



MINISTRY OF EDUCATION
State Department for Basic Education
Directorate of Projects Coordination and Delivery

**KENYA SECONDARY EDUCATION EQUITY AND QUALITY IMPROVEMENT
PROGRAM (SEEQIP)**

TITLE: CONSULTANCY FOR INDEPENDENT VERIFICATION OF RESULTS IN SAMPLED TARGET SCHOOLS, TEACHER TRAINING COLLEGES AND EDUCATIONAL ASSESSMENT AND RESOURCE CENTRES (EARCS) WITH IMPROVED INFRASTRUCTURE, SCHOOL BASED TEACHER SUPPORT SERVICES, PROVISION OF TEXTBOOKS, SCHOOL GRANTS AND MEALS, BENEFICIARIES OF SCHOLARSHIP AND MENTORSHIP PROGRAM, REDUCED PERCENTAGE OF OUT OF SCHOOL CHILDREN IN THE TARGETED COUNTIES, STRENGTHENED SYSTEMS THROUGH INSTITUTIONALIZATION OF KEY INITIATED REFORMS IN BASIC EDUCATION AND TRANSITION TO CLEAN COOKING ENERGY.

TENDER NO: MOE/SEEQIP/QCBS/01 /2025-2026

PROCUREMENT METHOD: QUALITY AND COST BASED SELECTION (QCBS)

TERMS OF REFERENCE

1.0 BACKGROUND

- 1.1 The Government of Kenya (GoK), in partnership with the World Bank, is implementing the Kenya Secondary Education Equity and Quality Improvement Program (KSEEQIP). The program aims to reduce regional disparities in access and learning outcomes, enhance learner retention in Junior School, support transition to Senior School, and strengthen systems for equitable education delivery. These efforts align with Kenya’s Vision 2030, whose Social Pillar identifies education and training as key drivers in the country’s journey towards achieving upper-middle-income status.

- 1.2 The Secondary Education Equity and Quality Improvement Program (SEEQIP) is anchored in the Government’s National Education Sector Strategic Plan (NESSP II, 2023–2027). NESSP II is aligned with the Fourth Medium Term Plan (MTP IV, 2023–2027), which integrates the Bottom-Up Economic Transformation Agenda (BETA), and incorporates the key recommendations of the Presidential Working Party on Education Reform (PWP-ER, 2023), in support of Kenya Vision 2030. NESSP II is structured around four strategic pillars essential for addressing inequities in access to quality basic education: (i) Access and participation; (ii) Equity and inclusiveness; (iii) Quality and relevance; and (iv) Governance and accountability. The plan seeks to ensure that every learner—regardless of background or circumstance—has access to high-quality education, training, and research. It promotes inclusive practices that embrace diversity and guarantee equal opportunities for success, thereby reducing regional disparities in access and improving learning outcomes across the country. In addition, NESSP II gives special emphasis to girls’ education, refugee education, and the inclusion of learners with special needs and disabilities as cross-cutting priorities. This focus ensures that marginalized and vulnerable learners are provided with the necessary support and resources to fully participate in and benefit from education

- 1.3 NESSP II comprises 14 subprograms, including those focused on tertiary education and regulatory bodies. Within basic education, there are eight core subprograms: (i) Governance and accountability; (ii) Pre-primary education; (iii) Primary education; (iv) Secondary education; (v) Inclusive education for learners and trainees; (vi) Teacher education, professional development, and management; (vii) Quality assurance and standards and; (viii) Cross-cutting and contemporary issues, including girls’ education and refugee education. NESSP II places particular emphasis on refugee education, with initiatives such as the Kenya Primary Education Equity in Early Learning Program (PEELP). PEELP supports the capacity building of Junior School (JS) heads in targeted counties to enhance the delivery of quality education in both refugee-hosting and non-hosting community schools. The Program also seeks to reduce regional disparities in access and learning outcomes across Junior and Senior Schools, while strengthening education systems to deliver equitable outcomes for all learners.

1.4 Support for KSEEQIP will be delivered through a **Program-for-Results (PforR) instrument**, complemented by an **Investment Project Financing (IPF) component**. The PforR leverages the government’s existing education program by prioritizing key activities, incentivizing the achievement of results through results-based financing, and strengthening system capacity through targeted activities and results. The Ministry of Education (MoE), Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD), and Kenya National Examinations Council (KNEC) bring relevant experience in implementing results-based financing interventions, including the **IPF with Disbursement-Linked Indicators (DLIs)** under the SEQIP and KPEEL programs.

1.5 The **Program Development Objective (PDO)** of the SEEQIP is to improve equitable access to quality secondary education and to strengthen systems for delivering equitable education outcomes. As outlined in the Program Appraisal Document (PAD), SEEQIP will be implemented through the **Program-for-Results (PforR) instrument**, which enables close monitoring of government performance against selected **Disbursement-Linked Indicators (DLIs)**. These DLIs are drawn from the following **Result Areas (RAs)**:

A. **Result Area 1 (RA 1): Expand equitable access to quality Secondary Education.** The primary focus of this RA is to support the development of improved school learning conditions to allow for increased enrollment and retention in secondary education, and better conditions for effective delivery of the Competency-Based Curriculum (CBC) and Competency-Based Assessment (CBA) in Junior School (JS) and Senior School (SS), including for refugee learners. The specific interventions in this RA aim to address critical gaps in essential school learning conditions, through: (i) Expansion of infrastructure development to support CBC and CBA roll out in Secondary Education; (ii) Provision of core textbooks and teachers guides aligned with the revised and consolidated learning areas for CBC and (iii) Support for non-host and host community and refugee camp-based JS during the transition period to the Government’s proposed Shirika Plan; through; (a) School grants (b) School meals. (c) Advocacy, Scholarship, mentorship, social support and gender-sensitization; and (iv) Improve access to education for children with special needs and disabilities.

Activities under this RA will be implemented by the MoE, KICD, CEMASTEIA, KISE and NACONEK with support from JKF, DRS and, UNHCR.

B. **Results Area 2: Improve teaching quality in Junior School.** This RA focuses on a set of interventions aimed at enhancing key aspects of continuous teacher professional development and teacher management, with an objective to optimize teacher effectiveness and utilization. Specifically, this RA will support: (i) Reinforce mastery of subject matter content and improved pedagogies for Integrated Science, Mathematics and Languages , for about 78,000 teachers teaching JS; (ii) Scale up lesson livestreaming initiative to mitigate impact of teacher shortage, including in regions facing insecurity challenges; (iii) Further support teacher management following the roll out of the CBC reforms, and the associated changes in the education structure; and (iv) Upgrade training and learning conditions in existing 35 Pre-service Teacher Training Colleges (TTCs).

Activities under this RA will be implemented by TSC and MoE with support from CEMASTEVA, KICD and KISE.

- C. **Results Area 3: Strengthen Systems for Equitable Service Delivery in Secondary Education.** This RA complements key system level interventions in basic education under the PEELP (P176867) and SEQIP (P160083) such as the CBC and CBA reforms, data management, Elimu scholarship administration for secondary education, and continued policy dialogue on refugee education. Specific interventions for this RA are:(i) Address inequalities at the system level: Institutionalize ongoing reforms to ensure majority of learners have access to equitable and quality secondary education; (ii) Establishment of an e-assessment system and operationalization of assessment resource center at the Kenya National Examinations Council (KNEC) in line with reforms in CBA; (iii) Strengthen school management through enhanced Institutional Based Quality Assurance (IBQA); (iv) Facilitate transition to clean cooking energy for a sustainable national School Meals Program (SMP).

Activities under this RA will be implemented by MoE, KNEC and NACONEK.

- 1.6 Specific **Disbursement-Linked Indicators (DLIs)** have been developed to monitor progress under each Result Area. Disbursement of funds through the PforR will be contingent upon the achievement of these results, as measured by **nine DLI targets**. Preliminary verification protocols for each DLI are outlined in **Annex 1: Results Framework**, which also details baselines, targets, and allocations for refugee children and host communities. Disbursements will be made following the verified achievement of annual targets, in line with the verification protocols provided in **Annex 2**. The verification of data submitted by the respective Program Implementation Agencies is therefore a critical requirement, as **Disbursements Linked to Results (DLRs)** depend on accurate and reliable data. Beyond enabling payments, verification also strengthens **transparency, credibility, and good governance** in the implementation of PforR approaches.

2.0 OBJECTIVE OF THE ASSIGNMENT

The primary objective of this assignment is to conduct a **transparent and impartial verification** of the DLIs, as outlined in **Annexes 1 and 2** of the PAD. The process will be undertaken independently and free from the influence of the Implementing Entities, ensuring a reliable assessment of progress made on the DLIs. Key activities will include: (i) Designing a methodology for assessing and verifying progress on the DLIs by the Implementing Entities; (ii) Developing appropriate verification tools; (iii) Conducting the verification exercise; and (iv) preparing and submitting verification reports. The verification will be carried out in a **transparent, independent, and evidence-based manner**, providing decision-makers with robust information to support the release of disbursements linked to the achievement of indicators and results.

3. DURATION OF THE ASSIGNMENT AND WORK PLAN

The assignment will be carried out **as required or when DLI's are achieved**, over a four-year period from **2026 to 2029**. The Independent Third-Party Verification Agency (IVA) will be expected to develop and submit a **realistic, time-bound work plan**, outlining a clear sequence of activities and timelines from commencement to completion of the assignment.

4. SELECTION OF CONSULTING FIRM(S)

Consulting firm(s) will be contracted to undertake the **independent verification** of the achievement of DLI targets using a representative sample drawn from the targeted areas. Selection will be conducted through a **competitive process**, beginning with the evaluation of Expressions of Interest (EoIs) submitted by interested firm(s), followed by the review of proposals from shortlisted candidates.

The successful firm will be engaged as the Independent Verification Agency (IVA) under a signed contract with the Ministry of Education (MoE). The contract may be reviewed after two years to underscore satisfactory performance. The first phase of verification activities is expected to commence in February/March, 2026, or shortly thereafter.

NB: The Consultant is expected to quote or budget for verification of all DLR's as guided accordingly under the verification protocol.

