The World Bank
Primary Education Equity in Learning Program (P176867)

Implementation Status & Results Report

Primary Education Equity in Learning Program (P176867)

EASTERN AND SOUTHERN AFRICA | Kenya | Education Global Practice | Requesting Unit: AECE2 (6542) | Responsible Unit: HAEE2 (10209)

IBRD/IDA | Program-for-Results Financing | FY 2022 | Team Leader(s): Ruth Karimi Charo

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1. PROJECT DEVELOPMENT OBJECTIVE

1.1 Development Objective

Original Development Objective (Approved as part of Approval package on 31-Mar-2022)

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

Current Development Objective (Approved as part of Additional Financing package Seq. 1 on 05-Feb-2023)

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

2. OVERALL RATINGS

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

3. KEY ISSUES & STATUS

3.1 Implementation Status and Key Decisions

Overall, Program implementation is considered satisfactory and is on track towards achievement of development objective. The previously lagging intermediate indicator on "Establishment of standards and tools for quality assurance mechanisms for Pre-primary education" is now achieved, bring the total number of achieved indicators to ten out of eleven. A Technical Working Group, including MoE, KICD, KNEC, NEMIS, KNBS, and TSC, was formed to oversee the development of a National Quality Assurance Framework for pre-schools. Development, piloting, and adaptation of the data collection tools for the national survey for pre-primary schools planned for the FY 2024/2025 has also been completed. The only remaining indicator, deployment of teachers into schools with highest shortage,

is on track. TSC is reviewing the deployment of teachers to align with the current teacher shortage in Junior schools in the host communities' schools.

4. DATA ON FINANCIAL PERFORMANCE

4.1 Disbursements (by loan)

Loan/Credit/TF	Status	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed	
IDA-70670	Effective	140.00	128.87	0.00	90.76	40.70		69.04%
IDA-D9910	Effective	60.00	55.93	0.00	47.01	9.37		83.37%
TF-C0307	Effective	3.80	3.80	0.00	1.51	2.29		39.65%
TF-C0306	Effective	112.80	112.80	0.00	90.31	22.49		80.06%

4.2 Key Dates (by loan)

Loan/Credit/TF	Status	Approval	Signing	Effectiveness	Orig. Closing	Rev. Closing
IDA-70670	Effective	31-Mar-2022	14-Apr-2022	05-Aug-2022	31-Dec-2026	31-Dec-2026
IDA-D9910	Effective	31-Mar-2022	14-Apr-2022	05-Aug-2022	31-Dec-2026	31-Dec-2026
TF-C0306	Effective	14-Feb-2023	07-Mar-2023	21-Jun-2023	31-Dec-2026	31-Dec-2026
TF-C0307	Effective	14-Feb-2023	07-Mar-2023	10-May-2023	31-Dec-2026	31-Dec-2026

4.3 Program Action Plan

Action Description	Undertake data analysis in the NEMIS platform and publish annual educational statistical booklet.					
Source	DLI#	Responsibility	Timing	Timing Value	Status	
Technical	NA	MoE	Recurrent	Yearly	Delayed	

Completion Measurement	Annual educational statistical booklet published for core education data, including refugee children and learner with special needs.
Comments	This is an ongoing activity. The Ministry of Education is working with the Kenya National Bureau of Statistics to update the annual statistical booklet.

Action Description	Conduct policy dialogue for inclusion/mainstreaming of refugees in the NEMIS.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	NA	MoE	Other	Continuous	In Progress
Completion Measurement	Data for refugee children included in the NEMIS				
Comments	The refugee registration module is in development, with ICT systems being enhanced for universal access and equity in education.				

Action Description	Training: implementation of the consolidated three year capacity building plan for staff development at MoE and the Program's implementing entities (IEs).				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	NA	MoE	Recurrent	Yearly	In Progress
Completion Measurement	Targets in the plan implemented				
Comments	Training was conducted for 82 staff from MOE, TSC, and other agencies on ; PRINCE2 for 40 technical officers, The 21st Century Executive for 21 administrative staff, and VIP management and security protocols for 21 drivers and security staff.				

