranche will be awarded to schools with at least 70 percent of teachers in class and teaching.
Data source/ Agency	MoE, County Level Project Teams Independent Third Party Verification Agency (IVA)
Verification Entity	IVA
Procedure	<p>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 manual. The IVA will sample at least 50% of the submitted for review based on the guidelines in the POM. For the second tranche, the IVA will conduct field visits to at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP. For the third tranche, the IVA will review TPAD reports for target schools for the school reported having achieved at least 70% teacher presence. The IVA will assess lesson coverage (including recovery), and classroom observations. The IVA will conduct field visits to at least a sample of 50% of the reported schools having achieved the 70% to further assess TPAD documentation at the school level and to interview school leadership and teachers on the same. To the extent possible, school visits for the second and third tranches should be combined for efficiency. Disbursement will be: a) DLR 1.1: US\$4,000 per Target Primary School with an approved SIP.</p>



	<p>b) DLR 1.2: Second tranche of US\$3,000 per Target Primary School that has completed at least three of the five Priority Areas up to \$14,916,000</p> <p>c) DLR 1.3: Third tranche of US\$ 3,000 per each of the 5,422 target primary school with at least 70 percent of teachers in class and teaching, in grades 1, 2 and 3, during school calendar years 2024 and 2025. This is scalable, US\$ 1,500 per school calendar year (US\$ 16.266 million of the AF).</p>
DLI 2	Number of Vulnerable Learners who are provided with school meals during each School Calendar Year
Description	The value number represented target students annually. Percentage of students in target schools, including the 50 camp based refugee primary schools, having at least one hot meal for at least 151 learning days in a year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.
Data source/ Agency	MoE, School Meals Unit reports
Verification Entity	IVA
Procedure	<p>IVA will review reports by MoE and conduct online or phone based verification to confirm school meals are provided to target schools and for the target learning days. The IVA will interview at least 30% of the target schools, including the Camp based refugee primary schools.</p> <p>US\$1.23 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year.</p>
DLI 2	Number of Vulnerable Learners who are provided with school meals during each School Calendar Year
Description	The value number represented target students annually. Percentage of students in target schools, including the 50 camp based refugee primary schools, having at least one hot meal for at least 151 learning days in a year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.
Data source/ Agency	MoE, School Meals Unit reports



Verification Entity	IVA
Procedure	IVA will review reports by MoE and conduct online or phone based verification to confirm school meals are provided to target schools and for the target learning days. The IVA will interview at least 30% of the target schools, including the Camp based refugee primary schools. US\$2.5 per Vulnerable Learner in Target Primary Schools who are provided with school meals during each School Calendar Year.
DLI 2.1	Number of vulnerable learners, in camp based refugee school, who are provided with school meals during each school calendar year
Description	Refugee learners in the 50 camp based schools. The value number represented target students annually. Percentage of students in target schools having at least one hot meal during the school calendar year. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.
Data source/ Agency	MoE, School Meals Unit reports
Verification Entity	IVA
Procedure	IVA will review reports by MoE and conduct online or phone based verification to confirm school meals are provided to target schools and for the target learning days. The IVA will interview at least 30% of the target schools in the Camp based refugee primary schools.
DLI 2.1	Number of vulnerable learners, in camp based refugee school, who are provided with school meals during each school calendar year
Description	Refugee learners in the 50 camp based schools. The value number represented target students annually. Percentage of students in target schools having at least one hot meal during the school calendar year. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.
Data source/ Agency	MoE, School Meals Unit reports



Verification Entity	IVA
Procedure	IVA will review reports by MoE and conduct online or phone based verification to confirm school meals are provided to target schools and for the target learning days. The IVA will interview at least 30% of the target schools in the Camp based refugee primary schools.
DLI 2.2	Number of vulnerable learners, in refugee host communities, who are provided with school meals during each school calendar year
Description	Learners in public primary schools in Turkana and Garissa The value number represented target students annually. Percentage of students in target schools having at least one hot meal during the school calendar year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.
Data source/ Agency	MoE, School Meals Unit reports
Verification Entity	IVA
Procedure	IVA will review reports by MoE and conduct online or phone based verification to confirm school meals are provided to target schools and for the target learning days. The IVA will interview at least 30% of the target schools.
DLI 2.2	Number of vulnerable learners, in refugee host communities, who are provided with school meals during each school calendar year
Description	Learners in public primary schools in Turkana and Garissa The value number represented target students annually. Percentage of students in target schools having at least one hot meal during the school calendar year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.
Data source/ Agency	MoE, School Meals Unit reports
Verification Entity	IVA
Procedure	IVA will review reports by MoE and conduct online or phone based verification to confirm school meals are provided to target schools and for the target learning days. The IVA will interview at least 30% of the target schools.