5. SCOPE OF WORK

The Independent Verification Agency (IVA) will be required to independently analyze and verify, on a sample basis, the **SEEQIP Disbursement-Linked Indicators (DLIs)**. Each DLI has specific achievement levels and timelines, as detailed in **Annex 1: Disbursement Linked Indicators and Indicative Timeline** and **Annex 2: DLIs/DLRs Verification Protocol**. Lists of program target counties, schools and prevocational and vocational Centres are provided in **Annexes 5, and 6,7,8, 9 and 10** while the lists of targeted TTCs, EARCs and the Infrastructure implementation plan are in **Annexes 11,12 and 13**, respectively.

Task I: Independent Verification of Results (DLIs)

The IVA will collect and review relevant data and reports from Implementing Agencies, in accordance with the indicator definitions and data sources provided in Annexes 1 and 2. The **Program Appraisal Document (PAD)**, **Program Operational Manual (POM)**, and this **Terms of Reference (ToR)** will serve as the primary references for this assignment.

The IVA shall include a procurement compliance verification stream for DLRs that rely on procurement actions (e.g., classroom/WASH/lab construction contracts, framework contracts for textbooks, equipment and rehabilitation contracts for EARCs, TTC rehabilitation contracts, and centralized kitchen service/provider contracts). This stream will verify compliance with applicable national procurement requirements and the Program's verification protocols, and will be reported alongside DLI/DLR results.

The IVA will be expected to:

a. Propose a Verification Methodology

- Detail the sampling procedures and develop a representative sample in line with the verification protocols in Annexes 1 and 2. The sampling procedure should specify the minimum sample size or percentage to be verified for each DLR, and include spot checks to ensure adequate representation of target counties, schools, Teacher Training Colleges, and Education Assessment and Resource Centres (EARCs).
- For sampled procurements, the IVA will: (i) confirm that the procurement is reflected in the approved plan/work program and within the relevant tranche/milestone; (ii) review the full procurement file (advertisements/notices, bidding documents, clarifications/addenda, bid opening records, evaluation reports, approvals, award notification, signed contract and amendments); (iii) verify competition, transparency and eligibility (including conflict-of-interest declarations and debarment/sanctions screening where applicable); (iv) confirm that complaint handling followed applicable procedures; and (v) assess contract management evidence (supervision reports, ESHS/SEA-SH provisions, payment records, variation orders, completion certificates).
- Develop appropriate data verification tools.

b. Prepare a Time-Bound, Costed Work Plan

- Provide details of tasks, sub-tasks, and activities with specific timelines, logistics, and manpower requirements for the entire assignment period.
- Include a chart showing progress against each DLR expected to be achieved annually.
- Submit a work plan that is aligned with the proposed methodology and reflects a clear understanding of the scope of work.
- Operate strictly within the approved work plan and budget; no deviations will be allowed without prior written approval from the MoE, Directorate of Project Coordination and Delivery (DPCAD).

C. Implement the Verification Exercise

- Conduct the verification in accordance with the agreed methodology and work plan.
- Follow the verification protocols outlined in the PAD, POM, and this ToR.
- Independently verify reported results for each DLR by checking the correctness, completeness, and consistency of data. This will include site visits to sampled schools and institutions.

Task II: Reporting

The IVA will be responsible for preparing and submitting the following reports:

- a) An **Inception Report** which will include: (i) Understanding of the ToR, (ii) Approach to desk and field/site verification, (iii) Proposed verification methodology, (iv) Sampling procedures and proposed sample, (v) Verification tools, and (vi) Detailed costed and time-bound implementation schedule
- b) A **verification Report** for onward transmission to the World Bank through the National Treasury. The report should include: (i) Key findings from the independent verification exercise, (ii) Disaggregated results for each DLI and corresponding DLRs (Annexes 1 and 2), (iii) Any discrepancies between reported and verified data, (iv) Confirmation of whether targets for each DLR have been met, and (v) Clear recommendations for improvement. (vi) A quarterly Independent Report on Progress and compliance on the Environment and Social Safeguards Requirements and the relevant procurement processes as stipulated in Table 1 to be shared with the Bank. Each Verification Report shall include a dedicated section on Procurement Verification summarizing: sampled contracts, compliance status by stage (planning/bidding/evaluation & award/contract management), key deviations, integrity risks and complaints, ESHS/SEA-SH and labor provisions in documents, and recommended corrective actions linked to the Program Action Plan. A contract-level Procurement Compliance Table and checklists shall be annexed and shared with the Bank.

6. General Responsibilities of the IVA

The Independent Verification Agency will:

1. Maintain regular communication with DPCAD through the National Program Coordinator on all aspects of the verification process, including data collection and reporting.
2. Respond promptly to any queries from DPCAD regarding IVA activities or staff conduct during implementation.
3. Share with DPCAD copies of its verification procedures, workflow, and data collection methodologies for review.
4. Retain designated key personnel throughout the assignment; any changes must be justified and approved by DPCAD.
5. Submit periodic independent verification reports that include:
 - Methodology and instruments used
 - Findings per DLI and DLR
 - Recommendations
 - Data entry templates and coding schemes
 - Annex of the detailed activity plan (aligned to the agreed work plan)
 - Annex of scanned copies of completed questionnaires (submitted separately)
6. Present the Independent Verification Report formally to the MoE. The IVA will be required to submit four (4) printed and bound final copies of the Independent Verification Report for each of the DLR targets.

7. Key Deliverables

Table 1: Key Deliverables

Item	DELIVERABLE	TIMELINE
Prepare an inception report	Approved Inception report	February/March 2026
DL1: Upgrade teaching and learning school conditions for target FDSE, Low-Cost Boarding Schools/Peace schools, and 20 target SS SNE as per the agreed implementation plan (Number)		
1200 classrooms and or sanitation facilities constructed	Report on a desk-based review of MoE reports, and online or phone-based interviews, to confirm the construction of 1,200 classrooms	Prior Results
DLR 1.1: Number of new and rehabilitated classrooms/Labs/ WASH facilities in target FDSE/LCB&PS, 20 target SNE SS as per the agreed implementation plan.	<p>A report on a desk-based review of MoE reports to confirm achievement of at least 33 percent of milestone of the targeted facilities in the implementation plan and meeting the established standards and certified by the Ministry of Public Works.</p> <p>A report based on data from GEM’s Monitoring tool in NEMIS to confirm the construction of 50 percent of the targeted facilities.</p> <p>A quarterly Independent report on progress and compliance with Environmental and Social Safeguards, the procurement processes for construction of the facilities including procurement documents and construction status of the 50 percent of the targeted facilities to be shared with the Bank by MoE.</p>	<p>Period 1</p> <p>Period 1</p> <p>Period 2</p> <p>Period 3</p> <p>Period 4</p>
DLR 1.2: Number of FDSE, including in host refugee communities, and camp based secondary schools with additional physical and functional virtual science laboratories.	A field-based report to confirm the functionality and utilization of additional 600 physical and virtual science laboratories in camp-based and host-community Junior Secondary Schools (JS). Functionality will be verified by the availability of CBC/CBA-aligned virtual content on the designated platform.	Period 2
DLI2: Learners retained in JS, and transitioning to Senior School in target Counties, including refugee learners (Percentage)		
DLR 2.1: 80 percent JS learners in target Counties completing grade 8	An assessment report on a desk-based review of MoE reports and NEMIS data to confirm that 80 percent of Junior Secondary (JS) learners in the target counties have completed Grade 8, with data disaggregated by gender, camp-based refugee	Period 1

Item	DELIVERABLE	TIMELINE
	learners, and host-community learners	
DLR 2.2: 80 percent JS learners in target Counties completing grade 9 and transitioning to senior school	An assessment report on a desk-based review of MoE reports and NEMIS data to confirm that 80 percent of Junior Secondary (JS) learners in the target counties have completed Grade 9 and transitioned to senior school, with data disaggregated by gender, camp-based refugee learners, and host-community learners	Period 1
DLR 2.3: 15000 vulnerable Learners receive a scholarship.	A report on a desk-based review, field visits, and phone-based beneficiary surveys to confirm that at least 7,500 vulnerable learners have been provided with scholarships, with girls accounting for 55 percent of the total. (Data disaggregated by gender, camp-based refugee learners, and host-community learners)	Period 1
	A report on desk-based reviews, field visits, and phone-based beneficiary surveys to confirm that at least 13,500 vulnerable learners have been provided with scholarships. Data disaggregated by gender, camp-based refugee learners, and host-community learners)	Period 2 Period 3 Period 4
DLI3:JS learners reporting textbook-learner ratio of 1:1 in Science, Mathematics, and English at grades 7, 8 and 9 in targeted Counties, including refugee learners.		
DLR 3.1: Framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides.	A report on a desk-based review of the procurement processes and signed contracts between the MoE and publishers, confirming the inclusion of an MoU between KICD and publishers that outlines the shift from manual, paper-based evaluation of textbooks to more efficient, technology-based approaches.	Period 2
DLR 3.2: 80 percent of JS with 1:1 student-textbook ratio in target subjects, including in camp-based schools.	A report on a desk-based review of the KICD Monitoring Report and a field survey, confirming that 80 percent of schools reporting a 1:1 textbook ratio in Science, Mathematics, and English. The report will include disaggregated data textbook distribution per target county. Including camp-based refugee schools.	Period 3

