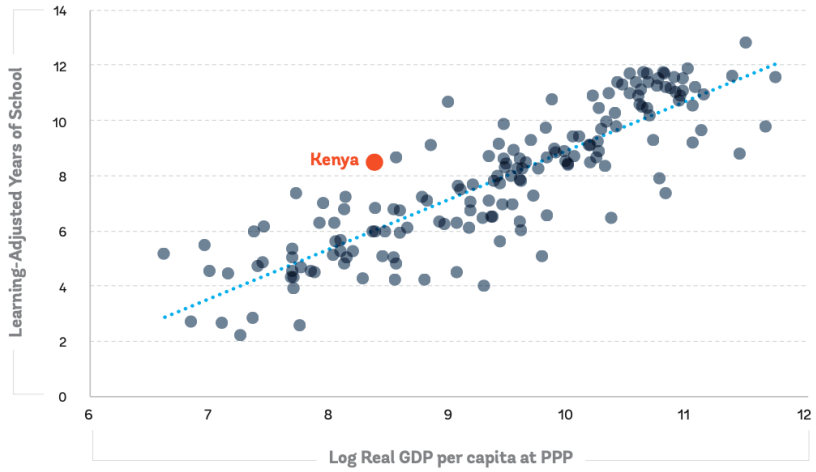
Table of Contents

SEEQIP Technical Assessment

Section I: Sector Context

1. **Kenya leads all other African nations in Learning-Adjusted Years of Education (LAYS), a metric that integrates both access and quality of education.** LAYS adjusts the average years of schooling by incorporating learning outcomes, thereby accounting for differences in education quality. Kenya's LAYS is approximately 8.5 years, reflecting an adjustment from its 11.6 expected years of schooling (EYS) based on the country's learning levels. This strong performance places Kenya at the forefront in Africa, surpassing the average for upper-middle-income countries (Figure 1) and exceeding the global average of 7.8 years.

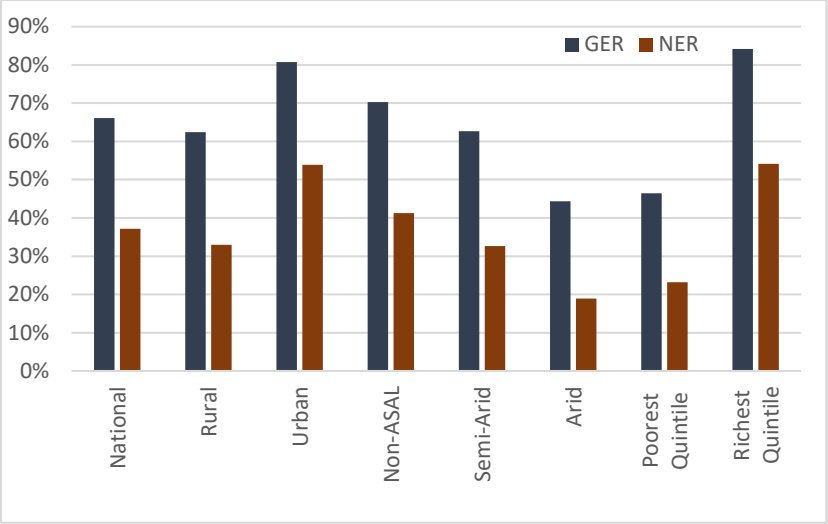
Figure 1. Learning adjusted years of education and GDP per Capita, 2020



Source: World Bank (2022). Kenya PER: Education, with data from World Bank (2020) and EFW (2021)

2. **Kenya has made significant strides in expanding access to primary and secondary education in recent years.** Enrollment rates have surged, with gross enrollment in primary education reaching 99.6% in 2019, prior to the COVID-19 pandemic, and secondary education achieving a gross enrollment rate of 71.2% in the same year. However, as Figure 2 demonstrates, while the Gross Enrollment Rate (GER) is around 70%, the Net Enrollment Rate (NER) is much lower at approximately 40%, reflecting significant age-grade mismatches. The consistent gap between GER and NER across all category's points to widespread enrollment but significant challenges in age-appropriate participation. The disparities between urban areas and wealthier households verses rural/ASAL regions and poorer households shows a significant disparity in both GER and NER, underscoring inequalities in education access.