DLI 2.3	Number of vulnerable learners who are provided with school meals during each school calendar year
Description	The value number represented target students annually. Percentage of students in target schools having at least one hot meal during the school calendar year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.
Data source/ Agency	MoE, School Meals Unit reports
Verification Entity	IVA
Procedure	IVA will review reports by MoE and conduct online or phone based verification to confirm school meals are provided to target schools and for the target learning days. The IVA will interview at least 30% of the target schools.
DLI 2.3	Number of vulnerable learners who are provided with school meals during each school calendar year
Description	The value number represented target students annually. Percentage of students in target schools having at least one hot meal during the school calendar year. The targeted schools are in semi-arid, arid and informal settlements in urban areas. The target learners in these schools include learners in pre-school (within these schools) who will benefit from a fortified meal as per the school health and nutrition policy guidelines.
Data source/ Agency	MoE, School Meals Unit reports
Verification Entity	IVA
Procedure	IVA will review reports by MoE and conduct online or phone based verification to confirm school meals are provided to target schools and for the target learning days. The IVA will interview at least 30% of the target schools.
DLI 3	Number of new teachers deployed to primary schools with the highest teacher shortages
Description	TSC allocates and deploys new teacher posts to primary schools with the highest teacher shortage, on top of pro-rata annual allocation to these schools. 'Qualified teacher' means, a teacher who is registered with the TSC and has a TSC



	registration number. 'On duty' means the teacher physically joined their assigned duty station/target school. Minimum achievement to trigger disbursement is 100 teachers annually.
Data source/ Agency	TSC
Verification Entity	IVA
Procedure	TSC county offices will collect data from schools for submission to the TSC for compilation of annual reports on teacher deployment. Independent Third Party conducts verification. IVA confirms TSC-reported figures through target schools online or phone based surveys and key informant interviews.
DLI 3.1	Number of new teachers deployed to primary schools in refugee host communities with the highest teacher shortages
Description	210 teachers will be recruited to the refugee host communities. TSC allocates and deploys new teacher posts to primary schools with the highest teacher shortage, on top of pro-rata annual allocation to these schools. 'Qualified teacher' means, a teacher who is registered with the TSC and has a TSC registration number. 'On duty' means the teacher physically joined their assigned duty station/target school.
Data source/ Agency	TSC
Verification Entity	IVA
Procedure	TSC county offices will collect data from schools for submission to the TSC for compilation of annual reports on teacher deployment. Independent Third Party conducts verification. IVA confirms TSC-reported figures through target schools online or phone based surveys and key informant interviews.
DLI 3.2	Number of new teachers deployed to primary schools in non refugee and non host communities with the highest teacher shortages
Description	TSC allocates and deploys new teacher posts to primary schools with the highest teacher shortage, on top of pro-rata annual allocation to these schools.



Data source/ Agency	TSC
Verification Entity	IVA
Procedure	TSC county offices will collect data from schools for submission to the TSC for compilation of annual reports on teacher deployment. Independent Third Party conducts verification. IVA confirms TSC-reported figures through target schools online or phone based surveys and key informant interviews.
DLI 4	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services
Description	20,000 poor and vulnerable learners receiving scholarship, school kits and mentoring support services, with at least 55% girl beneficiaries. Criteria for selection is included in the POM.
Data source/ Agency	MoE, through EGF
Verification Entity	IVA
Procedure	IVA will obtain a detailed report from MoE on the recruitment process of the beneficiaries and the awarded scholarships by gender and school of admission. The required selection criteria is detailed in the POM. IVA will conduct an online or phone based survey to at least 50% of the beneficiaries to confirm award of the scholarship. US\$2,200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually.
DLI 4	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services
Description	25,000 poor and vulnerable learners receiving scholarship, school kits and mentoring support services, with at least 55% girl beneficiaries. Criteria for selection is included in the POM. Retention of poor and vulnerable both girls and boys in upper primary (the 'pipeline' for the scholarship and mentorship intervention) will be tracked under the Program. For the incentive, the DLR will focus on tracking the retention of girls in upper primary-improvement in girls completing upper primary (grades 7-8) in 2024 and 2025.
Data source/ Agency	MoE, through EGF for the scholarship and mentorship services.



	MoE, NEMIS data for retention of target girls in upper primary
Verification Entity	IVA
Procedure	<p>IVA will obtain a detailed report from MoE on the recruitment process of the beneficiaries and the awarded scholarships by gender and school of admission. The required selection criteria is detailed in the POM. IVA will conduct an online or phone based survey to at least 50% of the beneficiaries to confirm award of the scholarship.</p> <p>For retention of girls, the IVA will assess reports submitted by MoE and corroborate with data from KNBS and any other relevant sources.</p> <p>US\$3,200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually.</p> <p>US\$ 2 million for at least 2 percent improved retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8). Scalable, US\$ 1 million will be disbursed to each percentage point increase for retention.</p>
DLI 4.1	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Refugee Host Communities)
Description	2,000 poor and vulnerable learners receiving scholarship, school kits and mentoring support services, with at least 55% girl beneficiaries
Data source/ Agency	MoE, through EGF
Verification Entity	IVA
Procedure	<p>IVA will obtain a detailed report from MoE on the recruitment process of the beneficiaries and the awarded scholarships by gender and school of admission. The required selection criteria is detailed in the POM. IVA will conduct an online or phone based survey to at least 50% of the beneficiaries to confirm award of the scholarship.</p> <p>US\$2,200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually, and attending school, up to \$2,200,000 for each School Calendar Year during Program implementation.</p>