Action Description	Technical expertise to be engaged in the areas of CBC and formative assessments				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	NA	MoE	Recurrent	Yearly	Delayed
Completion Measurement	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.				
Comments	**KICD** - Terms of Reference for the Competency Based Curriculum TA re-tendered and evaluation of the tender bids done. **KNEC**-TA for Competence Based Assessment procured and contract signed				

Action Description	Utilization of the online based item portal for competency based assessment				
Source	DLI#	Responsibility	Timing	Timing Value	Status

Technical	NA	KNEC	Recurrent	Continuous	In Progress
Completion Measurement	Teachers post assessment items in the portal and also use the assessment items in the portal.				
Comments	The protal has been upgraded to include Grade 8 and teachers are utilizing the assessment items in the portal.				

Action Description	Timely release of Exchequer funds to the Implementing Entities				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	NT, MoE and TSC	Recurrent	Yearly	In Progress
Completion Measurement	Timely release of funds to the Implementing Entities (IEs)				
Comments	Funds are released as requested by implementing agency.				

Action Description	PPRA to undertake compliance assessment.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MoE and PPRA	Recurrent	Yearly	Delayed
Completion Measurement	Compliance audits conducted				
Comments	MoE followed up with PPRA in June 2024 and a draft report on the procurement process is pending final approvals.				

Action Description	Preparation and issuance of a procurement guidance manual within the provisions of PPADA, 2015 and Regulations 2020.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MoE PPRA	Due Date	30-Jun-2025	Completed
Completion Measurement	Procurement guidance manual issued.				
Comments	The procurement guidance manual was published and issued to implementing entities.				

Action Description	Training on auditing in the NEMIS Platform and monitor progressively how many of the audits are carried out on this platform.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MoE	Recurrent	Yearly	In Progress

Completion Measurement	Audits conducted on the NEMIS Platform.
Comments	Auditors were trained on NEMIS functionalities, report generation, and provided with access credentials.

Action Description	Preparation for Kenya to participate in the 2025 Programme for International Student Assessment's for Development (PISA).				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	6	MoE and KNEC	Due Date	31-Dec-2025	In Progress
Completion Measurement	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				
Comments	1. 3rd National Project Manager meeting held in Australia from 8th– 16th November 2024 2. PISA Governing Board (PGB) meeting held in Croatia from 26th November - 1st December 2024				

Action Description	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.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	6	MoE KISE	Due Date	30-Jun-2023	Completed
Completion Measurement	Reports generated from NEMIS with granular data on special needs children by category of disability, age and gender.				
Comments	• NEMIS reviewed and is capturing data for special needs learners with the SNE module. • Further re-engineering of SNE module ongoing for improvement of the platform and gap analysis.				

Action Description	Design and develop a GRM MIS module compatible with NEMIS and interoperable between agencies.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	NA	MOE	Due Date	29-Dec-2023	Completed
Completion Measurement	Complaints and grievances lodged through the NEMIS. Number of GRM satisfactorily addressed.				

Comments	GRM MIS module developed and integrated into NEMIS.

Action Description	Whole of Government refugee policy coordination				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Other	NA	Ministry of Interior	Recurrent	Continuous	Completed
Completion Measurement	Relevant coordination structures established.				
Comments	KPEELP is leveraging on established structures at DRS to roll out refugee activities. MoE has been engaging UNHCR in the roll out of activities in refugee camps. A costed strategy for education in refugee and host communities developed				

Action Description	Complete the ongoing process to institutionalize the process and procedures for administration and management of scholarships at MoE's JKF.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	4	MoE , JKF	Due Date	29-Jun-2025	In Progress
Completion Measurement	Scholarship administration and management processes and procedures established at JKF. However the systems are being digitized.				
Comments	● The new Bursary and Scholarships module is live in NEMIS and KEMIS for centralized management. ● JKF staff have been trained in specialized management courses under the KPEEL Program capacity building plan.				