Figure 2: Secondary rates of enrollment, KIHBS 2015-16



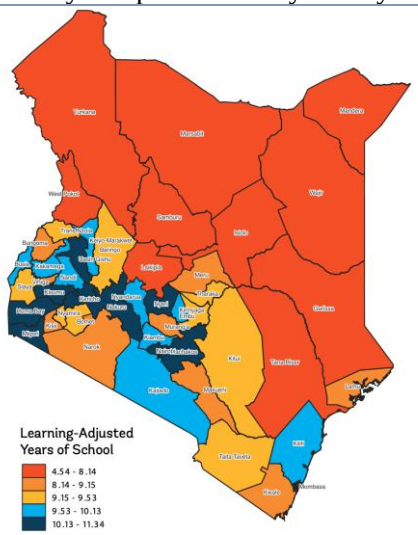
Urban and Rural Setting, Poverty and Income Levels

3. Despite national progress, significant disparities in access to education and learning outcomes persist across Kenya. In certain counties, particularly at the secondary level, children encounter considerable obstacles in accessing education. While the national average for expected years of schooling (EYS) stands at 11.6 years, this figure varies widely, ranging from nearly 14 years in Nyeri County to as low as 6.5 years in Garissa County. The gaps in learning outcomes are equally concerning although less than half of students nationwide achieve the minimum proficiency level in reading, in 21 counties—most of which are among the poorest—this proportion drops to under one-third. Consequently, when Learning-Adjusted Years of Education (LAYS) are broken down by county, substantial differences in effective schooling emerge, reflecting disparities in both access and education quality (Figure 3). Moreover, counties with lower EYS also experience the sharpest reductions when adjusted for learning, indicating that these areas not only suffer from limited access to education but are also burdened by poor learning quality.[1]

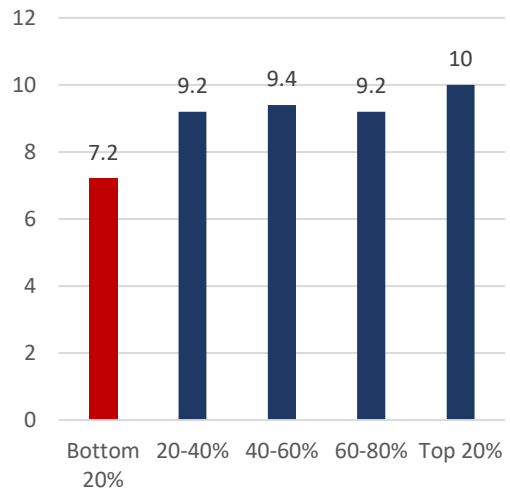
[1] World Bank (2022). Kenya PER: Education

Figure 3. Learning Adjusted Years (LAYs) of Schooling by county and income quintile, 2020