Item	DELIVERABLE	TIMELINE
DLI4: Camp-based refugee Junior Schools receiving school grants (Number)		
DLR 4.1: Number of camp-based refugee junior schools receiving school grants per approved SIP	<p>A report on a desk-based review of approved School Improvement Plans (SIPs), prepared in line with the guidelines outlined in the School Improvement Plan Manual (School Grants Manual).</p> <p>A field-based report on the second and third tranches, confirming that at least a sample of 50 percent of the targeted schools have implemented at least three of the five priority areas in the approved SIP, including a review of signed contracts for the construction of classrooms and WASH facilities.</p> <p>A quarterly Independent report on progress and compliance with Environmental and Social Safeguards, the procurement processes for construction of the facilities including procurement documents and construction status of the 50 percent of the targeted facilities to be shared with the Bank by MoE.</p>	<p>Period 1</p> <p>Period 2</p> <p>Period 3</p>
DLI5: Reduced percentage of Out-of-School Children (OOSC) in 5 Counties with the highest OOSC (Percentage)		
DLR 5.1: 20 percent points reduction in OOSC in the 5 target Counties.	<p>A report on a desk-based review of data from MoE and NACONEK to confirm a 20-percentage-point reduction in Out-of-School Children (OOSC) in the five target counties.</p> <p>A field-based report from the five target counties and sampled schools to confirm the return of OOSC to school.</p>	<p>Period 2</p> <p>Period 3</p>
DLI6: EARCs facilities and equipment strengthened (Number)		
DLR 6.1: Number of contracts signed for upgrading (equipment and rehabilitation of facilities) of target EARCs facilities and equipment.	A report on a desk-based review to verify the procurement processes and also confirm signed contracts for procurement of equipment in line with the costed operational plan.	Period 2
DLI 6.2: At least 4 specialized EARCS fully functional with the	A field-based report to confirm the full functionality of at least four (4) EARCs, as well	Period 3

Item	DELIVERABLE	TIMELINE
target set of equipment, retooled instructors, and core staffing by the government.	as the supply of modern diagnostic equipment and learning assistive devices in the target 20 secondary schools (SS) and integrated units in regular Junior Secondary (JS) schools for children with special needs.	
DLI 7: Improvement in quality of teaching in Junior School, including camp-based refugee Junior schools (Text)		
DLR 7.1: SBTSS design and operational plan reviewed in line with the baseline results for teachers' performance gaps in SME JS.	A report on a desk – based review to confirm the review of the SBTSS design and the operational plan submitted by TSC.	Period 1
DLR 7.2: Increase in the share of target JS teachers achieving pedagogical proficiency in teaching in SME.	A report on a desk-based review of the TSC teacher performance assessment report for each subject to confirm an increase in the proportion of target Junior Secondary (JS) teachers achieving pedagogical proficiency in teaching Science, Mathematics, and English (SME). The report should confirm that the data is disaggregated by camp-based refugee teachers, host-communities and teacher performance per target county.	Period 2
DLR 7.3: Approval of a comprehensive strategy and implementation plan for rationalization of teacher distribution to schools with the highest teacher shortage.	A report on a desk-based review of the TSC approved comprehensive strategy and implementation plan for rationalization of teacher distribution to schools with the highest teacher shortages.	Period 3
DLR 7.4: Upgraded training environment in Teacher Training Colleges (TTCs).	A report based on data from GEM's Monitoring Tool in NEMIS to confirm the upgrading of facilities in the target Teacher Training Colleges (TTCs). A report on a desk- based review of Certificates of Completion, together with a field-based report covering 50 percent of the sampled sites, to confirm the construction of facilities in the target TTCs and their alignment with the construction verification protocol.	Period 4
DLI8: Strengthened systems through institutionalization of key initiated reforms in Basic Education (Text)		
DLR 8.1: Draft Basic Education and	A report on a desk-based review of evidence to	Period 1

Item	DELIVERABLE	TIMELINE
TSC Amendment Bills submitted to Parliament	confirm submission of the Basic Education Amendment and the Draft TSC Amendment Bills to Parliament.	
<p>DLR 8.2(a): Implement CBA reforms through:</p> <p>(a)implementation of e-assessments in TTCs, JS and SS.</p> <p>(b)operationalization of assessment resource center at the existing KNEC facilities in line with the CBA reforms.</p>	A report on a desk- based review to confirm operationalization of the e-assessment system	Period 2
<p>DLR 8.2B) four of the core milestones achieved in operationalizing assessment resource center at KNEC as per the costed design and implementation plan</p>	A report on a desk- based review of KNEC Reports to confirm achievement of the four of the core milestones achieved in operationalizing assessment resource center at KNEC as per the costed design and implementation plan.	Period 2
<p>DLR 8.3: 60 percent of JSs implementing IBQA mechanisms and reporting on the same through NEMIS or KEMIS.</p>	A comprehensive report arising from a desk-based review of corroborated data from NEMIS/KEMIS and complemented by field visits to 30 percent of Junior Secondary (JS) schools in the target counties, to confirm the implementation of IBQA mechanisms in at least 60 percent of the Juiniior Schools.	Period 3
<p>DLR 8.4a: Upgrade training and research facilities at KISE and KEMI for enhanced in-service teacher training and research.</p>	<p>A report based on data from GEM’s Monitoring Tool in NEMIS to confirm the upgrading of facilities at KEMI</p> <p>A report on a desk- based review of Certificates of Completion, together with a field-based report covering 50 percent of site visits at KEMI to confirm upgrading of facilities.</p>	Period 4
<p>DLR 8.4b: Upgrade training and research facilities at KISE and KEMI for enhanced in-service teacher training and research.</p>	<p>A report based on data from GEM’s Monitoring Tool in NEMIS to confirm the upgrading of facilities at KISE.</p> <p>A report on a desk- based review of Certificates of Completion, together with a field-based report covering 50 percent of site visits at KISE to confirm upgrading of facilities.</p>	Period 4
<p>DLI 9: Initiate transition to clean cooking energy/technologies for a sustainable national School Meals Program (SMP) (Text)</p>		
<p>DLR 9.1: Number of vulnerable</p>	A report on a desk-based review of NACONEK	Period 1

Item	DELIVERABLE	TIMELINE
learners including camp- based and refugee host communities who are provided with school meals during each school calendar year.	data on the number of learners receiving meals, supplemented by field visits to verify the provision of school meals in the target counties, including camp-based Junior Secondary (JS) schools.	Period 2 Period 3 Period 4
DLR 9.2: Operationalization of three centralized kitchens.	A report on a desk- based review of the report submitted by NACONEK and site visit to confirm functionality of the constructed centralised kitchen. A Field-based report confirming operationalization of the three centralized kitchens as per MoE’s quality assurance and standards.	Prior Results Period 4

8. KEY TECHNICAL REQUIREMENTS

The Consulting Agency or firm must demonstrate experience in conducting similar assignments or national-level educational surveys. A consortium of firms may jointly bid for the assignment. For instance, an international or regional firm may partner with a local organization that is duly registered and operating under the laws of Kenya. The IVA will be expected to assemble a multidisciplinary team with the requisite skills to successfully undertake the assignment. Experience in **Results-Based Financing** and **World Bank-funded projects** will be considered an added advantage.

The minimum mandatory criteria for short listing of the Agencies (verifier) are:

- a) A **tax-compliant, registered agency/firm**, or a consortium including at least one local firm operating under Government of Kenya regulations.
- b) A minimum of **five (5) years' experience** in conducting similar assignments or national-level educational surveys, including proven expertise in data analysis, documentation of findings, and preparation of reports.
- c) Demonstrated evidence of successfully implementing similar assignments, either independently or in partnership with national or international organizations.
- d) Availability of a qualified team with the following minimum expertise:
 - **Team Leader** – PhD in Education, Economics, or Social Sciences, with at least **7 years' experience** in national-level educational surveys.
 - **Education Specialist** – Master's degree in Education, with at least **5 years' experience** in education planning, management, and governance.
 - **Social Development Specialist** – Master's degree in Social Sciences, with at least **5 years' experience** in social development programs. Additional experience in **scholarship administration, mentorship, or education in emergencies** will be an advantage.
 - **Statistician/Economist** – Bachelor's degree in a relevant field, with at least **5 years' experience** in data analysis and reporting.
 - **Procurement Specialist** – Bachelor's degree in procurement, purchasing and supply chain management, or in related field, with at least 5 years' experience in public procurement and contracts management.
 - **Monitoring and Evaluation Expert** – At least **5 years' experience** in monitoring and evaluating education programs.
 - **ICT Specialist** – At least **5 years' experience** in e-learning solutions and ICT support for education.
 - **Logistics Coordinator** – With relevant experience in training and deploying enumerators to the field.

Once approved, the IVA may make changes to its team only if such changes improve the effectiveness and efficiency of the assignment. However, replacement of **key staff or lead experts** will require prior approval from the MoE/DPCAD and must be of equal or superior qualifications and experience.

Conflict of Interest

The attention of interested firms is drawn to **paragraph 1.9** of the World Bank’s *Guidelines: Selection and Employment of Consultants under IBRD Loans and IDA Credits & Grants by World Bank Borrowers* (January 2011, revised July 2014), which sets forth the World Bank’s policy on conflict of interest. The Consulting Firm will be selected in accordance with the **Quality and Cost-Based Selection (QCBS)** method, as set out in the Consultant Guidelines as guided by the **World Bank Procurement Regulations for IPF Borrowers” (July 2016, and revised in September 2025, 7th Edition.**

Children’s Rights, Safety, and Privacy

The assignment may involve interaction between IVA staff and learners in schools. The IVA must therefore uphold the **highest standards of integrity, professionalism, and ethical conduct**, observing community socio-cultural values and respecting children’s rights. All staff must:

- Avoid actions or presentations that compromise children’s **safety, privacy, and security**.
- Adhere to relevant national policies and legal instruments governing child protection.

Methodology and Tools

The MoE and World Bank reserve the right to reject or request modifications to the proposed methodology or data collection instruments submitted by the IVA.

Contract Management and Termination

The IVA’s performance will be reviewed annually and as a result of this review, agreed upon remedial actions must be implemented within agreed timelines. Failure to comply with corrective actions may lead to **termination of the contract**.

Copyright and confidentiality

All verification material and data from the assignment will be sole property of the Ministry of Education. No information on the assignment and information collected for the verification will be shared with anyone without the written permission of MoE. The IVA shall carry out the above assignment in accordance with the highest standard of ethical competence, integrity and professionalism and having due regard to the nature and purpose of the assignment. The IVA will at all-time and for all purposes, regard as strictly confidential all knowledge and information not within public domain which may be acquired in the course of carrying out this assignment and shall not be directly or indirectly disclosed to any person whatsoever, except with the written permission of MoE.