DLI 4.1	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Refugee Host Communities)
Description	2,000 poor and vulnerable learners receiving scholarship, school kits and mentoring support services, with at least 55% girl beneficiaries. Criteria for selection is included in the POM. Retention of poor and vulnerable both girls and boys in upper primary (the 'pipeline' for the scholarship and mentorship intervention) will be tracked under the Program. For the incentive, the DLR will focus on tracking the retention of girls in upper primary-improvement in girls completing upper primary (grades 7-8) in 2024 and 2025.
Data source/ Agency	MoE, through EGF
Verification Entity	IVA
Procedure	IVA will obtain a detailed report from MoE on the recruitment process of the beneficiaries and the awarded scholarships by gender and school of admission. The required selection criteria is detailed in the POM. IVA will conduct an online or phone based survey to at least 50% of the beneficiaries to confirm award of the scholarship. US\$3,200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually, and attending school, up to \$3,200,000 for each School Calendar Year during Program implementation.
DLI 4.2	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Refugees)
Description	8,000 poor and vulnerable learners receiving scholarship, school kits and mentoring support services, with at least 55% girl beneficiaries. Criteria for selection is detailed in the POM.
Data source/ Agency	MoE, through EGF
Verification Entity	IVA
Procedure	IVA will obtain a detailed report from MoE on the recruitment process of the beneficiaries and the awarded scholarships by gender and school of admission. The required selection criteria is detailed in the POM. IVA will conduct an online or phone based survey to at least 50% of the beneficiaries to confirm award of the scholarship. US\$2,200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually.



DLI 4.2	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Refugees)
Description	8,000 poor and vulnerable learners receiving scholarship, school kits and mentoring support services, with at least 55% girl beneficiaries. Criteria for selection is detailed in the POM. Retention of poor and vulnerable both girls and boys in upper primary (the 'pipeline' for the scholarship and mentorship intervention) will be tracked under the Program. For the incentive, the DLR will focus on tracking the retention of girls in upper primary-improvement in girls completing upper primary (grades 7-8) in 2024 and 2025.
Data source/ Agency	MoE, through EGF
Verification Entity	IVA
Procedure	IVA will obtain a detailed report from MoE on the recruitment process of the beneficiaries and the awarded scholarships by gender and school of admission. The required selection criteria is detailed in the POM. IVA will conduct an online or phone based survey to at least 50% of the beneficiaries to confirm award of the scholarship. US\$3,200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually, and attending school, up to \$3,200,000 for each School Calendar Year during Program implementation.
DLI 4.3	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Non Refugee/NoN Host Communities)
Description	10,000 poor and vulnerable learners receiving scholarship, school kits and mentoring support services, with at least 55% girl beneficiaries. Criteria for selection is detailed in the POM.
Data source/ Agency	MoE, through EGF
Verification Entity	IVA
Procedure	IVA will obtain a detailed report from MoE on the recruitment process of the beneficiaries and the awarded scholarships by gender and school of admission. The required selection criteria is detailed in the POM. IVA will conduct an online or phone based survey to at least 50% of the beneficiaries to confirm award of the scholarship. US\$2,200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually.



DLI 4.3	Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Non Refugee/NoN Host Communities)
Description	<p>15,000 poor and vulnerable learners receiving scholarship, school kits and mentoring support services, with at least 55% girl beneficiaries. Criteria for selection is detailed in the POM.</p> <p>Retention of poor and vulnerable both girls and boys in upper primary (the 'pipeline' for the scholarship and mentorship intervention) will be tracked under the Program. For the incentive, the DLR will focus on tracking the retention of girls in upper primary-improvement in girls completing upper primary (grades 7-8) in 2024 and 2025.</p>
Data source/ Agency	MoE, through EGF
Verification Entity	IVA
Procedure	<p>IVA will obtain a detailed report from MoE on the recruitment process of the beneficiaries and the awarded scholarships by gender and school of admission. The required selection criteria is detailed in the POM. IVA will conduct an online or phone based survey to at least 50% of the beneficiaries to confirm award of the scholarship.</p> <p>For retention of girls, the IVA will assess reports submitted by MoE and corroborate with data from KNBS and any other relevant sources.</p> <p>US\$3,200 for every beneficiary selected to receive scholarship, school kits and mentoring support services annually.</p> <p>US\$ 2 million for at least 2 percent improved retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8). Scalable, US\$ 1 million will be disbursed to each percentage point increase for retention.</p>
DLI 5	Rollout of the CBC and CBA evidenced by the achievement of key implementation milestones.
Description	Implementation of key milestones for CBC and CBA. Milestones include: For KICD: (1) Development of CBC scope and sequence for grades 10-12; (2) Curriculum designs (grades 10 to 12), and curriculum support materials developed and adapted (for special needs) for Grades 4-9 and teacher education; and support materials for indigenous languages (VMGF)