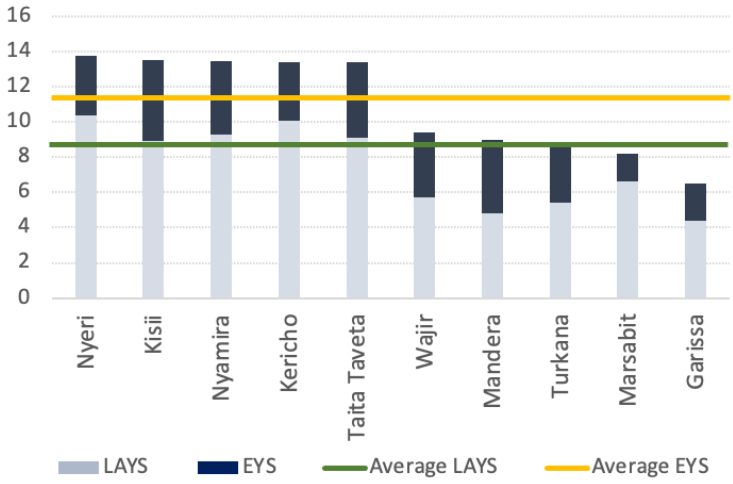
a. Kenya map of LAYS by county



b. LAYS by income quintile

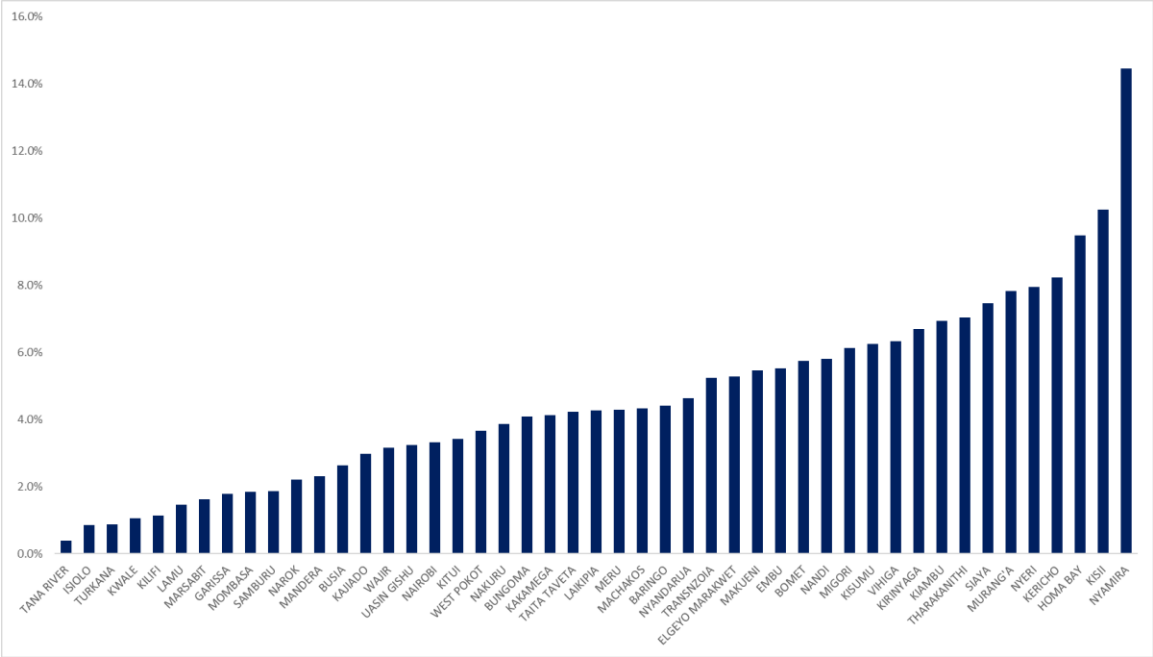


c. Top- and bottom- performing counties



Source: a. MoE (2019); b. World Bank (2020) and EFW (2021)

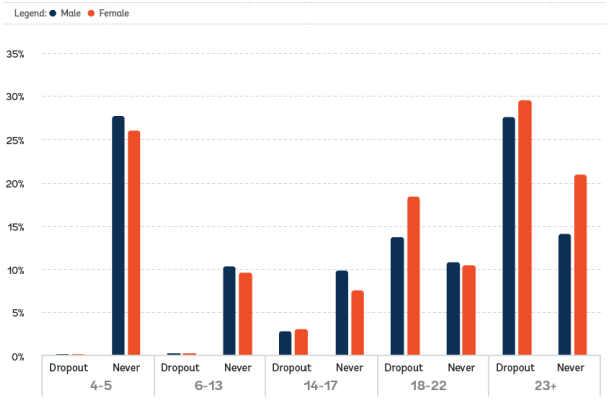
Figure 3.d: Average Share of Students Achieving a C+ or Better Across 5 Subjects (English, Mathematics, Biology, Chemistry, and Physics) in 2022, Adjusted for Out-of-School.



Gender

4. **While gender differences have been reduced in recent years in primary and secondary education, girls still drop out earlier than boys.** Barriers to girls' school participation and retention include poverty and high school fees, poor infrastructure and long distances to schools, insecure learning environments, and increased exposure to violence and sexual harassment or abuse. Early pregnancy leads to girls' dropout rates in secondary school (80.5 births per 1,000 girls under the age of 18). Reasons include poverty and educational attainment. About 33 percent of girls 15 to 19 years old with no education have begun childbearing, while teenagers from the poorest households (26 percent) are more likely to have begun childbearing than those from the wealthiest (10 percent). Inadequate access to water and sanitation in schools also adversely affects education outcomes, especially for girls. After age 16, the share of girls who are not attending schooling increases faster than for boys. In the 18 to 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 Northeastern and Coast regions.

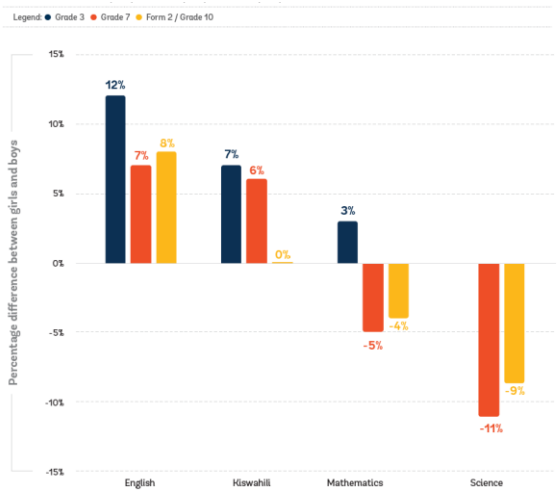
Figure 4 : School Attendance Status by Gender and Age Group