Copyright and Confidentiality

All data, reports, and verification materials generated under this assignment will remain the sole property of the **Ministry of Education (MoE)**. The IVA shall not disclose, share, or publish any information related to the assignment without prior written approval from the MoE. The IVA must ensure that all information not in the public domain, and acquired during the assignment, is treated as strictly **confidential**. The IVA must uphold the **highest standards of ethical competence, integrity, and professionalism** throughout the assignment.

Other terms on replacement of Experts or Sub-Consultants

- a) If an Expert or Sub-Consultant is found guilty of **serious misconduct, criminal charges, or corrupt, fraudulent, collusive, coercive, or obstructive practices**, the IVA shall provide a replacement at the Client’s request.
- b) If a Key or Non-Key Expert, or Sub-Consultant, is deemed incompetent or incapable, the Client may request a replacement with justification.
- c) Any replacement must be of **equal or superior qualifications and experience** and acceptable to the Client.
- d) Unless otherwise agreed by the Client, (i) the IVA shall bear all additional travel and incidental costs related to removal/replacement, and (ii) remuneration for replacements shall not exceed what was payable to the staff being replaced.

Proposed Personnel Cost Table

In addition to technical expertise, the IVA shall provide all necessary resources required for the assignment, including but not limited to:

- a) Ground transportation
- b) Communication facilities
- c) Report preparation and production
- d) Office space and equipment
- e) Translation and interpretation services (where required).

Table 2:Proposed Cost Table

Descriptions		Quantity	Person days	Rate (USD)	Total (USD)
Personnel					
XXXXXXXXXXXX	Fees				
	Local travel				
XXXXXXXXXXXX	Fees				
	Local travel				
XXXXXXXXXXXX	Fees				
	Local travel				
XXXXXXXXXXXX	Fees				
	Local travel				
XXXXXXXXXXXX	Fees				
	Local travel				
XXXXXXXXXXXX	Fees (pilot)				
	Local travel (pilot)				
	Fees (main study)				
	Local travel (main study)				
Other Expenses e.g					
Training of Data Collectors					
Communication					
Other Transportation					

Printing of Instruments and reports				
Miscellaneous				
Total				

9. MANAGEMENT AND REPORTING ARRANGEMENTS

The assignment will be managed by the **Ministry of Education (MoE)** through the **Directorate of Project Coordination and Delivery (DPCAD)**. The specific roles and responsibilities of the MoE are as follows:

- a) **Coordination of implementation activities** – ensuring smooth facilitation of the assignment without compromising the independence of the IVA. The **Head of the Directorate of Project Coordination and Delivery (HDPCAD)** will serve as the key focal person for overall management and coordination.
- b) **Access to data** – providing the IVA with all relevant information and data necessary to assess progress against the DLIs and DLRs. This includes access to raw data as outlined in Annexes 1 and 2.
- c) **Access to project documents** – supplying the IVA with key reference documents, including:
 - Program Appraisal Document (PAD)
 - Program Operational Manual (POM)
- d) **Facilitation of verification exercise** – issuing letters or communications to schools and key informants to support the verification process.
- e) **Introductory letter** – providing the IVA with an official letter of introduction to facilitate data collection from Field Education Offices and Chief Executive Officers/Directors of Implementing Agencies.

The IVA will operate **independently**, free from interference or influence, and will share its findings and recommendations directly with the MoE

10. TIMEFRAME

The IVA will prepare a **detailed, time-bound work plan** specifying timelines for verification activities. Independent verification of DLIs and DLRs will follow the approved schedules, harmonized with the PAD and the Program Operational Manual.

Where necessary, the IVA may also be requested to conduct DLIs. achieved earlier than envisaged in the detailed, time-bound work plan

11. BUDGET.

The budget for the IVA is provided under the **Investment Project Financing (IPF) component** of the program.

12. PAYMENT SCHEDULE

The approved, costed, and time-bound annual work plan of the IVA will define the overall cost of verification for each year. Payments will be linked to **deliverables (specific DLRs)** and made according to a payment schedule agreed upon in advance of contract commencement

Annex 1: Disbursement Linked Indicators (DLIs) Matrix for SEEQIP

RA	Disbursement Linked Indicator	Disbursement Linked Result	Disbursement Protocol	Total (US\$ million)
Expand equitable access to quality Secondary Education.	DLI 1: Upgrade teaching and learning school conditions for target FDSEs, and Camp based Junior schools.	DLR 1.1: Number of new classrooms/Labs/ WASH facilities in target FDSE/LCB&PS, 20 target SNE SS as per the agreed implementation plan.	<p>Prior Result: US\$29.5 million for 1200 classrooms constructed¹.</p> <p>Scalable. US\$10 million for every 33 percent of milestone achieved, up to a maximum of US\$30 million. A milestone comprises a batch of at least 33 percent of the target facilities in the implementation plan² meeting the established standards and certified by the Ministry of Public Works.</p>	59.5
		DLR 1.2: Number of FDSE, including in host refugee communities, and camp based secondary schools with new physical laboratories or functional virtual science laboratories.	<p>Scalable: US\$1 million for a batch of 100 schools with new physical laboratories or functional science laboratories, up to US\$6 million³.</p> <p>Baseline: 0 Target: 600</p>	6
	DLI 2: Learners retained in JS, and transitioning to Senior School in	DLR 2.1: Percentage of JS learners in target Counties completing grade 8	US\$3 million for 80 percent JS learners in target Counties completing grade 8 (% girls must be reported) ⁴ .	3

¹ For verification of prior results, MoE-DSE and DSS will submit a report on the classrooms constructed between the period – September 2023 to September, 2024

² As a support for transition of learners and effective delivery of CBC MoE will be upgrading school learning conditions in FDSEs, FDSE/LCB&PS, 20 target SNE SS as per the agreed implementation plan(**Construction of 587 completed newly constructed classrooms/ physical laboratories/ sanitation facilities in the infrastructure implementation plan**). Monitoring of the progress of construction will be done through the GEMs Monitoring tool and field visits

³ MoE will be constructing 1600 physical labs in schools without a lab and a few with deficits and establish 500 virtual functional labs in schools with lab deficits. . Functional is defined as the ability of target schools to deliver CBC curriculum design for STEM subjects using the virtual labs

⁴ Upgrading of the school learning conditions is aimed at supporting learners to retain learners in JS and their transition to grade 10. Using data from NEMIS MoE will track the percent of learners transitioning to the next JS grade level, beginning with the transition of learners from grade 7 to 8, then from grade 8 to 9, and percent of learners transitioning from Junior School to Senior school

RA	Disbursement Linked Indicator	Disbursement Linked Result	Disbursement Protocol	Total (US\$ million)
	target Counties, including refugee learners.		Baseline: 0 ⁵ Target: 80	
		DLR 2.2: Percentage of JS learners in target Counties completing grade 9 and transitioning to senior school.	US\$3 million for 80 percent of JS learners in target Counties (% girls must be reported) and transitioning to senior school ⁶ . Baseline: 0 Target: 80	3
		DLR 2.3: Number of Vulnerable Learners, including refugee learners, selected to receive a scholarship, school kits and mentoring support services.	Scalable: US\$2200 scholarship, school kits and mentoring services for vulnerable learners covered for three calendar years. A maximum of US\$11 million per calendar year and total of US\$33 million for at least 15,000 scholars benefiting from the program ⁷ .	33
	DLI 3: JS learners reporting textbook-learner ratio of 1:1 in integrated Science, Mathematics, and English at grades	DLR 3.1 Number of Framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides.	US\$2 million for 5 number signed contract, up to US\$10 million ⁸ . Baseline: 0 Target: 5	10
		DLR 3.2 Percentage of JS, including refugee schools, with	US\$3 million for 80 percent of JS with 1:1 student-textbook ratio in target subjects, including refugee	3

⁵ The 2024 cohort is the first cohort of grade 8 under the CBC.

⁶ SEQIP is supporting the transitioning of learners from grade 9 to 10 which builds on the initiative of the roll out of CBC under SEQIP. This is the first CBC Class to transition to Senior School.

⁷ This DLR is getting support from the WHR grant. A total of 15,000 will be benefitting from the Elimu Scholarship which was an initiative under SEQIP and scaled up under the PEEL Program. The Allocation of the scholarship slots are as follows: Refugee and host counties learners (40%), Learners from the 14 urban centres with Informal, settlements (20 %) and Non-refugee/non-host learners from other 45 Counties (40%). This is further detailed in the POM.

⁸ MoE Through KICD will be providing the revised text books for science, mathematics and English in line with the PWPER recommendation of the rationalized Learning Areas. The Framework Agreement between MoE/ KICD and publishers will include an MoU that outlines a shift from the manual and paper-based evaluation of textbooks to a more efficient technology-based approaches for evaluation of textbooks.

RA	Disbursement Linked Indicator	Disbursement Linked Result	Disbursement Protocol	Total (US\$ million)
	7, 8 and 9 in targeted Counties, including refugee learners.	learner-textbook ratio of 1:1 in Integrated Science, Mathematics, and English at grades 7, 8 and 9.	learners ⁹ . Baseline Average: 1:3 Target Average: 1:1	
	DLI 4: Camp-based refugee JS receiving school grants.	DLR 4.1: Number of camp-based refugee junior schools receiving school grants per approved SIP	US\$250,000 disbursed in three tranches: a) First tranche, US\$150,000 for an approved SIP; ¹⁰ b) Second tranche, US\$50,000 is triggered by procurement of instructional materials in the approved SIP, and recruitment, and being present at duty station, of target new contract/intern teachers per the targets in the SIP; and c) Third tranche, US\$50,000 upon signing of a contract for construction of classroom and WASH facilities as per the target in the SIP. Baseline: 0 Target: 50	12.5
	DLI 5: Reduced percentage of Out-of-School Children (OOSC) in 5 Counties with the highest OOSC (Percentage).	DLR: 5.1: Percentage point reduction in OOSC in 5 target Counties.	US\$2 million for at least an average of 20%-point reduction in OOSC in the 5 target Counties ¹¹ .	2
	DLI 6: Target EARCs	DLR 6.1: Number of contracts signed for upgrading (equipment	Scalable. US\$2.75 million for each contracts signed, up to US\$11 million.	11

⁹ Textbook provision will also benefit the camp- based refugee learners. Data provided will therefore be disaggregated for refugee learners and textbook provision data per target county.