Action Description	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.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	1	MoE	Due Date	31-Dec-2025	Completed
Completion Measurement	Climate Change (CC) learning areas incorporated in the mentorship trainings/workshops for scholarship beneficiaries. However, trainings will continue during the mentorship regional workshops				

Comments	KICD has integrated climate literacy into curriculum designs; pedagogical approaches to deliver CC education and the climate literacy has been included in scholarship beneficiaries' mentorship programs and the scholarship beneficiaries plant trees.

Action Description	Development of a disaster mitigation plan for schools in regions often affected by floods and drought.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Environmental and Social Systems	1	MoE	Due Date	30-Dec-2024	Delayed
Completion Measurement	A costed disaster mitigation plan developed and adopted by MoE.				
Comments	A Technical Working Group was constituted and is continuing to consult on formulation and development of a road map on the disaster mitigation plan for schools in regions often affected by floods and drought.				

Action Description	Training on procurement rules and regulations, including contract management				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Fiduciary Systems	NA	MOE/PCU	Recurrent	Yearly	Completed
Completion Measurement	Number of officers completing the required procurement training				
Comments	Initial training was completed and another training to be conducted before end of this FY.				

Action Description	Sustaining teachers in refugee host communities.				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	NA	TSG	Other	Continuous	In Progress
Completion Measurement	Sustainability				
Comments	Recruited teachers are required to commit themselves to working in the counties for a minimum of 5 years. Discussions regarding this activity are ongoing.				

Action Description	Review and approval of the school meals and nutrition policy				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical	2	NACONEK	Due Date	15-Jan-2024	In Progress

Completion Measurement	To have an approved school meals and nutrition policy in place
Comments	NACONEK finalized development of the School Meals and Nutrition Policy with the support of UN- WFP. The policy was presented to MoE Senior Management and will be launched soon .

5. KEY DATES

Key Events	Planned	Actual
Approval	31-Mar-2022	31-Mar-2022
Effectiveness	05-Aug-2022	05-Aug-2022
Mid-Term Review No. 01	01-Oct-2024	01-Oct-2024
Operation Closing/Cancellation	31-Dec-2026	

6. SYSTEMATIC OPERATIONS RISK-RATING TOOL

Risk Category	Rating at Approval Approval Package - 31 Mar 2022	Last Approved Rating ISR Seq. 07 - 11 Nov 2024	Proposed Rating
Political and Governance	●Substantial	●Moderate	●Moderate
Macroeconomic	●Substantial	●Substantial	●Substantial
Sector Strategies and Policies	●Moderate	●Moderate	●Moderate
Technical Design of Project or Program	●Moderate	●Moderate	●Moderate
Institutional Capacity for Implementation and Sustainability	●Moderate	●Moderate	●Moderate
Fiduciary	●Substantial	●Substantial	●Substantial
Environment and Social	●Moderate	●Moderate	●Moderate
Stakeholders	●Substantial	●Moderate	●Moderate

Other	●Substantial	●Substantial	●Substantial
Overall	●Substantial	●Moderate	●Moderate

7. RESULTS

7.1 PDO Indicators by PDO Outcomes

To Reduce Regional Disparities in Learning Outcomes.								
Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
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)	18.89	Jan/2022	28.84	18-Oct-2024	28.84	14-Mar-2025	32.84	Dec/2026
Increase in the share of students achieving higher order competencies in numeracy (Level 4) in the NASMLA Grade 3 assessment in refugee schools (Percentage)	25.63	Jan/2022	29.07	18-Oct-2024	29.07	14-Mar-2025	33.07	Dec/2026
Increase in the share of students achieving higher order competencies in numeracy (Level 4) in	20.85	Jan/2022	26.49	18-Oct-2024	26.49	14-Mar-2025	30.49	Dec/2026
	Comments on achieving targets		NASMLA grade 3 midline study data collection exercise was conducted in June 2024. The MoE proposed baseline for this indicator to be changed from 2:00 to 20.85 and the endline target to be adjusted from 17:00 to 30.49 to reflect the CBC context.					