Source: World Bank 2022 Public Expenditure Review

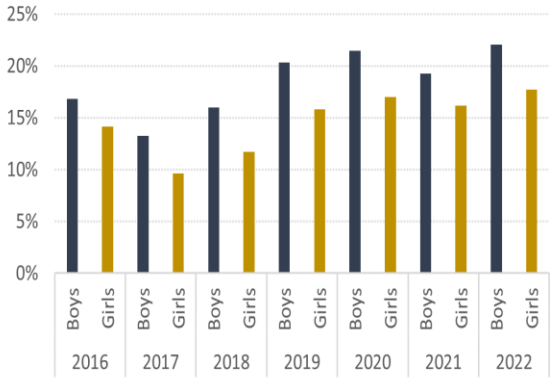
5. **Differences in learning outcomes by gender paint a mixed picture, with girls performing better than boys in languages (Swahili and English) and worse in mathematics and science at all levels of education.** In third grade, girls outperform boys in all subjects. However, in higher grades boys outperform girls in mathematics and science, while girls continue to perform better in English and Kiswahili. The gender gap in mathematics and science grows as the students progress through the system, indicating that early actions to correct these gaps are fundamental to address future gender inequities. The fields of science, technology, engineering, and mathematics (STEM) have higher educational returns, so these differences may lead to large disparities in the labor market. When looking at overall performance on KCSE, male boys have an overall higher performance than girls, as shown in figure 7 below.

Figure 5.a: Percentage Difference in the Share of Students Meeting Minimum Learning Standards by Gender, Subject and Grade, 2018-19



Source: World Bank Public Expenditure Review

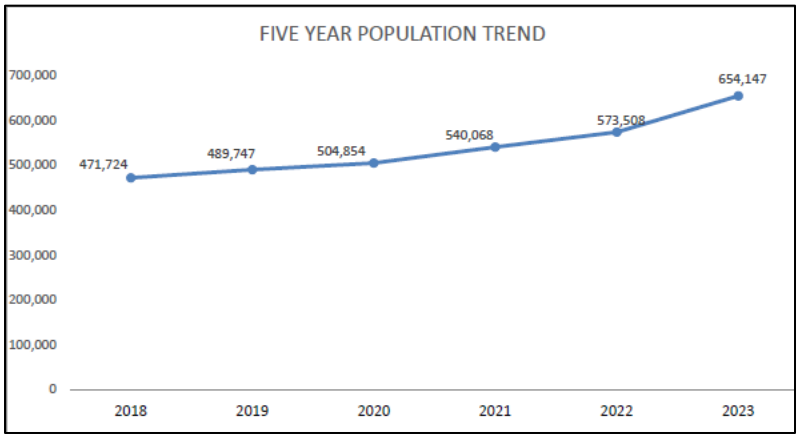
Figure 5.b: Share of students scoring C+ in KCSE, by sex



Refugee Education

6. **Kenya has hosted refugees fleeing from violence and hardship in their home countries for over 30 years.** According to the latest UNHCR data from September 2023, there are 654,147 people in Kenya who are either refugees (83%) or asylum-seekers (17%). Most of them come from nearby countries including Somalia (51%), South Sudan (26%), Democratic Republic of Congo (9%), Ethiopia (6%), and Burundi (5%). The remaining refugees (3%) originate from other countries including Sudan, Uganda, Eritrea, Rwanda, and others. Most refugees (85%) live in camps or settlements managed by UNHCR, with the majority living in Dadaab (43%) and Kakuma (42%). The remaining 15% live in urban areas, primarily in Nairobi, Mombasa, Nakuru and Eldoret. The number of refugees in Kenya has grown by 37% since 2018, due to the ongoing conflicts, droughts, and instability in the region.