¹⁰ The first tranche will be disbursed to target camp- based schools with an approved SIP. The disbursements for the second and the third tranches will be done upon implementation of three out of the five key priority areas in the SIP as per the guidelines in the SIP Manual

¹¹ MoE with support from NACONEK will be expanding infrastructure and conducting advocacy campaigns with an aim of supporting reenrollment of learners in the 13 Counties with highest out of school children. For purpose of verification only 5 Counties will be targeted.

RA	Disbursement Linked Indicator	Disbursement Linked Result	Disbursement Protocol	Total (US\$ million)
	strengthened ¹²	and rehabilitation of facilities) of target EARCs facilities and equipment ¹³ .	Baseline: 0 Target: 4	
		DLI 6.2: At least 4 specialized EARCS fully functional with the target set of equipment, retooled instructors, and core staffing by the government.	Scalable: US\$500,000 for each functional EARC, up to US\$2 million	2
Improve teaching quality in Junior School.	DLI 7: Improvement in quality of teaching in Junior School, including camp-based refugee Junior schools.	DLR 7.1: SBTSS design and operational plan reviewed in line with the baseline results for teachers' performance gaps in SME JS.	US\$4.0 million for the revised SBTSS design and costed operational plan ¹⁴ .	4
		DLR 7.2: Increase in the share of target JS teachers achieving pedagogical proficiency in teaching in SME.	US\$1million for 70 percent of teachers ¹⁵ achieving 70 percent pedagogical proficiency in in each subject: Science or Mathematics or English, up to US\$6 million (US\$1 million allotted to each subject).	3
		DLR 7.3: Approval of a comprehensive strategy and implementation plan for rationalization of teacher distribution to schools with the highest teacher shortage.	US\$1 million for approved comprehensive strategy and implementation plan by TSC Board and CEO for deployment of surplus teachers to schools with the highest shortages.	1

¹² An initial Needs Assessment was conducted by KISE MoE and KISE will confirm the needs of the IO EARCs and the twenty schools targeted for integration as well as conducting the necessary assessments.

¹³ KISE will support the Ministry in needs assessment for the equipment that will be required in the EARCs and the twenty schools targeted for integration.

¹⁴ This intervention is scaling up the intervention under SEQIP. TSC is required to review the SBTSS design and operational Pan developed under SEQIP

¹⁵ The TSC with support from CEMASTEAM will retool 78,000 JS teachers to enhance their competencies and mastery of content. The data provided will be disaggregated by camp-based refugee teachers, host-communities, and teacher performance per each target county

RA	Disbursement Linked Indicator	Disbursement Linked Result	Disbursement Protocol	Total (US\$ million)
		DLR 7.4: Upgraded training environment in Teacher Training Colleges (TTCs).	US\$20 million for Contracts signed by MoE for expansion/ rehabilitation of critical facilities based on an approved needs assessment report and implementation plan. ¹⁶	20
Strengthen Systems for Equitable Service Delivery in Secondary Education.	DLI 8: Strengthened systems through institutionalization of key initiated reforms in Basic Education.	DLR 8.1: Draft Basic Education and Draft TSC Amendment Bills submitted to Parliament.	US\$2 million for the Final Drafts Basic Education and TSC Amendment Bills (2024) submitted to Parliament.	2
		DLR 8.2: Implement CBA reforms through: (a) implementation of e-assessments in TTCs, and selected JS and SS. (b) operationalization of assessment resource center at the existing KNEC facilities in line with the CBA reforms.	a) US\$2 for institutionalizing e-assessment at KNEC and for e-assessment conducted in all 35 TTCs and JS and TTC/school specific analytical reports provided ¹⁷ . b) US\$1.25 million for each core milestone achieved as per the costed design and implementation plan for operationalizing of assessment resource centre at KNEC, up to US\$5 million for four core milestones ¹⁸ .	7
		DLR 8.3: 60 percent of JSs implementing IBQA ¹⁹ mechanisms and reporting on the same through NEMIS or KEMIS.	US\$4 million for 60 percent of JS implementing IBQA mechanisms and reporting through NEMIS or KEMIS. Baseline: 0 Program Target: 60 percent	4

¹⁶ The TTCS will benefit from expansion of infrastructure which include classrooms, Wash and sanitation facilities for both teacher trainees and staff, overhead water harvesting tanks and solar installations. Other details are in the POM.

¹⁷ This intervention is scaling up the initiative by the PEEL program. The e- assessment has been rolled out in the 35 TTCs. KNEC will generate TTC/ JS specific analysis reports.

¹⁸ The four core milestones as per the costed and operational plan of the Resource Centre at KNEC will be detailed in the table in Annex 3 and will include: (a) Upgrade infrastructure to support online and in-person training (a) Develop Six (6) training modules for capacity building. (c) Conduct pilot studies for SS Grade 12 and research to inform the Grade 12 Learner Exit Profile. (d) Develop assessment framework and guidelines for dual certification in SS. Details are in the POM.

¹⁹ The training of the JS teachers will be funded through the WHR grants and will also benefit the 50 camp- based schools.

RA	Disbursement Linked Indicator	Disbursement Linked Result	Disbursement Protocol	Total (US\$ million)
		DLR 8.4: Upgrade training and research facilities at KISE and KEMI for enhanced in-service teacher training and research ²⁰ .	US\$6 million for contract signed for KEMI. US\$8 million for contract signed for KISE	14
	DLI 9: Initiate transition to clean cooking energy/technologies for a sustainable national School Meals Program (SMP).	DLR 9.1: Number of vulnerable learners ²¹ including camp- based and refugee host communities who are provided with school meals during each school calendar year.	Scalable: US\$5.25 million for 2 million vulnerable learners including refugee learners provided with school meals per school calendar year up to US\$20 million, for four years. Baseline: 0 Program target: 2,000,000 learners	21
		DLR 9.2: Operationalization of three centralized kitchens ²² .	Prior result: US\$3 million for one centralized kitchen operationalized as per MoE's quality assurance and standards ²³ . Scalable: US\$3 million for an operational Centralized Kitchen up to US\$9 million and a total of 3 kitchens including prior results.	9
	TOTAL AMOUNT			230

20 Milestones for KEMI and KISE will include(a) Procurement of a design and Supervision firm, Conducting an ESIA, procurement of a contractor and monitoring the progress of the works

²¹ The criteria for vulnerable learners' identification is based on MoE's established criteria described in the POM, which will include camp-based and refugee host communities

²² The Details of CKA are detailed in the POM

²³ The safety standards for CKA will be incorporated in the NESQAF and Safety Standards.

²¹Details of the milestones included in the verification protocol, which will also be reflected in the Operational Manual.

Annex 2: Indicative Timeline for DLI Achievement

Baseline	Prior Results	Period 1	Period 2	Period 3	Period 4
1: Upgrade teaching and learning school conditions for target FDSE, Low-Cost Boarding Schools/Peace schools, and 20 target SS SNE as per the agreed implementation plan (Number)					
NA	1200 classrooms and sanitation facilities rehabilitated		DLR 1.1a: 33 percent of agreed milestones in the rehabilitation implementation plan achieved. Milestones consist of target facilities in the implementation plan meeting the established standards and certified by the Ministry of Public Works.	DLR 1.2: 600 FDSE JS schools including in host communities, and camp-based refugee secondary schools with new physical laboratories or functional virtual science laboratories. Scalable Formula: US\$1 million for a batch of 100 schools. Baseline: 0 Target: 600 DLR 1.1b: 66 percent of milestones in the agreed implementation plan achieved	DLR 1.1c: 100 percent of milestones in agreed implementation plan achieved
0.00	29,500,000.00	0.00	10,000,000.00	16,000,000.00	10,000,000.00
DLI allocation		65,500,000.00	As a % of Total DLI Allocation		28.48%
2:Learners retained in JS, and transitioning to Senior School in target Counties, including refugee learners (Percentage)					
N/A	N/A	DLR 2.1: 80 percent JS learners in target Counties completing grade 8	DLR 2.2: 80 percent JS learners in target Countries completing grade 9 and transitioning to senior school	DLR 2.3: 15000 vulnerable Learners receive a scholarship. Scalable Formula: US\$2200 per scholar	
0.00	0.00	3,000,000.00	3,000,000.00	33,000,000.00	0.00
DLI allocation		39,000,000.00	As a % of Total DLI Allocation		16.96%
3:JS learners reporting textbook-learner ratio of 1:1 in Science, Mathematics, and English at grades 7, 8 and 9 in targeted Counties,					

including refugee learners (Percentage)					
Baseline	Prior Results	2026	2027	2028	2029
N/A	N/A		DLR 3.1: Framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides. Formula: US\$2 million for each contract signed, up to 5 contracts	DLR 3.2: 80 percent of JS with 1:1 student-textbook ratio in target subjects, including in camp-based schools.	
0.00	0.00	0.00	10,000,000.00	3,000,000.00	0.00
DLI allocation		13,000,000.00	As a % of Total DLI Allocation		5.65%
4:Camp-based refugee Junior Schools receiving school grants (Number)					
N/A	N/A	DLR 4.1a: 50 camp-based JS have approved SIPs Formula: US\$150,000 per each school for 50 schools	DLR 4.1b: Instructional materials procured per the set targets in the SIP, and new teachers recruited, and present in duty station Formula: US\$50,000 per each school	DLR 4.1c: Contract for construction of classroom/WASH/lab construction signed as per the target in the SIP Formula: US\$50,000 per each school	
0.00	0.00	0.00	7,500,000.00	2,500,000.00	2,500,000.00
DLI allocation		12,500,000.00	As a % of Total DLI Allocation		5.43%
5: Reduced percentage of Out-of-School Children (OOSC) in 5 Counties with the highest OOSC (Percentage)					
N/A	N/A			DLR 5.1: 20 percent points reduction in OOSC in the 5 target Counties.	
0.00	0.00	0.00	0.00	2,000,000.00	0.00
DLI allocation		2,000,000.00	As a % of Total DLI Allocation		0.87%
6:EARCs facilities and equipment strengthened (Number)					
Baseline	Prior Results	2026	2027	2028	2029
N/A	N/A		DLR 6.1: Four contracts	DLI 6.2: Four	