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)	20.07	Jan/2022	25.27	18-Oct-2024	25.27	14-Mar-2025	29.27	Dec/2026
	Comments on achieving targets		NASMLA grade 3 midline study data collection exercise was conducted in June 2024. The MoE proposed baseline for this indicator to be changed from 2:00 to 20.07 and the endline target to be adjusted from 7:00 to 29.27 to reflect the CBC context.					
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)	29.87	Jan/2022	37.77	18-Oct-2024	37.77	14-Mar-2025	42.77	Dec/2026
	Comments on achieving targets		Percent of Grade 3 students meeting higher order competencies in literacy (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. The baseline is calculated for the specific target counties (lowest quintiles, including refugee and host communities). NASMLA grade 3 midline study data collection exercise was conducted in June 2024. MoE requested the baseline for this indicator to be changed from 17:00 to 29.87 and the endline target changed from 22:00 to 42.77 to reflect the actual context following the CBC rollout.					
Increase in the share of students achieving higher order competencies in literacy (Level 4) in	30.94	Jan/2022	40.00	18-Oct-2024	40.00	14-Mar-2025	45.00	Dec/2026
	Comments on achieving targets		NASMLA grade 3 midline study data collection exercise was conducted in June 2024. The MoE requested baseline for this indicator to be changed from17:00 to 30.94 and the endline target to be adjusted from 22:00 to 45.00 to reflect the CBC context					

refugee schools. (Percentage)								
Increase in the share of students achieving higher order competencies in literacy (Level 4) in refugee hosting counties. (Percentage)	21.82	Jan/2022	28.47	18-Oct-2024	28.47	14-Mar-2025	33.47	Dec/2026
	Comments on achieving targets		NASMLA grade 3 midline study data collection exercise was conducted in June 2024. The MoE requested baseline for this indicator to be changed from 17:00 to 21.82 and the endline target to be adjusted from 22:00 to 33.47 to reflect the CBC context					
Increase in the share of students achieving higher order competencies in literacy (Level 4) in non-refugee/host communities primary schools. (Percentage)	18.25	Jan/2022	22.83	18-Oct-2024	22.83	14-Mar-2025	27.83	Dec/2026
	Comments on achieving targets		NASMLA grade 3 midline study data collection exercise was conducted in June 2024. The MoE requested baseline for this indicator to be changed from 17:00 to 18.25 and the endline target to be adjusted from 22:00 to 27.83 to reflect the CBC context					
Increase in the share of target primary school teachers achieving proficiency in pedagogical skills for teaching English. (Percentage)	57.00	Aug/2022	79.05	18-Oct-2024	79.05	14-Mar-2025	60.00	Dec/2026
	Comments on achieving targets		Teachers Service Commission trained teachers in the 30 participating counties to enhance their pedagogical skills.					

Improve the retention of girls in upper primary education (grades 7 to 8)

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
	80.00	Dec/2021	90.95	18-Oct-2024	90.95	14-Mar-2025	85.00	Dec/2026

| Improved retention of girls from poor and vulnerable populations, including in refugee populations, in upper primary (grades 7-8). (Percentage) | Comments on achieving targets | Retention rate for girls in junior school who progressed from grade 7 to grade 8 in 2024 improved from 85.8 to 90.95 percent. The retention rate is tracked using the learners UPI numbers from NEMIS. | | | | | |

Strengthen systems capacity for implementing initiated reforms to assure learning for all

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
	No	Dec/2021	Yes	18-Oct-2024	Yes	14-Mar-2025	Yes	Dec/2026
Successful roll out of CBC and CBA reforms in basic education (Yes/No)	Comments on achieving targets		Kenya National Examination Council (KNEC) administered and monitored: (A) Phase two of Formative Assessment (SBA) for grades 3, 4, 5, 7 and 8 for the 2024 cohorts between October 2nd to 18th 2024. (B) Phase two of Formative Assessment (SBA) for foundation, intermediate, and pre-vocational levels for the 2024 cohorts between October 2nd to 18th 2024. (C) Formative assessment (SBA) for DPTE and DECTE for both the 2025 year 1 and year 2 cohorts between November and December 2024.					