	for grades 1 to 6, developed and printed. For KNEC (3) CBA developed and approved for grades 3-9 (Grades 3, 4, 5, 6 -2022; Grade 7-2023, Grade 8-2024, Grade 9- 2025); (4) Teachers trained in CBA, including teachers in the camp-based refugee schools, (Grades 6 and 7-2023 and Grades 8-2024); (5) and CBA tools developed for the CBTE curriculum in 2022 (Diploma in primary teacher education) and 2023 (Diploma in early childhood education).
Data source/ Agency	KICD and KNEC
Verification Entity	IVA
Procedure	<p>The IVA will verify completion of the following milestones:</p> <p>a) 2022:</p> <ul style="list-style-type: none"> -KNEC: US\$500,000 for completion of formative assessment (FA) for the annual target (Grades 3, 4, 5, 6); US\$1 million for formative assessment tools for Diploma in Teacher Education (DPTE). -KICD: US\$500,000 development of CBC scope and sequence for grades 10-12; US\$1,500,000 curriculum design for grade 10; US\$1,000,000 curriculum support materials for grade 4 and 6; and US\$250,000 curriculum support materials for indigenous languages (VMGF) for grade 1. <p>b) 2023:</p> <ul style="list-style-type: none"> -KNEC: US\$500,000 completion of formative assessment for the annual target (Grades 7); US\$1,000,000 teachers trained in formative assessment (teachers teaching Grades 6 and 7); and US\$1 million formative assessment tools in Diploma in Early Childhood Teacher Education (DECTE). -KICD: US\$1,000,000 curriculum design for grade 11; US\$1,000,000 curriculum support materials development and adapted for grades 5 and 7; US\$500,000 curriculum support materials for indigenous languages grades 2 and 3; and US\$500,000 curriculum support materials for DPTE year 1 materials. <p>c) 2024:</p> <ul style="list-style-type: none"> -KNEC: US\$500,000 for completion of formative assessment for the annual target (Grades 8); US\$1,000,000 for teachers trained in formative assessment (teachers teaching Grade 8). -KICD: US\$1,000,000 curriculum design for grade 12; US\$500,000 curriculum support materials development and adapted for grade 8; US\$500,000 curriculum support materials for indigenous languages grades 4 and 5; and US\$500,000 curriculum support materials for DPTE year 2 materials . <p>d) 2025:</p> <ul style="list-style-type: none"> -KNEC US\$500,000 for completion of formative assessment for the annual target (Grades 9).



	<p>-KICD: US\$500,000 curriculum support materials development and adapted for grade 9; US\$250,000 curriculum support materials for indigenous languages grades 6; and US\$ 500,000 curriculum support materials for DPTE year 3 materials .</p> <p>Notes for verification protocols:</p> <p>-KICD: All curriculum designs must be validated by the academic committee at KICD, and approved by the Governing Council of KICD. All curriculum support materials must be approved by the CEO at KICD.</p> <p>-KNEC: All formative assessment developed must be validated by subject panels at KNEC and approved by the CEO, KNEC. Total teachers to be trained is 1,800 including at least 300 teachers for special needs education.</p>
DLI 6	Number of new classrooms constructed in existing schools as per the needs-based school infrastructure investment plan (SIIP)
Description	Number of classrooms constructed as per the needs-based 2021 school infrastructure investment plan, and the established standards for classroom construction, attached to the POM.
Data source/ Agency	MoE
Verification Entity	IVA
Procedure	IVA will obtain data from MoE on the target classrooms constructed and completed. Classroom constructed completed means a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50% of field visits to verify construction of target new classrooms and their utilization.
DLI 6	Number of new classrooms constructed in existing schools as per the needs-based school infrastructure investment plan (SIIP)
Description	Number of classrooms constructed as per the needs-based 2021 school infrastructure investment plan, and the established standards for classroom construction, attached to the POM. "Classrooms" means the rooms in which students are taught, which shall also include integrated resource rooms/centers, for facilitating the delivery of integrated science CBC at grades 7 to 9.
Data source/ Agency	MoE
Verification Entity	IVA



Procedure	IVA will obtain data from MoE on the target classrooms constructed and completed. Classroom constructed completed means a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50% of field visits to verify construction of target new classrooms and their utilization.
DLI 6.1	Number of new classrooms constructed in refugee host communities existing schools as per the needs-based school infrastructure investment plan
Description	Number of classrooms constructed as per the needs-based 2021 school infrastructure investment plan, and the established standards for classroom construction.
Data source/ Agency	MoE
Verification Entity	IVA
Procedure	IVA will obtain data from MoE on the target classrooms constructed and completed. Classroom constructed completed means a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50% of field visits to verify construction of target new classrooms and their utilization.
DLI 6.2	Number of new classrooms constructed in existing schools in non refugee non host communities per the needs-based school infrastructure investment plan
Description	Number of new classrooms constructed in non refugee non host communities existing schools as per the needs-based school infrastructure investment plan.
Data source/ Agency	MoE
Verification Entity	IVA
Procedure	IVA will obtain data from MoE on the target classrooms constructed and completed. Classroom constructed completed means a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50% of field visits to verify construction of target new classrooms and their utilization.