Figure: Trends in Refugee Population in Kenya

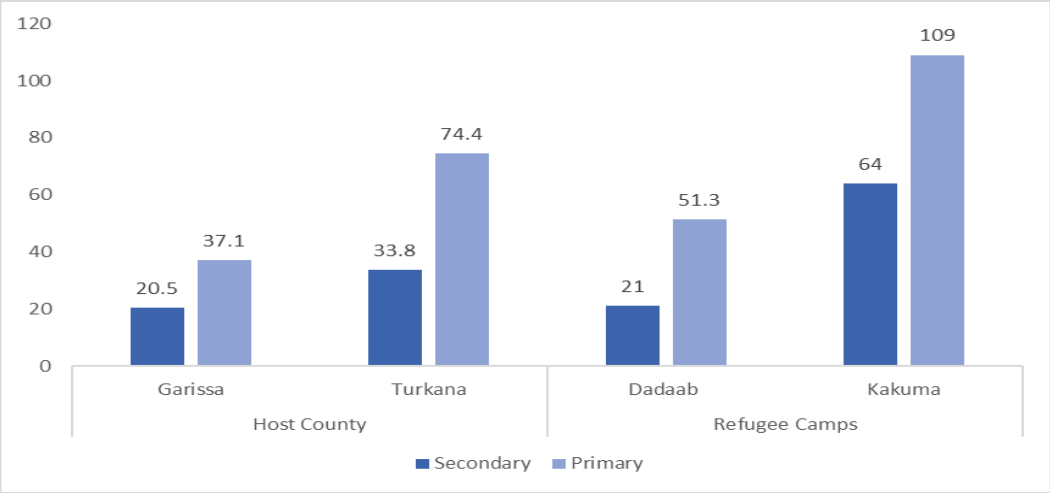


Source: UNHCR, Kenya Statistics package September 2023.

7. **Refugee School Age Population:** Children, up to 17 years of age comprise 52% of the refugee population in Kenya. Over 217,000 refugees are school-going age children living in camps or settlements across Dadaab, Kakuma, and Kalobeyei while 26,000 are in urban centers. The number of

school age children is projected to rise in tandem with the growth in the refugee population and will demand expansion of education services to ensure universal access to basic education. However, GER in refugee and host community schools remain significantly lower than the national benchmark.

Figure 4: GER in Primary and Secondary Education (Camp-based schools and Host counties)



Climate Activities

8. **Clean energy solution for school meals**: This intervention proposes to introduce at MoE a Centralized Kitchen Approach (CKA) for the National SMP in three major urban cities with the highest number of learners, including learners from the informal settlements and refugees (Kisumu, Mombasa, Nakuru and Eldoret). The CKA-SMP is successfully piloted in Nairobi city through a Public Private[2] Partnership (PPP) and is benefitting over 250,000 learners including refugees. The CKA uses clean cooking solutions, such as liquid petroleum gas (LPG) and eco-briquettes made from leftover sawdust thus reducing the need to rely on firewood; ensures school meals meet internationally recognized standards for nutrients; use of clean water as well as overall food safety standards including by the food handlers; leverages technology in tracking learner beneficiary for efficiency (children 'tap' to eat); and is highly efficiency, reducing time taken in preparation of school meals by 60 percent. Compared to each school cooking its own schools' meals, the CKA-SMP is expected to significantly reduce individual schools carbon footprints, that can be measured and tracked over time by relevant experts and enable government to unlock climate and carbon financing to refinance the National SMP in a sustainable manner. In ASALs, given the distances between schools and logistics constraints pilot school-based kitchens leveraging CKA cooking technology will build on the PPP model to serve between 500 to 3,000 learners depending on the enrolment in the target schools. The clean cooking technology to be used is the best available clean cooking technology in the country. Clean cooking will shift from the use of firewood (Tier 0-1) to using improved cookstoves (Tier 2-3) and clean cooking fuel (Tier 4-5).[3] It is expected that as a result of the intervention, the estimated carbon footprint reduction is 2.08 million tons of CO_2 per year, which represents an 79.3 percent reduction over the baseline scenario. The appraisal mission will confirm the number of beneficiaries, number of meals to be provided, and the cooking fuel to be used (LPG, eco-briquettes, etc.) under the CKA and school-based pilot approach and will update the numbers accordingly.

[2] https://food4education.org/

[3] Multi-Tier Framework for Cooking. https://energypedia.info/wiki/Cooking_Energy_Matrix.

Section II: Lessons Learned and Building on Bank Operations

9. **The Program is designed to be complemented by the ongoing SEQIP and PEELP Operations** (The complementarity is shown in Table 2.1).The operation is also complemented by other World Bank financed operations such as the Kenya Water, Sanitation and Hygiene (K-WASH P179012) which will support water and sanitation interventions in Public schools; the Kenya Digital Economy Acceleration Program (KDEAP) (P170941) operation is supporting school connectivity and provision of devises, digitalizing of the CBC curriculum, and training in digital skills, including for teachers; and the Eastern Africa Regional Transport, Trade and Development Facilitation Project (EARTTDFP) (P148853) is supporting construction and expansion of about nine 9 schools and one teachers training college in West Pokot and Turkana.