7.2 Intermediate Results Indicators by Results Areas

Equalize Learning Opportunities: Improve Learning Outcomes in Target Counties.

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
			7,664,589	18-Oct-2024	7,664,589	14-Mar-2025	8,000,000	Oct/2026

Students supported with better education (Number of people) CRI	Comments on achieving targets		7,664,589 beneficiaries supported with better education					
Students supported with better education – Female (Number of people) CRI			3,710,316	18-Oct-2024	3,710,316	14-Mar-2025	3,800,000	Oct/2026
	Comments on achieving targets		3,710, 316 girls supported with better education					
Students supported with better education – Youth (Number of people) CRI			7,664,589	18-Oct-2024	7,664,589	14-Mar-2025	0	Oct/2026
	Comments on achieving targets		Since this is a basic education project, and it does not support beyond secondary school. The previous number reported in ISR of 7,664,589 was for secondary school students only.					
Targeted primary schools receiving school grants for completing priority areas in their SIPs (Number)	0.00	Jan/2022	5,422.00	18-Oct-2024	5,422.00	14-Mar-2025	5,422.00	Dec/2026
	Comments on achieving targets		The MoE is yet to disburse the second tranche of school grants to all the 5,422 targeted schools for implementation of priorities in their approved School Improvement Plans (SIPs).					
Targeted primary schools in refugee hosting counties receiving school grants for completing priority areas in their SIPs (Number)	0.00	Jan/2022	643.00	18-Oct-2024	643.00	14-Mar-2025	643.00	Dec/2026
	Comments on achieving targets		MOE is working with the verification agency prior to disbursing the second tranche of grants to all the 643 public primary schools in the refugee host counties (Dadaab and Turkana) for implementation of 5 SIP priority areas.					
Targeted camp based refugee primary schools receiving school grants for completing priority	0.00	Jan/2022	50.00	18-Oct-2024	50.00	14-Mar-2025	50.00	Dec/2026
	Comments on achieving targets		MoE has not yet transferred the second tranche of funds to all the 50 target schools in the refugee camps (27 in Kakuma & Kalobeyei and 23 in Dadaab).					

areas in their SIPs (Number)								
Targeted primary schools in non-refugee/host communities receiving school grants for completing priority areas (Number)	0.00	Jan/2022	4,729.00	18-Oct-2024	4,729.00	14-Mar-2025	4,729.00	Dec/2026
	Comments on achieving targets		Target schools in the non-refugee/non-host community (4,729) schools in low performing Counties as per NASMLA 2018) are yet to receive the second tranche of school grants for implementation of 5 SIP priority areas					
Number of Vulnerable Learners who are provided with school meals during each School Calendar Year. (Number)	0.00	Jan/2022	2,653,775.00	18-Oct-2024	2,653,775.00	14-Mar-2025	1,600,000.00	Dec/2026
	Comments on achieving targets		Due to persistent drought in some regions and high cost of food items, the government has maintained increased support to the national SMP, and about 2,653,775 learners were provided with regular school meals both in 2024, exceeding that target by more than 1 million learners. For November and December, the schools were closed due to the holidays, therefore, the number reported remains the same as of October 2024.					
Number of Vulnerable Learners, in camp based refugee schools, who are provided with school meals during each School Calendar Year. (Number)	0.00	Jan/2022	121,608.00	18-Oct-2024	121,608.00	14-Mar-2025	130,000.00	Dec/2026
	Comments on achieving targets		There was addition of 2,160 learners in term 3 increasing the number of learners provided with school meals to 121,608. Learners in the camp-based schools were provided with school meals respectively after the finalization of the implementation modalities. For November and December, the schools were closed due to the holidays, therefore, the number reported remains the same as of October 2024.					
Number of Vulnerable Learners, in refugee host communities, who are provided with school meals during	0.00	Jan/2022	260,943.00	18-Oct-2024	260,943.00	14-Mar-2025	300,000.00	Dec/2026
	Comments on achieving targets		Term I, 2 and 3 2024: 260,943 learners were provided with the school meals (Turkana: 69,960 , Garissa: 190,983). For November and December, the schools were closed due to the holidays, therefore, the					