DLI 6.2	Number of new classrooms constructed in existing schools in non refugee non host communities per the needs-based school infrastructure investment plan
Description	Number of new classrooms constructed in non refugee non host communities existing schools as per the needs-based school infrastructure investment plan.
Data source/ Agency	MoE
Verification Entity	IVA
Procedure	IVA will obtain data from MoE on the target classrooms constructed and completed. Classroom constructed completed means a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50% of field visits to verify construction of target new classrooms and their utilization.
DLI 7	Capacity building of target Teacher Training Colleges for implementation of competency-based teacher education curriculum.
Description	The five areas for capacity building are: a) Retooling of tutors in the new competency-based curriculum and assessment for teacher education; b) Establishment of functional ICT enabled learning resource centers (I-hubs); c) Provision of core reference materials; d) Establishment of structured linkages with selected primary schools to enhance practicum and experience in school and classroom management; and e) Strengthen governance and accountability of target colleges (key elements will be developed by Directorates of Internal Audit at MoE).
Data source/ Agency	MoE, each college prepares progress report
Verification Entity	IVA
Procedure	IVA will obtain detailed reports from MoE and the progress reports from the teacher colleges and confirm, through field visits, to a sample to at least 30% of the colleges: a) Retooling of tutors in the new competency-based curriculum and assessment for teacher education. The retooling of tutors will cover three key areas: (i) interpret the competency-based teacher education (CBTE) curriculum designs; (ii) competency-based teacher education assessment (CBTA); and (iii) integration of ICT in training and learning. The retooling process will involve the development of training modules and materials by MoE in collaboration with TSC, KICD and KNEC



	<p>b) Establishment of functional ICT enabled learning resource centers (I -hubs). This entails establishment of I-Hubs (ICT equipment; development of training modules for online classes; e-learning resources including e-lessons; training of tutors on integration of ICT in curriculum delivery and trainees’ assessment; and networking the I-hubs with selected primary schools).</p> <p>c) Provision of core Reference materials (both e-reference materials and physical reference materials) . A list of core reference materials is being established and will be listed in the POM. MOE will develop an online platform to consolidate reference materials to support interpretation of curriculum designs and assessment in the new competency based teacher education learning areas (identify and consolidate the reference materials; source for the materials; and access the materials for use by the college tutors and trainees and the linked schools.</p> <p>d) Establishment of structured linkages with selected primary schools to enhance practicum and experience in school and classroom management. The collaboration will entail micro teaching practices in a real classroom situation for teacher trainees; strengthen communities of practice between the college and teachers at the collaborating primary schools; and peer exchanges and mentorship of teacher trainees by teachers in the collaborating schools.</p> <p>e) Strengthen governance and accountability of targeted diploma teachers training colleges. Key compliance elements are: financial accountability through establishment of audit committees and timely implementation of actions from audit reports; availability of an approved costed annual work plan; evidence of appropriate store ledgers; undertake annual procurement audits; and institutional level public disclosures total funds received, enrolment and staffing, and income and expenditures. US\$3.6 million for each capacity building milestone achieved in at least 70% of target Teacher Training Colleges as further detailed in the Operations Manual. In total, 35 teacher training colleges are targeted.</p>
DLI 7	Capacity building of target Teacher Training Colleges for implementation of competency-based teacher education curriculum.
Description	The six areas for capacity building are: a) Retooling of tutors in the new competency-based curriculum and assessment for teacher education; b) Establishment of functional ICT enabled learning resource centers (I-hubs); c) Provision of core reference materials; d) Establishment of structured linkages with selected primary schools to enhance practicum and experience in school and classroom management within established standards; and e) Strengthen governance and



	<p>accountability of target colleges (key elements will be developed by Directorates of Internal Audit at MoE). The established specific standards for teaching practice (practicum and experience in school and classroom management), are the measurable reference points or expectations for this indicator for a teacher trainee. Practicum standards outline what the teacher trainee must learn during practicum, including the minimum essential practicum areas: lesson planning for effective teaching, student assessment and feedback, and overall classroom management.</p>
Data source/ Agency	MoE, each college prepares progress report
Verification Entity	IVA
Procedure	<p>IVA will obtain detailed reports from MoE and the progress reports from the teacher colleges and confirm, through field visits, to a sample to at least 30% of the colleges:</p> <p>a) Retooling of tutors in the new competency-based curriculum and assessment for teacher education. The retooling of tutors will cover three key areas: (i) interpret the competency-based teacher education (CBTE) curriculum designs; (ii) competency-based teacher education assessment (CBTA); and (iii) integration of ICT in training and learning. The retooling process will involve the development of training modules and materials by MoE in collaboration with TSC, KICD and KNEC</p> <p>b) Establishment of functional ICT enabled learning resource centers (I -hubs). This entails establishment of I-Hubs (ICT equipment; development of training modules for online classes; e-learning resources including e-lessons; training of tutors on integration of ICT in curriculum delivery and trainees’ assessment; and networking the I-hubs with selected primary schools).</p> <p>c) Provision of core Reference materials (both e-reference materials and physical reference materials) . A list of core reference materials is being established and will be listed in the POM. MOE will develop an online platform to consolidate reference materials to support interpretation of curriculum designs and assessment in the new competency based teacher education learning areas (identify and consolidate the reference materials; source for the materials; and access the materials for use by the college tutors and trainees and the linked schools.</p> <p>d) Establishment of structured linkages with selected primary schools to enhance practicum and experience in school and classroom management. The collaboration will entail micro teaching practices in a real classroom situation for teacher trainees; strengthen communities of practice between the college and teachers at the collaborating primary schools; and peer exchanges and</p>