			signed to upgrade four target EARCs facilities and equipment. Formula: US\$2.75 million for each EARC contract signed.	functional EARCs with the target set of equipment, retooled instructors, and core staffing by the government. Scalable Formula: US\$500,000 for every functional EARC	
0.00	0.00	0.00	11,000,000.00	2,000,000.00	0.00
DLI allocation		13,000,000.00	As a % of Total DLI Allocation		5.65%
7:Improvement in quality of teaching in Junior School, including camp-based refugee Junior schools (Text)					
N/A	N/A	DLR 7.1: SBTSS design and operational plan reviewed and approved by TSC	DLR 7.3: Approval of a comprehensive strategy and implementation plan for rationalization of teacher distribution to schools with the highest teacher shortage.	DLR 7.2: 70 percent of teachers achieving 70 percent pedagogical proficiency in Science or Mathematics or English Formula: US\$1 million for pedagogical proficiency in each subject.	DLR 7.4: Contracts signed by MoE for expansion/ rehabilitation of critical facilities in Teacher Training Colleges (TTCs) based on an approved needs assessment report and implementation plan
0.00	0.00	4,000,000.00	1,000,000.00	3,000,000.00	20,000,000.00
DLI allocation		28,000,000.00	As a % of Total DLI Allocation		12.17%
8:Strengthened systems through institutionalization of key initiated reforms in Basic Education (Text)					
N/A	N/A	DLR 8.1: Draft Basic Education and TSC Amendment Bills submitted to Parliament	DLR 8.2a) US\$2 million for institutionalizing e-assessment at KNEC and e-assessments conducted in all 35 TTCs and selected JS; school specific analytical reports provided.	DLR 8.3: 60 percent of JSs implementing IBQA mechanisms and reporting on the same through NEMIS or KEMIS.	DLR 8.4a: US\$6 million for contract signed to upgrade KEMI teaching training and research facilities DLR 8.4b: US\$8 million for contract signed to upgrade KISE

			DLR 8.b) US\$5 million for four of the core milestones achieved in operationalizing assessment resource center at KNEC as per the costed design and implementation plan Formula: US\$ 1.25 million for each core milestone.		training and research facilities
0.00	0.00	2,000,000.00	7,000,000.00	4,000,000.00	14,000,000.00
DLI allocation		27,000,000.00	As a % of Total DLI Allocation		11.74%
9:Initiate transition to clean cooking energy/technologies for a sustainable national School Meals Program (SMP) (Text)					
Baseline	Prior Results	2026	2027	2028	2029
N/A	One centralized kitchen operationalized.	DLR 9.1a: 2 million school meals provided to vulnerable learners, including camp-based and refugee host communities. Formula: US\$2.5 per targeted vulnerable learner	DLR 9.1b: 2 million school meals provided to vulnerable learners, including camp- based and refugee host communities. Formula: US\$2.5 per targeted vulnerable learner	DLR 9.1c: 2 million school meals provided to vulnerable learners, including camp- based and refugee host communities. Formula: US\$2.5 per targeted vulnerable learner	DLR 9.2: Two Centralized Kitchens operationalized, US\$3 million for each. DLR 9.1d: 2 million school meals provided to vulnerable learners, including camp- based and refugee host communities. Formula: US\$2.5 per targeted vulnerable learner
0.00	3,000,000.00	5,250,000.00	5,250,000.00	5,250,000.00	11,250,000.00
DLI allocation		30,000,000.00	As a % of Total DLI Allocation		13.04%

ANNEX 3: DLIs/DLRs Verification Protocol Table

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
DL1: Upgrade teaching and learning school conditions for target FDSE, Low-Cost Boarding Schools/Peace schools, and 20 target SS SNE as per the agreed implementation plan (Number)				
<u>Prior Results</u> 1200 classrooms and sanitation facilities Constructed	No	MoE, County Level Program Teams, implementing schools.	IVA	MoE-DSE and DSS will submit a report on the classrooms constructed between the period – September 2023 to September, 2024 IVA will verify data collected from MOE on the number of classrooms and sanitation facilities Constructed.
<u>Period 1</u> <u>Period 2</u> <u>Period 3</u> DLR 1.1: Number of new and rehabilitated classrooms/Labs/ WASH facilities in target FDSE/LCB&PS, 20 target SNE SS as per the agreed implementation plan.	Yes	MoE, County Level Program Teams, implementing schools CEMASTEAs and IVA Report	IVA	Construction of new classrooms/labs /WASH facilities in existing target JS schools and FDSE/boarding secondary schools/LCBS/Peace Schools. Construction of WASH facilities will include for teachers as needed. Construction will be conducted in line with the MoE/Public Works standards and the ESMP requirements. For

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>refugee Camp-based schools, MoE, in collaboration with DRS and UNHCR, will support expansion of school infrastructure in existing camp-based JS to reduce overcrowding and double shifts. This expansion will be conducted under the school grants for refugee schools.</p> <p>IVA will obtain data from MoE and will verify certification of completion issued by the Ministry of Public Works of at least 33 percent of agreed milestones in the implementation plan (see Annex 12) achieved.</p> <p>Construction of 587 completed newly constructed classrooms/ physical laboratories/ sanitation facilities in the infrastructure implementation plan.</p> <p>IVA will sample the data and conduct at least 30 percent of field visits to verify construction of target facilities and their utilization to confirm</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				functionality of at 600 physical and virtual laboratories. IVA will also use MoE's GEMS platform on NEMIS to sample an additional 30 percent of the facilities. 50 percent of the target facilities will be verified through the GEMS online monitoring tool.
<u>Period 3</u> DLR 1.2: Number of FDSE, including in host refugee communities, and camp based secondary schools with new physical laboratories or functional virtual science laboratories.	Yes	MoE, County Level Program Teams, implementing schools CEMASTEAs and IVA Report	IVA	<p>SS will be equipped with additional physical and JS with functional virtual labs aligned and adapted with the CBC/CBA reformed curriculum.</p> <p>MoE will report data through NEMIS/KEMIS, IVA will verify through data corroboration and site visits.</p> <p>IVA will also conduct field visits to camp-based and host-community JS and SS to verify functionality and utilization of the additional physical and virtual science laboratories. Functionality is verified through availability of aligned CBC/CBA virtual</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				content on a platform.
DLI 2: Learners retained in JS, and transitioning to Senior School in target Counties, including refugee learners.				
<u>Period 1</u> DLR 2.1: Percentage of JS learners in target Counties completing grade 8	No	MoE, County Level Program Teams, implementing schools	IVA	<p>MoE will support the development of improved school learning conditions to allow increased enrolment in Junior schools (JS). Using data from NEMIS MoE will track the percent of learners transitioning to the next JS grade level, beginning with the transition of learners from grade 7 to 8, then from grade 8 to 9, and percent of learners transitioning from Junior School to Senior school.</p> <p>The target 80 percent retention rate will be calculated from the average of retention rates all target counties.</p> <p>Percentage of learners in target Counties, including refugees, who transition from JS to SS (denominator is the total number of learners in grade 8 JS who transition to SS in</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>target Counties including refugees).</p> <p>IVA will assess reports both for grade 8 and 9 retention rates submitted by MoE and corroborate with data from NEMIS during verification. Disbursement is done when the national 70 percent average is achieved amongst target Counties and IVA will monitor disaggregation of data by gender, camp-based refugee and host-community learners.</p>
<p><u>Period 2</u> DLR 2.2: Percentage of JS learners in target Counties completing grade 9 and transitioning to senior school.</p>	No	MoE, County Level Program Teams, implementing schools, Independent Third Party Verification Agency (IVA)	IVA	<p>MoE will the support development of improved school learning conditions to allow increased enrolment in Junior schools (JS). Using data from NEMIS MoE will track the percent of learners transitioning to the next JS grade level, beginning with the transition of learners from grade 7 to 8, then from grade 8 to 9, and percent of learners transitioning from Junior School to Senior school.</p> <p>The target 80 percent retention rate is calculated from the</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>average of retention rates all target counties.</p> <p>Percentage of learners in target Counties, including refugees, who transition from JS to SS (denominator is the total number of learners in grade 8 JS who transition to SS in target Counties including refugees).</p> <p>IVA will assess reports both for grade 8 and 9 retention rates submitted by MoE and corroborate with data from NEMIS during verification. Disbursement is done when the national 70 percent average is achieved amongst target Counties and IVA will monitor disaggregation of data by gender, camp-based refugee and host-community learners.</p>
<p>Period 3 DLR 2.3: Number of Vulnerable Learners, including refugee learners, selected to receive a scholarship, school kits and mentoring support services.</p>	Yes	MoE, County Level Program Teams, implementing schools, Independent Third Party Verification Agency (IVA)		MoE will support the provision of 15,000 scholarships to vulnerable learners based on the established MOE criteria under the Elimu Scholarship program. The learners will be supported throughout the three

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>academic years of SS until completion.</p> <p>IVA will assess and verify provision of scholarships through desk-based reviews and field visits that include beneficiary surveys.</p>
DLI 3: JS learners reporting textbook-learner ratio of 1:1 in integrated Science, Mathematics, and English at grades 7, 8 and 9 in targeted Counties, including refugee learners.				
<u>Period 2</u> DLR 3.1 Number of Framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides.	No	MoE and KICD	IVA	<p>MoE through KICD will procure textbooks through the existing Framework approach under SEQIP and contract must include KICD's adoption of technology-based textbook evaluation methods.</p> <p>IVA will verify the number of framework contracts signed by MoE with publishers for delivery of target new CBC textbooks and Teachers Guides. Contract between KICD and publishers must include an MoU that outlines a shift from the manual and paper-based evaluation of textbooks to a more efficient technology-based approaches</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				for evaluation of textbooks.
Period 3 DLR 3.2 Percentage of JS, including refugee schools, with learner-textbook ratio of 1:1 in Integrated Science, Mathematics, and English at grades 7, 8 and 9.	No	MoE, County Level Project Teams, implementing schools and KICD	IVA	<p>KICD will distribute text books for science , English amd Mathematics to JS, grades 7, 8 and 9 in line with the rationalized learning areas The target is 80 percent of JS reporting learner- textbook ratio of 1:1 in Science, Mathematics, and English at grades 7, 8 and 9. The target 80 percent Student-Textbook ratio of 1: 1 is calculated from the average of JS learners in all target countries, including refugees, each have a core textbook in Science, Mathematics and English.</p> <p>Disbursement is done when the national 80 percent average is achieved amongst target counties, and IVA will monitor data disaggregation for refugee learners and textbook provision data per target county</p>
DLI4: Camp-based refugee Junior Schools receiving school grants (Number)				