each School Calendar Year. (Number)			number reported remains the same as of October 2024.					
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. (Number)	0.00	Jan/2022	2,271,224.00	18-Oct-2024	2,271,224.00	14-Mar-2025	1,600,000.00	Dec/2026
	Comments on achieving targets		The targeted schools are in semi-arid, arid, and informal settlements in urban areas benefitted from the school Meals Program (SMP). For November and December, the schools were closed due to the holidays, therefore, the number reported remains the same as of October 2024.					
New teachers deployed to primary schools with the highest teacher shortage (Number)	0.00	Jan/2022	0.00	18-Oct-2024	2,000	14-Mar-2025	6,000.00	Dec/2026
	Comments on achieving targets		No teachers' deployment reported during this reporting period.					
New teachers recruited by the camp based refugee primary schools, through the SIPs, with the highest teacher shortage (Number)	0.00		0.00		90		1,000.00	
	Comments on achieving targets		This result is not yet achieved. School Grants will be utilized to fund the engagement of teachers shortage in camp based schools in the upcoming FY.					
New teachers deployed to primary schools in refugee host communities with the highest teacher shortage (Number)	0.00	Jan/2022	0.00	18-Oct-2024	910	14-Mar-2025	210.00	Dec/2026
	Comments on achieving targets		TSC is reviewing the deployment of teachers to align with the current teacher shortage in Junior schools in the host communities schools.					
	0.00	Jan/2022	0.00	18-Oct-2024	0.00	14-Mar-2025	4,790.00	Dec/2026

New teachers deployed to primary schools in non-refugee/host communities primary schools with the highest teacher shortage (Number)	Comments on achieving targets	TSC is reviewing the deployment of teachers to align with the current teacher shortage in Junior schools in the host communities schools.					

Share of teachers in class and teaching in target school for the school grants (percentage) (Percentage)	55.00	Dec/2022	95.40	18-Oct-2024	95.40	14-Mar-2025	70.00	Dec/2026
	Comments on achieving targets		The System was reconfigured to capture school specific data on lesson attendance and this data has been shared with the Independent Verification Agency to enable verification of the same. The share of teachers in class and teaching is well over 90%					

Improve the Participation of Girls in Schooling.

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services. (Number)	17,974.00	Jan/2022	51,974	18-Oct-2024	51,974	14-Mar-2025	51,974.00	Dec/2026
	Comments on achieving targets		With 34,000 (17,483 girls, 16,517 boys) Elimu Scholars, the Government has achieved the target. Scholarship includes 167 learners with special needs and disabilities (68 girls, 99 boys). Mentorship services are ongoing for the scholarship beneficiaries. The mentorship services, conducted through workshops during the school holidays and school level visits, cover key areas such as guidance counseling services through trained school gender champions and training scholars' leadership skills through the Best-Me clubs					
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in refugee hosting counties. (Number)	500.00	Jan/2022	2,222.00	18-Oct-2024	2,222.00	14-Mar-2025	1,000.00	Dec/2026
	Comments on achieving targets		About 2,222 (998 boys, 1,224 girls) in refugee host counties of Garissa and Turkana received scholarship, school kits and mentoring support services.					

Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in camp based refugee schools (Number)	0.00	Jan/2022	8,000.00	18-Oct-2024	8,000.00	14-Mar-2025	6,000.00	Dec/2026
	Comments on achieving targets		Out of 8,000 poor and vulnerable girls and boys receiving scholarship, school kits and mentoring support services, 40% are girls. The task Team has been working closely with UNHCR and DRS to ensure refugee scholars are given full support.					
Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services in non-refugee/host communities (Number)	17,474.00	Jan/2022	23,778.00	18-Oct-2024	23,778.00	14-Mar-2025	23,000.00	Dec/2026
	Comments on achieving targets		Of the 23,778 students benefiting, 10,740 are girls and 7,617 students are from informal settlements.					