	<p>mentorship of teacher trainees by teachers in the collaborating schools.</p> <p>The established standards for teaching practice (practicum), are the measurable reference points or expectations for this milestone and include: lesson planning for effective teaching, student assessment and feedback, and overall classroom management. The IVA will assess achievement of these standards through the following milestones:</p> <ul style="list-style-type: none"> i) involvement of the primary school leadership in supporting teacher trainees to prepare professional documents for Teaching Practice such as lesson planning. ii) team teaching for mentorship between teacher trainee and regular teacher. iii) training, by the regular teacher or senior teacher, on development and administration of competency-based assessment tools for use by teacher trainee at the end of the practicum period. iv) establishment of collaborative basic or simple research between the regular teacher and teacher trainee on prioritized issues affecting learners and learning outcomes. <p>e) Strengthen governance and accountability of targeted diploma teachers training colleges.</p> <p>Key compliance elements are: financial accountability through establishment of audit committees and timely implementation of actions from audit reports; availability of an approved costed annual work plan; evidence of appropriate store ledgers; undertake annual procurement audits; and institutional level public disclosures total funds received, enrolment and staffing, and income and expenditures.</p> <p>US\$3.6 million for each capacity building milestone achieved in at least 70% of target Teacher Training Colleges as further detailed in the Operations Manual.</p> <p>US\$ 250,000 per target Teacher Training College meeting the 4 milestones for teaching practice (practicum) within established standards.</p> <p>In total, 32 teacher training colleges are targeted.</p>
DLI 7.1	Capacity building milestones achieved in at least 70% of target Teacher Training Colleges
Description	<p>The six areas for capacity building are: a) Retooling of tutors in the new competency-based curriculum and assessment for teacher education; b) Establishment of functional ICT enabled learning resource centers (I-hubs); c) Provision of core reference materials; d) Establishment of structured linkages with selected primary schools to enhance practicum and experience in school and classroom management within established standards; and e) Strengthen governance and accountability of target colleges (key elements will be developed by Directorates of Internal Audit at MoE).</p>



Data source/ Agency	MoE, each college prepares progress report
Verification Entity	IVA
Procedure	<p>IVA will obtain detailed reports from MoE and the progress reports from the teacher colleges and confirm, through field visits, to a sample to at least 30% of the colleges:</p> <p>a) Retooling of tutors in the new competency-based curriculum and assessment for teacher education. The retooling of tutors will cover three key areas: (i) interpret the competency-based teacher education (CBTE) curriculum designs; (ii) competency-based teacher education assessment (CBTA); and (iii) integration of ICT in training and learning. The retooling process will involve the development of training modules and materials by MoE in collaboration with TSC, KICD and KNEC</p> <p>b) Establishment of functional ICT enabled learning resource centers (I -hubs). This entails establishment of I-Hubs (ICT equipment; development of training modules for online classes; e-learning resources including e-lessons; training of tutors on integration of ICT in curriculum delivery and trainees’ assessment; and networking the I-hubs with selected primary schools).</p> <p>c) Provision of core Reference materials (both e-reference materials and physical reference materials) . A list of core reference materials is being established and will be listed in the POM. MOE will develop an online platform to consolidate reference materials to support interpretation of curriculum designs and assessment in the new competency based teacher education learning areas (identify and consolidate the reference materials; source for the materials; and access the materials for use by the college tutors and trainees and the linked schools.</p> <p>d) Establishment of structured linkages with selected primary schools to enhance practicum and experience in school and classroom management. The collaboration will entail micro teaching practices in a real classroom situation for teacher trainees; strengthen communities of practice between the college and teachers at the collaborating primary schools; and peer exchanges and mentorship of teacher trainees by teachers in the collaborating schools.</p> <p>e) Strengthen governance and accountability of targeted diploma teachers training colleges. Key compliance elements are: financial accountability through establishment of audit committees and timely</p>