Table 2.1: Complementary activities across SEQIP, PEELP and the Proposed Program

		Kenya Secondary Education Quality Improvement Project - SEQIP (P160083)	**Primary Education Equity in Learning Program - PEELP (P176867)**	**Kenya Secondary Education Equity and Quality Improvement Program (P501648)**
			2022-2026	**2024-2028**
Increasing access to quality education	**Infrastructure**	Construction of classrooms and laboratories	New classrooms constructed in existing schools	Development of classrooms and WASH facilities in targeted existing JS
	Improving equity: Targeting vulnerable students	Improving overall and female transition rate from primary to secondary education in targeted sub-counties - Gender sensitization activities such as training of 'Gender champions'	Providing school meals to vulnerable learners	Implement a low-cost school model to accelerate access and learning for OOSC; - Retool and equip instructors for adult and continuing education centers
	Scholarships	Provision of scholarships	Providing scholarships, school kits and mentoring support services	
Improving school inputs	**School improvement grants**		School grants and training for targeted primary schools completing priority areas in their SIPs	School improvement grants for camp-based refugee JS
	Teaching training	Improving quality of teaching in targeted areas - training and recruiting	Providing capacity building at targeted Teacher Training Colleges for implementation of competency-based teacher education curriculum	Escalate teacher training in overall CBC and CBA for Junior and Senior schools; - Equip (ICT) modern facility at CEMASTEA to support ICT-enabled teacher professional development; - Rehabilitation of pre-service teacher training colleges
	Teacher management		Deploying new teachers to primary schools with the highest teacher shortage	Implement the new Teachers' staffing norms to optimize teacher utilization
	STEM focus	Improving average student test score in sciences and mathematic subjects at Form 2 at public schools in targeted sub-counties		Reinforce SME areas - Conduct continuous teacher development in Sciences, Mathematics and English for Junior and Senior schools
	Textbook provision	Improving the share of schools reporting student-textbook rations of 1:1 at Grades 7 and 8 and in secondary		Restructure SEPU to establish the proposed School Learning and Instructional Material Centre
System strengthening	**School management**	Project management, coordination and monitoring and evaluation	Establishment of standards and tools for quality assurance mechanisms for Pre-primary education	Enhance capacity building of school managers and e-assessment -Develop a e-resource center in the existing facilities at KNEC
	Data management		Evidence of utilization of NEMIS data for better management of primary education	Centralize the offer of scholarships with improved targeting and higher transparency
	Curriculum reform and adaptation	Phased roll-out of Competency Based Curricula (CBC)		Escalate teacher training in overall CBC and CBA for Junior and Senior schools

Section III: Estimated WHR Money Allocation

Disbursement Linked Indicator	Disbursement Linked Result	Total Amount Allocated (US$ million)	Amount benefitting refugee learners	Comments for Methodology (Total program beneficaries is 1,887,788 million JS learners and 2 million learners for school meals)
DLI 1: Upgrade teaching and learning school conditions for target FDSEs, and Camp based secondary schools.	Prior Result: US$ X for XX classrooms rehabilitated up to US$ 29.5 million.	59.5	3	3 million will go to host-community schools and urban infomal settlement schools that support refugees in urban areas
	DLR 1.1: US $30 million for milestones based on the implementation plan meeting the established standards and certified by the Ministry of Public Works.			
	Scalable Formula: US$ 16 million for 50 percent of milestone achieved; US $7 million for 25% of milestone achieved; US $7 million for 25% of milestone achieved.			
	DLR 1.2: US$ 6 million for 600 FDSE JS schools including in host refugee communities, and camp based secondary schools with functional virtual science laboratories.			
	Scalable Formula: US$ 1 million for a batch of 100 schools.			
DLI 2: Percentage of learners retained in grade 8 and 9 JS, and transitioning to Senior School in target Counties, including refugee learners.	DLR 2.1: US$3 million for an average of 70% JS learners in target counties and camp-based schools completing grade 8 (% girls must be reported).	6	0.504	Estimated percentage: 15,772 camp-based + 5446 urban refugees + 37,856 host community = 59,074 /701,239 total JS= 8.4% for learners
	DLR 2.2: US$3 million for at least an average 70% of JS learners in target counties and camp-based schools completing grade 9 (% girls must be reported) and transitioning to senior school.			
	DLR 2.3: US$33 million for vulnerable learners, including refugee learners, selected to receive a scholarship, school kits and mentoring support services	33	11	Government will give Elimu scholarship for 5000 refugee learners, 2200 unit cost
DLI 3: Share of JS reporting textbook-learner ratio of 1:1 in integrated Science, Mathematics, and English at grades 7, 8 and 9 in targeted Counties, including refugee learners.	DLR 3.1: US$10 million for framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides	10	0.84	see estimated percentage: (8.4%*10)
	DLR 3.2: US$3 million for an average of 80% of JS with 1:1 student-textbook ratio in target subjects, including in camp-based schools.	3	0.252	see estimated percentage: (8.4*3)
	Baseline Average: 1:3			
	Target Average: 1:1			
DLI 4: Number of camp-based JS refugee schools receiving school grants.	DLR 4.1: US $7.5 million for an approved SIP, $ 150,000 per each school	12.5	12.5	All towards camp-based schools
	US$ 2.5 million for procurement of instructional materials in the approved SIP and recruitment, and in duty station, of target new contract/intern teachers per the targets in the SIP, $50,000 per each school.			
	US$ 2.5 million for singing a contract for construction of classrooms and WASH facilities as per the target in the SIP; $50,000 per each school.			
DLI 5: Reduced percentage of Out-of-School Children (OOSC) in top 5 Counties with the highest OOSC (Percentage).	DLR: 5.1: US$2 million for 20% points reduction in OOSC in the 5 target Counties.	2	0.50	Estimated OOSC ratio for host community: 6.2%: 5446 urban refugees + 37,856 host community=43,302 /701,239 total JS = 6.2% for host community and urban refugee
DLI 6: Target 10 EARCs strengthened	DLR 6.1: US11 million for contracts signed to upgrade of four target EARCs facilities and equipment.	13	3.25	1 EARC facilities out of four are to be based in host communities that host refugee students
	Formula: $2.75 million for each ccontract signed.			