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
<u>Period 2</u> <u>Period 3</u> <u>Period 4</u> DLR 4.1: Number of camp-based refugee junior schools receiving school grants per approved SIP	No	MoE, target schools for the school grants, County Level Project Teams.	IVA	<p>A total of 50 schools are expected to benefit from school grants, when attaining an approved SIP. Target camp-based schools are required by the MoE to prepare SIPs indicating five priority areas. Disbursement will be done in three tranches.</p> <p>IVA verifies approved SIPs and implementation of at least three priorities in the SIP as per the POM.</p> <p>For the SIPs, the IVA will conduct a desk review based on the reports submitted and guidelines for the SIP as outlined in the school grants manual.</p> <p>For the second and third tranches, the IVA will conduct field visits to at least a sample of 50 percent of the reported schools having implemented at least three of the five priority areas in the approved SIP and to verify signed contracts for constructions.</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
DLI 5: Reduced percentage of Out-of-School Children (OOSC) in 5 Counties with the highest OOSC (Percentage).				
<u>Period 3</u> DLR: 5.1: 20 percent points reduction in OOSC in the 5 target Counties.	No	MoE, County Level Project Teams, implementing schools and NACONEK	IVA	<p>MoE will target expansion of Low-Cost and Peace Boarding Schools through a minimum essential package. Improvements in infrastructure for each beneficiary school will entail a minimum essential package that includes classrooms, Integrated Learning Resource Centers, dormitories, solarized boreholes with overhead water storage tanks, sanitation units, ablution units and hand washing facilities, staff housing units and fencing; and activities for the advocacy, mentorship, and social support program.</p> <p>MoE will also implement transport solutions for learners, particularly during the start and end of school terms, to address the significant challenge of long and at times hazardous journeys to and from home to school.</p> <p>Out-of-school children are defined based on MoE standard</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>definition. The target 20 percent reduction is calculated from the average reduction of the five target Counties.</p> <p>IVA will first do desk-based verification of reported data from MoE and NACONEK.</p> <p>IVA will conduct field visits to the 5 target Counties and visit sampled schools to verify OOSC return to schools</p>
DLI 6: Target EARCs strengthened				
<p>Period 2 DLR 6.1: Number of contracts signed for upgrading (equipment and rehabilitation of facilities) of target EARCs facilities and equipment.</p>	Yes	MoE, KISE, IVA report	IVA	<p>MoE will hire contractors for upgrading (equipment and rehabilitation of facilities) of target EARCs facilities and equipment including target twenty SS and integrated units in regular JS for children with special needs. Based on the costed operational plan, MoE/KISE will sign contracts for procurement of modern SNE diagnostics equipment.</p> <p>Each EARC revamped means - a set of target interventions completed at each EARC</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>including modern SNE diagnostics equipment, and retooling staff at the target EARCS including target twenty SS and integrated units in regular JS for children with special needs. A needs assessment is being finalized to inform the set of interventions at each EARC.</p> <p>IVA will verify the signed contracts for equipment procurement based on costed operational plan.</p>
<p>Period 3 DLI 6.2: At least 4 specialized EARCS fully functional with the target set of equipment, retooled instructors, and core staffing by the government.</p>	Yes	MoE, KISE, IVA report	IVA	<p>Disbursement will be based on At least 4 specialized EARCs fully functional with the target set of equipment, retooled instructors, and core staffing by the government.</p> <p>IVA will conduct field visits to the 4 EARCs to verify fully functionality of the EARCs and supply of modern diagnostics equipments and learning assistive devices in the target twenty SS and integrated units in regular JS for children with</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				special needs.
DLI 7: Improvement in quality of teaching in Junior School				
<u>Period 1</u> DLR 7.1: SBTSS design and operational plan reviewed in line with the baseline results for teachers' performance gaps in SME JS.	No	TSC	IVA	TSC is required to review SBTSS design and costed operational plan in line with the baseline results for teachers' performance gaps in SME JS. TSC will submit the Baseline Report for Teacher performance gap for verification IVA verifies the SBTSS and design and costed operational plan submitted by TSC
<u>Period 3</u> DLR 7.2: Increase in the share of target JS teachers achieving pedagogical proficiency in teaching in SME.	No	TSC and CEMASTEAM	IVA	The TSC with support from CEMASTEAM will retool the JS SME Teachers. The target national is 70 percent of teachers achieving the 70 percent pedagogical proficiency in Science or English and Mathematics is calculated by averaging for the total number of teachers in all target Counties. IVA will verify the baseline

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>teacher performance assessment report by TSC for each subject.</p> <p>IVA will monitor data disaggregated by camp-based refugee teachers, host-communities, and teacher performance per each target county.</p>
<p><u>Period 2</u> DLR 7.3: Approval of a comprehensive strategy and implementation plan for rationalization of teacher distribution to schools with the highest teacher shortage.</p>	No	TSC	IVA	<p>Approved comprehensive strategy and implementation plan by TSC</p> <p>IVA will verify the approved of a comprehensive strategy and implementation plan for rationalization of teacher distribution to schools with the highest teacher shortage submitted by TSC.</p>
<p><u>Period 4</u> DLR 7.4: Upgraded training environment in Teacher Training Colleges (TTCs).</p>	No	MoE, TTC and IVA Report	IVA	<p>MoE will upgraded training and learning environment in Teacher Training Colleges (TTCs).</p> <p>IVA will verify the number of Contracts signed between MoE and contractors to rehabilitates TTCs.</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>IVA will also obtain data from MoE using GEMS/NEMIS on the facilities constructed in the target TTC. Construction completion will be verified with a certificate of completion issues by the Ministry of Public Works.</p> <p>IVA will sample the data and conduct at least 50 percent of field visits to verify construction of target TTCs and their alignment with construction verification protocol.</p>
DLI 8: Strengthened systems through institutionalization of key initiated reforms in Basic Education.				
<u>Period 2</u> DLR 8.1: Draft Basic Education and Draft TSC Amendment Bills submitted to Parliament.	No	MoE and TSC	IVA	<p>MoE submits the draft Basic Education and draft TSC amendment bills to Parliament. The Bills are targeted for 2024.</p> <p>IVA will verify submission of bills to parliament</p>
<u>Period 2</u> DLR8.2(a): (a) institutionalization of e-assessments in TTCs, JS and SS	No	MoE, KNEC and TTCs	IVA	<p>KNEC is required to institutionalize e-assessment at KNEC and conduct e-assessment in all 35 TTCs and selected JS with e-assessment capacity and TTC/school</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				<p>specific e-generated analytical reports provided.</p> <p>IVA will verify operationalization of the e-assessment system</p>
<p>Period 2 DLR 8.2(b): Operationalization of assessment resource center at the existing KNEC facilities in line with the CBA reforms.</p>	No	MoE, KNEC, KICD	IVA	<p>KNEC is required to operationalize the e-assessment Resource Centre at KNEC facilities in line with the CBA reforms. The agreed core milestones for operationalization include:</p> <p>(i) Technological and related infrastructure for in-person and online training installed.</p> <p>(ii) Research studies on Learner Exit Profile and dual certification conducted and disseminated to inform implementation of CBA in SS.</p> <p>(iii) Grade 12 and Vocational level summative assessment pilot study conducted</p> <p>(iv) Modules for training & capacity building at the resource centre developed.</p> <p>The IVA will verify</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				achievement of the four of the agreed upon core milestones for operationalization of the assessment resource Centre at KNEC.
Period 3 DLR 8.3: 60 percent of JSs implementing IBQA mechanisms and reporting on the same through NEMIS or KEMIS.	No	MoE, KEMI and IVA REport	IVA	MoE-DQAS is required to review the National Education QAS framework and school safety standards reviewed, prepare IBQA, guidelines and relevant training manuals developed and tools automated. The target 60 percent of JS is averaged from Junior schools in target Counties. Schools' implementation of the IBQA mechanisms and reporting will be done through NEMIS/KEMIS. IVA will verify and cooraborate data from NEMIS/KEMIS and conduct field visits to 30 percent of JS schools in target Counties to monitor schools implementation of IBQA mechanisms.
Period 4 DLR 8.4(a): Upgrade	No	MoE, KEMI and IVA Eport	IVA	MoE and KEMI will Procure contractors to upgrade teaching

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
training and research facilities at KEMI for enhanced in-service teacher training and research.				<p>and learning facility at KEMI for enhanced in-service teacher training and research. IVA will verify contracts signed for the upgrade teaching and learning facility at KEMI for enhanced in-service teacher training and research.</p> <p>IVA will also obtain data from MoE using GEMS/NEMIS on the target KEMI upgraded. Upgrading of facilities needs to be verified with a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50 percent of field visits to verify upgrading of facilities</p>
<u>Period 4</u> DLR 8.4(b): Upgrade training and research facilities at KISE for enhanced in-service teacher training and research.	NO	MoE, KISE and IVA Report	IVA	<p>MoE and KISE will Procure contractors to upgrade teaching and learning facility at KISE for enhanced in-service teacher training and research. IVA will verify contracts signed for the upgrade teaching and learning facility at KISE for enhanced in-service teacher training and research.</p>