	<p>implementation of actions from audit reports; availability of an approved costed annual work plan; evidence of appropriate store ledgers; undertake annual procurement audits; and institutional level public disclosures total funds received, enrolment and staffing, and income and expenditures.</p> <p>US\$3.6 million for each capacity building milestone achieved in at least 70% of target Teacher Training Colleges as further detailed in the Operations Manual.</p> <p>In total, 32 teacher training colleges are targeted.</p>
DLI 7.2	Teacher Training College with functional linkages to primary schools for teaching practice (practicum) within established standards (AF DLI)
Description	<p>The established specific standards for teaching practice (practicum and experience in school and classroom management), are the measurable reference points or expectations for this indicator for a teacher trainee. Practicum standards outline what the teacher trainee must learn during practicum, including the minimum essential practicum areas: lesson planning for effective teaching, student assessment and feedback, and overall classroom management.</p> <p>Specifically, practicum standards include: lesson planning for effective teaching and learning; ICT integration in teaching and learning; creating and maintaining supportive and safe learning environments; classroom management; and assessing, providing feedback, and reporting on student learning; and as well as engagement in professional learning and development. Guidelines for implementing the Practicum standards will include role of instructional support systems (such as regular teacher and school administrator) and tools for guiding practicum and assessment. Most important, is the guidance on managing the tripartite relationship between TTCs, model schools and Teacher Trainees. These details will be included in the updated POM.</p>
Data source/ Agency	MoE, each college prepares progress report
Verification Entity	IVA
Procedure	<p>IVA will obtain detailed reports from MoE and the progress reports from the teacher colleges and confirm, through field visits, to a sample to at least 30% of the colleges:</p> <p>a) Retooling of tutors in the new competency-based curriculum and assessment for teacher education.</p> <p>The retooling of tutors will cover three key areas: (i) interpret the competency-based teacher education (CBTE) curriculum</p>



designs; (ii) competency-based teacher education assessment (CBTA); and (iii) integration of ICT in training and learning. The retooling process will involve the development of training modules and materials by MoE in collaboration with TSC, KICD and KNEC

b) Establishment of functional ICT enabled learning resource centers (I -hubs).

This entails establishment of I-Hubs (ICT equipment; development of training modules for online classes; e-learning resources including e-lessons; training of tutors on integration of ICT in curriculum delivery and trainees' assessment; and networking the I-hubs with selected primary schools).

c) Provision of core Reference materials (both e-reference materials and physical reference materials) .

A list of core reference materials is being established and will be listed in the POM. MOE will develop an online platform to consolidate reference materials to support interpretation of curriculum designs and assessment in the new competency based teacher education learning areas (identify and consolidate the reference materials; source for the materials; and access the materials for use by the college tutors and trainees and the linked schools.

d) Establishment of structured linkages with selected primary schools to enhance practicum and experience in school and classroom management.

The collaboration will entail micro teaching practices in a real classroom situation for teacher trainees; strengthen communities of practice between the college and teachers at the collaborating primary schools; and peer exchanges and mentorship of teacher trainees by teachers in the collaborating schools.

The established standards for teaching practice (practicum), are the measurable reference points or expectations for this milestone and include: lesson planning for effective teaching, student assessment and feedback, and overall classroom management. The IVA will assess achievement of these standards through the following milestones:

- i) involvement of the primary school leadership in supporting teacher trainees to prepare professional documents for Teaching Practice such as lesson planning.
- ii) team teaching for mentorship between teacher trainee and regular teacher.
- iii) training, by the regular teacher or senior teacher, on development and administration of competency-based assessment tools for use by teacher trainee at the end of the practicum period.
- iv) establishment of collaborative basic or simple research between the regular teacher and teacher trainee on prioritized issues affecting learners and learning outcomes.

e) Strengthen governance and accountability of targeted diploma teachers training colleges.

Key compliance elements are: financial accountability through establishment of audit committees and timely



implementation of actions from audit reports; availability of an approved costed annual work plan; evidence of appropriate store ledgers; undertake annual procurement audits; and institutional level public disclosures total funds received, enrolment and staffing, and income and expenditures.

US\$3.6 million for each capacity building milestone achieved in at least 70% of target Teacher Training Colleges as further detailed in the Operations Manual.

US\$ 250,000 per target Teacher Training College meeting the 4 milestones for teaching practice (practicum) within established standards.

In total, 32 teacher training colleges are targeted.



ANNEX 1: INTEGRATED RISK ASSESSMENT

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	● Substantial	● Substantial
Macroeconomic	● Substantial	● Substantial
Sector Strategies and Policies	● Moderate	● Moderate
Technical Design of Project or Program	● Moderate	● Moderate
Institutional Capacity for Implementation and Sustainability	● Moderate	● Moderate
Fiduciary	● Substantial	● Substantial
Environment and Social	● Moderate	● Moderate
Stakeholders	● Substantial	● Substantial
Other	● Substantial	● Substantial
Overall	● Substantial	● Substantial



ANNEX 5: MODIFIED PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement	Action
Undertake data analysis in the NEMIS platform and publish annual educational statistical booklet.	Technical		MoE	Recurrent	Yearly	Annual educational statistical booklet published for core education data, including refugee children and learner with special needs.	No Change
Conduct policy dialogue for inclusion/mainstreaming of refugees in the NEMIS.	Technical		MoE	Other	Continuous	Data for refugee children included in the NEMIS	No Change
Training: implementation of the consolidated three year capacity building plan for staff development at MoE and the Program's implementing entities (IEs).	Technical		MoE	Recurrent	Yearly	Targets in the plan implemented	No Change
Technical expertise to be engaged in the areas of CBC and formative assessments	Technical		MoE	Recurrent	Yearly	two international Partner institutions procured to provide technical support to KICD and KNEC in the implementation and monitoring of the roll out of CBC and assessments.	No Change
Utilization of the online based item portal for competency based assessment	Technical		KNEC	Recurrent	Continuous	Teachers post assessment items in the portal and also use the assessment items in the portal.	No Change
Timely release of funds Exchequer to the	Fiduciary Systems		NT, MoE and TSC	Recurrent	Yearly	Timely release of funds to the Implementing	Revised