	DLI 6.2: US $2 million for four functional EARCs with the target set of equipment, retooled instructors, and core staffing by the government. Scalable Formula: US$ 500,000 for every functional EARC.			
DLI 7: Improvement in quality of teaching in Junior School, including camp-based refugee Junior schools.	DLR 7.1: US$4 million for SBTSS design and operational plan reviewed in line with the baseline results[1] for teachers' performance gaps in SME JS.	4	1	25% for system level DLIs
	DLR 7.2: US$3 million for an average of 70% of teachers achieving 80% proficiency in Science or Mathematics or English	3	0.04	185 camp-based teachers +981 in host communities/78,000 JS teachers=2.76%
	DLR 7.3: US$ 1 million for approved comprehensive teacher deployment strategy and implementation plan to counties with the highest shortage shortages.	1	0.25	25% for system level DLIs
	DLR 7.4: US$ 20 million for Contracts signed by MoE for expansion/ rehabilitation of critical facilities in Pre-service Teacher Training Colleges (TTCs) based on an approved needs assessment report and implementation plan.	20	0.30	185 camp-based teachers +981 in host communities/78,000 JS teachers=2.76%
DLI 8: Strengthened systems through institutionalization of key initiated reforms in Basic Education.	DLR 8.1: US$2 million for the Final Draft Basic Education Bill (2024) submitted to Parliament. DLR 8.2: US $7 million for KNEC e-assessment and resource centre. Formula: US$ 1.75 million for each core milestone. DLR 8.3: US$ 4 million at least 60 percent of JSs implementing established school level internal quality assurance mechanisms and reporting on the same through KEMIS. DLR: 8.4: US$14 million for contract signed for KEMI and KISE	27	6.75	25% for system level DLIs
DLI 9: Initiate transition to clean cooking energy/technologies for a sustainable national School Meals Program (SMP).	DLR 9.1: US $21 million for vulnerable learners (based on MoE's established criteria), including camp- based and refugee host communities who are provided with school meals during each school calendar year. Formula: US$5.25 million for 2 million vulnerable learners fed per school calendar year. Prior result: 3 million for one centralized kitchen operationalized.	21	0.609	59,074 refugee and host community/2 million total JS= 2.9% for learners
	DLR 9.2: US$ 6 million for two operationalized Centralized Kitchens, 3 million for each.	9	3	1 CKA will be set up in an ubran school area that hosts refugee students
	Total DLI	230	45.2937	
	IPF (4 million from component 1 and 25% systems level of the 16 million)		7.75	
	Total between IPF+DLI		53.0437	