Strengthen Capacity for Implementing Initiated Reforms

Indicator Name	Baseline		Actual (Previous)		Actual (Current)		Closing Period	
	Value	Month/Year	Value	Date	Value	Date	Value	Month/Year
Capacity building of target Teacher Training Colleges for implementation of competency-based teacher education curriculum. (Yes/No)	No	Jan/2022	Yes	18-Oct-2024	Yes	14-Mar-2025	Yes	Dec/2026
	Comments on achieving targets		Tutors for Teacher Training Colleges were retooled in curriculum interpretation, assessment, and ICT integration, representing 90.05% of the total trainers and core reference materials distributed to 32 primary teacher training colleges. 35 TTCs have functional ICT enabled learning resource centers (I-hubs).					
Establishment of standards and tools for quality assurance mechanisms for	No	Jan/2022	No	18-Oct-2024	No	14-Mar-2025	Yes	Dec/2026
	Comments on achieving targets		A Technical Working Group, including MoE, KICD, KNEC, NEMIS, KNBS, and TSC, was formed to oversee the development of a National Quality Assurance Framework for pre-schools.					

Pre-primary education, including teacher appraisal tools, assessment and classroom observation tools. (Yes/No)			Data analysis of the the national ECD survey is ongoing.					
New classrooms constructed in existing schools as per the needs-based school infrastructure investment plan (Number)	0.00	Jan/2022	14,641	18-Oct-2024	26,726	14-Mar-2025	13,400.00	Dec/2026
	Comments on achieving targets		A total of 26,726 classrooms (cumulative) have been constructed. 12,085 classrooms were constructed during the reporting period of Nov-Dec 2024.					
New classrooms constructed in refugee host communities existing schools as per the needs-based school infrastructure investment plan (Number)	0.00	Jan/2022	212	18-Oct-2024	339	14-Mar-2025	50.00	Dec/2026
	Comments on achieving targets		Construction of junior secondary classrooms in beneficiary schools is completed.					
New classrooms constructed in existing non-refugee/host communities primary schools as per the needs-based school infrastructure investment plan (Number)	0.00	Jan/2022	14,429	18-Oct-2024	26,387	14-Mar-2025	13,350.00	Dec/2026
	Comments on achieving targets		26,387 classrooms (cumulative) completed in non-refugee/host communities primary schools. 11,746 classrooms reported for the Nov-Dec 2024 period.					
Evidence of utilization of NEMIS data for better	No	Jan/2022	Yes	18-Oct-2024	Yes	14-Mar-2025	Yes	Dec/2026
	Comments on achieving targets		NEMIS is being utilized in school capitation, infrastructural supports, school meals, 2024 national school census, and climate action interventions in schools. GEMS has been					

management of primary education (Yes/No)			integrated in the NEMIS. However, schools' utilization of GEMS has not yet been operationalized.						
Refugee learners are registered in NEMIS as per the MoE guidelines for registration of refugee learners in NEMIS (Yes/No)	No	Jan/2022	Yes	18-Oct-2024	Yes	14-Mar-2025	Yes		Dec/2026
	Comments on achieving targets		A prototype for refugee learners was developed in NEMIS with test registrations and expanded in KEMIS with additional features and is available online, pending User Acceptance Testing (UAT) and training before full implementation.						
Level of satisfaction of beneficiaries (Citizen Engagement indicator and part of Grievance Redress Mechanism) (Percentage)	0.00	Jan/2022	84.00	18-Oct-2024	84.00	14-Mar-2025	70.00		Dec/2026
	Comments on achieving targets		The online beneficiary survey is ongoing. Data analysis and report writing will be completed once the data collection exercise is completed.						
Refugee learners, including in camp-based refugee schools and host communities are included in the surveys (Yes/No)	No		Yes		Yes		Yes		
	Comments on achieving targets		The ongoing beneficiary satisfaction survey also include the camp-based refugee schools and Elimu Scholarship beneficiaries from the refugee camps.						
Number of target teacher training colleges with functional linkages to primary schools for teaching practice (practicum) within established standards (Number)	0.00	Aug/2022	35	18-Oct-2024	35	14-Mar-2025	32.00		Dec/2026
	Comments on achieving targets		A multi-agency team a developed practicum guidelines and a sensitization manual on linkages. Guidelines for establishing functional linkages between primary schools and teacher training colleges for teaching practice (practicum) were shared with all 35 Teacher Training Colleges. Training of college management and leadership of the linked schools on management of practicum, mentorship and establishment of linkages was conducted with participation of four teachers from each of the three linked schools, college's management (principal, deputy principal, practicum director, and ICT tutor), and hosting CSOs. Over 560 teachers and college administrators have been trained on practicum linkages.						