Implementing Entities						Entities (IEs)	
Proposed							
Timely release of Exchequer funds to the Implementing Entities	Fiduciary Systems		NT, MoE and TSC	Recurrent	Yearly	Timely release of funds to the Implementing Entities (IEs)	
PPRA to undertake compliance assessment.	Fiduciary Systems		MoE and PPRA	Recurrent	Yearly	Compliance audits conducted	No Change
Preparation and issuance of a procurement guidance manual within the provisions of PPADA, 2015 and Regulations 2020.	Fiduciary Systems		MoE PPRA	Due Date	31-Mar-2023	Procurement guidance manual issued.	No Change
Training on auditing in the NEMIS Platform and monitor progressively how many of the audits are carried out on this platform.	Fiduciary Systems		MoE	Recurrent	Yearly	Audits conducted on the NEMIS Platform.	No Change
Preparation for Kenya to participate in the 2025 Programme for International Student Assessment's for Development (PISA-D).	Technical	DLI 6	MoE and KNEC	Due Date	31-Dec-2025	a) admission/signing up; b) instrument translation and adaptation of instrument; (c) pre-test; (d) main survey; and (e) data analysis, report writing and dissemination	Revised
Proposed							
Preparation for Kenya to participate in the 2025 Programme for International	Technical	DLI 6	MoE and KNEC	Due Date	31-Dec-2025	a) admission/signing up; b) instrument translation and adaptation of	



Student Assessment's for Development (PISA).						instrument; (c) pre-test; (d) main survey; and (e) data analysis, report writing and dissemination	
Strengthened supply chain for sanitary towels and accountability	Technical	DLI 5	MoE	Due Date	29-Dec-2023	A module in NEMIS showing distribution of sanitary towels by school and number of girls benefiting.	Revised
Proposed							
Strengthened supply chain for sanitary towels and accountability	Technical	DLI 4	MoE	Due Date	29-Dec-2023	A module in NEMIS showing distribution of sanitary towels by school and number of girls benefiting.	
Review and analyze NEMIS capabilities on collecting, disaggregation and reporting on data for learners with special needs and disability and recommendations to close identified gaps.	Environmental and Social Systems	DLI 6	MoE KISE	Due Date	30-Jun-2023	Reports generated from NEMIS with granular data on special needs children by category of disability, age and gender.	No Change
Design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies.	Environmental and Social Systems		MOE	Due Date	29-Dec-2023	Complaints and grievances lodged through the NEMIS. Number of GRM satisfactorily addressed.	No Change
Assess the outcomes of biogas pilots and analyze existing practices on use of biogas in schools	Environmental and Social Systems		MoE	Due Date	29-Dec-2023	Costed action plan developed to scale up biogas projects.	Revised



Proposed							
Assess the outcomes of biogas/clean energy pilots and analyze existing practices on use of biogas in schools	Environmental and Social Systems		MoE	Due Date	29-Dec-2023	Costed action plan developed to scale up biogas projects.	
Whole of Government refugee policy coordination	Other		Ministry of Interior	Recurrent	Continuous	Relevant coordination structures established.	No Change
Complete the ongoing process to institutionalize the process and procedures for administration and management of scholarships at MoE's JKF.	Environmental and Social Systems	DLI 4	MoE , JKF	Due Date	29-Dec-2023	Scholarship administration and management processes and procedures established at JKF.	No Change
Enhanced capacity for NACONEK, to address the challenge of out-of-school children.	Technical	DLI 4.1	NACONEK	Recurrent	Continuous	Strengthened capacity of NACONEK to adequately respond to issues of out-of-school children.	New
Development of appropriate pedagogical approaches for delivery of Climate Change (CC) learning areas under the CBC and CBTE, and sensitization materials on CC for scholarship beneficiaries, as part of the mentorship services program.	Environmental and Social Systems	DLI 1	MoE	Due Date	31-Dec-2024	Climate Change (CC) learning areas incorporated in the mentorship trainings/workshops for scholarship beneficiaries.	New
Development of a disaster mitigation plan	Environmental and Social Systems	DLI 1	MoE	Due Date	31-Dec-2024	A costed disaster mitigation plan developed and	New



for schools in regions often affected by floods and drought.						adopted by MoE.	
Training on procurement rules and regulations, including contract management	Fiduciary Systems		MOE/PCU	Recurrent	Yearly	Number of officers completing the required procurement training	New
Sustaining teachers in refugee host communities.	Technical		TSG	Other	Continuous	Sustainability	New
Review and approval of the school meals and nutrition policy	Technical	DLI 2	NACONEK	Due Date	15-Jan-2024	To have an approved school meals and nutrition policy in place	New