Section IV: DLI Projection Table

A Summary of Yearly Disbursement Projections

DLIs	2025	2026	2027	2028	Total
DLI #1:	$29,500,000	$16,000,000	$13,000,000	$7,000,000	**$65,500,000**
DLI #2:	$3,000,000	$3,000,000	33,000,000	-	**$39,000,000**
DLI #3:	-	$10,000,000	$3,000,000	-	**$13,000,000**
DLI #4:	-	$7,500,000	$2,500,000	$2,500,000	**$12,500,000**
DLI #5:	-	-	$2,000,000	-	**$2,000,000**
DLI #6:	-	$11,000,000	2,000,000	-	**$13,000,000**
DLI #7:	$4,000,000	$1,000,000	$3,000,000	$20,000,000	**$28,000,000**
DLI #8:	$2,000,000	$7,000,000	$4,000,000	14,000,000	**$27,000,000**
DLI #9	$8,250,000	$5,250,000	$5,250,000	$11,250,000	**$30,000,000**
Total	**$46,750,000**	**$60,750,000**	**$67,750,000**	**$54,750,000**	**$230,000,000**

Section IV: Implementation Support Plan

Main focus of Implementation Support

1. The implementation support plan has been developed based on the program's design and risk profile. The plan describes how the World Bank will support Program implementation and provide technical advisory services geared toward achievement of the PDO, agreed DLIs, and safeguards and fiduciary obligations under the program; conduct at least twice a year implementation support missions; hold regular technical review meeting; assess fiduciary and safeguards actions; and conduct field visits during the formal implementation support missions.

Time	Focus	Skills Needed	Resources Estimate	Partner Role
First twelve months	Technical Review and Support	Technical knowledge an experience in schoo grants/school management an accountability, CBC, formativ assessments, teache management, girl's educatio data management, and schoo construction.	Task Team Leader (TTL/s) and Tas Team Member including Consultants: 1 Staff Weeks (SWs and 7 SW respectively.	Partners coul participate in joi implementation support and c provide additiona financing and TA
	Institutional arrangements and Program supervision coordination and team leadership	Task team managemen operations, planning, an coordination.	TTLs: 10 SWs Team/Program Assistants: 1 SWs	
	FM/Procurement Training and Supervision	Technical knowledge and experience in FM and procurement	FM specialist: SWs Procurement specialist: SWs	
	Environmental and Social Monitoring and Reporting	Technical knowledge and experience in environment and social risk assessment and impact management	Environmental Specialist: SWs Social Specialist: SWs	
12-48 months	Technical Review/Support	Technical knowledge and experience in school grants/school management and accountability, CBC, formative assessments, teacher management, girl's education,	Task Team Leaders (TTLs): 10 SWs; Task Team Members, including Consultants: 7	

		data management, and school construction.	SWs.	
	Institutional arrangements and Program supervision coordination and team leadership	Task team management, operations, planning, and coordination	TTLs: 10 SWs Team/Program Assistant: 5 SWs	
	M&E arrangements review	Technical knowledge and experience in M&E	Consultant M&E Specialist: 5 SWs	
	Environmental and Social monitoring and reporting	Technical knowledge and experience in environmental and social risk assessment and impact management	Environmental safeguards: 5 SWs annually Social: 5 SWs annually	
	FM monitoring and reporting	Technical knowledge and experience in FM	FM specialist: 4 SWs	
	Procurement management	Technical knowledge and experience in procurement	Procurement specialist: 4 SWs	
Other	Sustainability	Task team management, operations, planning, and coordination		

Task Team Skills Mix Requirements for Implementation Support

Skills Needed	Number of Staff Weeks	Number of Trips	Comments
Task team leader/program management	10 SWs/year	2	Region based
Task team leader/program management	12 SWs/year	2	HQ based
Education Specialist	8 SWs/year	0	CO based
Digital Education Systems Specialist	4 SWs/year	2	International
TVET national reforms coordination specialist	4 SWs/year	2	International
HE Specialist	4 SWs/year	2	International
FM, Procurement, Social and environment Specialist	4 SWs/year/specialist	2	CO/Region based
Admin Support	10 SWs/year	0	CO based

Role of Partners in Program Implementation

Name	Institution/Country	Role
The Flemish Association for Development Cooperation and Technical Assistance (VVOB)	**VVOB**	Supports Junior School (JS) Education. VVOB is supporting an online based module for capacity building of headteachers in JS in selected Counties.
United Nations High Commissioner for Refugees (UNHCR)	**UNHCR**	Conducted a situational analysis on refugee and host community education and training in Kenya (November 2023) in collaboration with DRS to assess enrollment rates in counties of Turkana and Garissa which has significant number of refugee and host community children out of school. In addition, UNHCR finances and operates 15 secondary schools in the refugee camps, which have not been recognized as public schools yet.