7.3 Disbursement Linked Indicators (DLI)

PBC Name		Baseline	Actual (Previous)		Actual (Current)		Closing Period
			Value	Date	Value	Date	
1:Number of Target Primary Schools receiving school grants for completing Priority Areas in their approved School Improvement Plans (SIPs) (Number) Achieved	Value	0.00	5,422	18-Oct-2024	5,422	14-Mar-2025	5,422.00
	Allocated Amount	0.00			0.00		0.00
DLI allocation			54,220,000.00				
2:Number of Vulnerable Learners who are provided with school meals during each School Calendar Year (Number) Achieved	Value	0.00	2,653,775	18-Oct-2024	2,653,775	14-Mar-2025	1,600,000.00
	Allocated Amount	0.00			0.00		3,699,200.00
DLI allocation			18,496,000.00				
	Value	0.00	0.00	18-Oct-2024	2,000.00	14-Mar-2025	5,000.00

3:Number of new teachers deployed to primary schools with the highest teacher shortages (Number) Partially achieved	Allocated Amount	0.00			0.00		1,540,000.00
DLI allocation			7,700,000.00				
3.1:Number of new teachers deployed to primary schools in refugee host communities with the highest teacher shortages (Number) Partially achieved	Value	0.00	0.00	18-Oct-2024	90.00	14-Mar-2025	210.00
	Allocated Amount	0.00			0.00		64,680.00
DLI allocation			323,400.00				
3.2:Number of new teachers deployed to primary schools in non refugee and non host communities with the highest	Value	0.00	0.00	18-Oct-2024	1,910.00	14-Mar-2025	4,790.00
	Allocated Amount	0.00			0.00		1,475,320.00

teacher shortages (Number) Partially achieved							
DLI allocation			7,376,600.00				
4:Number of Vulnerable Learners selected to receive a scholarship, school kits and mentoring support services (Number) Achieved	Value	17,974.00	51,974	18-Oct-2024	51,974	14-Mar-2025	42,974.00
	Allocated Amount	0.00			0.00		0.00
DLI allocation			82,000,000.00				
5:Rollout of the CBC and CBA evidenced by the achievement of key implementation milestones. (Yes/No) Partially achieved	Value	No	Yes	18-Oct-2024	Yes	14-Mar-2025	Yes
	Allocated Amount	0.00			0.00		0.00
DLI allocation			16,000,000.00				
6:Number of new classrooms constructed in existing schools as per the needs-	Value	0.00	14,641.00	18-Oct-2024	26,726	14-Mar-2025	13,400.00
	Allocated Amount	0.00			0.00		30,625.00

based school infrastructure investment plan (SIIP) (Number) Achieved								
DLI allocation			82,075,000.00					
7:Capacity building of target Teacher Training Colleges for implementation of competency-based teacher education curriculum. (Yes/No) Achieved	Value	No	Yes		Yes			Yes
	Allocated Amount	0.00		18-Oct-2024	0.00		14-Mar-2025	6,350,000.00
DLI allocation			26,000,000.00					