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
				IVA will obtain data from MoE using GEMS/NEMIS on the target KISE upgraded. Upgrading of facilities needs to be verified with a certificate of completion issues by the Ministry of Public Works. IVA will sample the data and conduct at least 50 percent of field visits to verify upgrading of facilities
DLI 9: Initiate transition to clean cooking energy/technologies for a sustainable national School Meals Program (SMP).				
<u>Period 1</u> <u>Period 2</u> <u>2Period 3</u> DLR 9.1: Number of vulnerable learners including camp- based and refugee host communities who are provided with school meals during each school calendar year.	Yes	MoE, NACONEK		The criteria for vulnerable learners' identification is based on MoE's established criteria, which will include camp-based and refugee host communities. IVA will verify NACONEK's data on number of learners receiving schools meals and conducts field visits to verify provision of school meals in target Counties including camp-based JS.
<u>Prior Results</u> one centralized kitchen operationalized and guidelines for the		MoE, NACONEK	IVA	NACONEK is required to submit a report on the functionality of one centralized kitchen that is already

<i>DLI</i>	<i>Scalability of Disbursements (Yes/No)</i>	<i>Protocol to Evaluate achievement of the DLI and data/result verification</i>		
		<i>Data source/Agency</i>	<i>Verification Entity</i>	<i>Definition and Procedure</i>
centralised kitchens developed.				<p>established. one centralized kitchen operationalized and guidelines for the centralised kitchens developed.</p> <p>The IVA will verify construction of the one centralised kitchen through the report submitted by NACONEK and conduct a field visit.</p>
Period 4 DLR 9.2: Operationalization of three centralized kitchens.	Yes	MoE, NACONEK	IVA	<p>For Operationalization of three centralized kitchens. MoE/NACONEK will sign procurement contracts for CKA service providers to management and delivery of the school meal in at least three of the four major urban cities with the highest number of learners, including learners from the informal settlements and refugees (Kisumu, Mombasa, Nakuru and Eldoret).</p> <p>IVA will conduct field visits to verify operationalization of the four centralized kitchens as per MoE's quality assurance and standards.</p>

ANNEX 4: VERIFICATION PROTOCOLS DESCRIPTION

VERIFICATION FOR THE DLI 1: UPGRADE TEACHING AND LEARNING SCHOOL CONDITIONS FOR TARGET FDSE, LOW-COST BOARDING SCHOOLS/PEACE SCHOOLS, AND 20 TARGET SS SNE AS PER THE AGREED IMPLEMENTATION PLAN (NUMBER).

The Kenya Secondary Education Equity and Quality Improvement Program (SEEQIP) is supporting the Government through Ministry of Education in provision of grants to enhance school learning conditions, with the aim of increasing enrolment and retention in secondary education and improving the delivery of the CBC and CBA in both JS and SS, including those serving refugee learners. To address the infrastructure gaps, FDSEs, refugee camp-based JSs and Low-Cost Boarding & Peace Schools (LCB&PS), pre-vocational and vocational centers will benefit from infrastructure expansion and improvement with the goal of enhancing equitable access to quality secondary education. The infrastructure improvements will also target 20 special needs/integrated SSs that are set to enroll learners with special needs and disabilities. This DLI will also support completion of outstanding projects under the closed SEQIP project.

SEEQIP will;

1. Make a disbursement US\$29.5 million towards the Prior Result for construction of 1200 classrooms in existing schools constructed between September, 2023 and September, 2024.
2. Make disbursements US\$10 million for every 33 percent of milestone achieved, up to a maximum of US\$30 million. A milestone comprises a batch of at least 33 percent of the target facilities in the implementation plan meeting the established standards and certified by the Ministry of Public Works.
3. Make a disbursement of US\$1 million for a batch of 100 schools with new physical laboratories or functional science laboratories, up to US\$6 million

Procedure for DLI Verification

Upon submission of the Prior Results report, the Independent Verification Agency (IVA) will verify data collected from MOE on the number of classrooms and sanitation facilities constructed and completion certificates issued by the Ministry of Public Works.

A total of **587 completed** newly constructed classrooms/ physical laboratories/ sanitation facilities will represent 33% newly constructed classrooms/ labs/ WASH facilities provided in target FDSE/LCB&PS/SNE senior schools according to the milestones in the implementation plan in Annex 12

IVA will sample the data and conduct at least 30 percent of field visits to verify construction of target facilities and their utilization.

IVA will use MoE's GEMS platform on NEMIS/KEMIS to sample an additional 30 percent of the facilities. 50 percent of the target facilities will be verified through the GEMS online monitoring tool. SS equipped with additional physical and JS with functional virtual labs aligned and adapted with the CBC/CBA reformed curriculum.

IVA will also conduct field visits to camp-based and host-community JS and SS to verify functionality and utilization of the additional physical and virtual science laboratories. Functionality will be verified through availability of aligned CBC/CBA virtual content on a platform.

VERIFICATION PROTOCOL FOR DLI 2: PERCENTAGE OF LEARNERS RETAINED IN JS, AND TRANSITIONING TO SENIOR SCHOOL IN TARGET COUNTIES, INCLUDING REFUGEE LEARNERS.

The Results Area will aim at providing students in target schools, including the 50 camp-based refugee primary schools, with 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 learners in these schools include learners in pre-school who will benefit from a fortified meal as per the school health and nutrition policy guidelines.

MoE will support development of improved school learning conditions to allow increased enrolment in Junior schools (JS). Using data from NEMIS MoE will track the percent of learners transitioning to the next JS grade level, beginning with the transition of learners from grade 7 to 8, then from grade 8 to 9, and percent of learners transitioning from Junior School to Senior school including refugee learners. The target 80 percent retention rate will be calculated from the average of retention rates all target counties.

MoE will also support the provision of 15,000 scholarships to vulnerable learners based on the established MOE criteria under the Elimu Scholarship program. The learners will be supported throughout the three academic years of SS until completion.

Procedure for DLI Verification

- Independent Verification Agency (IVA) will assess reports both for grade 8 and 9 retention rates submitted by MoE and corroborate with data from NEMIS during verification. Disbursement will be done when the national 70 percent average is achieved amongst target Counties and IVA will monitor disaggregation of data by gender, camp-based refugee and host-community learners.
- IVA will also assess and verify provision of scholarships through desk-based reviews and field visits that include beneficiary surveys.

VERIFICATION PROTOCOL FOR DLI 3: JS LEARNERS REPORTING TEXTBOOK-LEARNER RATIO OF 1:1 IN INTEGRATED SCIENCE, MATHEMATICS, AND ENGLISH AT GRADES 7, 8 AND 9 IN TARGETED COUNTIES, INCLUDING REFUGEE LEARNERS.

This DLI targets all Public JS and the upcoming SS (January 2026), and camp-based refugee schools. The PWPER noted substantial overlaps, and some gaps in the CBC learning areas, including JS and SS including SNE Schools, and recommended a rationalization of the learning areas for a better sharper focus on critical core competencies. This intervention will support an evaluation and provision of core textbooks, including set books for JS and SS, and teachers guides for JS, as well as SS to facilitate a smooth transition from JS to SS in January

2026. This intervention will support a shift to a mainly technology-based approach to evaluation of textbooks to improve efficiency. MoE through KICD will sign Framework Contracts with publishers on the delivery of new textbooks and Teacher Guides to JSs and SSs. This will be followed by the distribution of core textbooks and Teacher Guides aligned with the revised and consolidated learning areas for CBC.

Procedure for DLI Verification

Independent Verification Agency (IVA) will verify signed contracts between MoE and publishers. Contract between KICD and publishers must include an MoU that outlines a shift from the manual and paper-based evaluation of textbooks to a more efficient technology-based approaches for evaluation of textbooks.

JS learners reporting learner- textbook ratio of 1:1 in Science, Mathematics, and English at grades 7, 8 and 9. The target 80 percent Student-Textbook ratio of 1: 1 is calculated from the average of JS learners in all target countries, including refugees, each have a core textbook in Science, Mathematics and English.

Disbursement will be done when the national 80 percent average is achieved amongst target counties, and IVA will monitor data disaggregation for refugee learners and textbook provision data per target county

VERIFICATION PROTOCOL FOR DLI 4 NUMBER OF CAMP-BASED REFUGEE JUNIOR SCHOOLS RECEIVING SCHOOL GRANTS

The 50 target Camp-based schools are required by the MoE to prepare SIPs indicating five priority areas. Upon approval of these SIPs, school grants will be awarded to these schools for (1) approval of the SIPS and (2) implementation of the priority areas. Schools will report annually on implementation progress against the stated benchmarks.

Disbursement of US\$250,000 disbursed in three tranches:

- First tranche, US\$150,000 for an approved SIP;
- Second tranche, US\$50,000 is triggered by procurement of instructional materials in the approved SIP, and recruitment, and being present at duty station, of target new contract/intern teachers per the targets in the SIP; and
- Third tranche, US\$50,000 upon signing of a contract for construction of classroom and WASH facilities as per the target in the SIP.

Procedure for DLI Verification

Independent Verification Agency (IVA) will verify approved SIPS and implementation of at least three priorities in the SIP as per the guidelines for the SIP as outlined in the school grants manual. The IVA will conduct field visits in at least a sample of 50% of the reported schools having implemented at least three of the five priority areas in the approved SIP and to verify signed contracts for constructions.

VERIFICATION PROTOCOL FOR DLI 5: REDUCED PERCENTAGE OF OUT-OF-SCHOOL CHILDREN (OOSC) IN 5 COUNTIES WITH THE HIGHEST OOSC.

MoE will target the expansion of Low-Cost and Peace Boarding Schools through a minimum essential package. Improvements in infrastructure for each beneficiary school will entail a minimum essential package that includes classrooms, Integrated Learning Resource Centers, dormitories, solarised boreholes with overhead water storage tanks, sanitation units, ablution units and hand washing facilities, staff housing units and fencing; and activities for the advocacy, mentorship, and social support program.

MoE will also implement transport solutions for learners, particularly during the start and end of school terms, to address the significant challenge of long and at times hazardous journeys to and from home to school.

Procedure for DLI Verification

IVA will first do desk-based verification of reported data from MoE and NACONEK.

IVA will also conduct field visits to sampled schools in the 5 target Counties to verify OOSC return to schools.

Independent Verification Agency (IVA) will obtain from MoE the following documents and reports as submitted by NACONEK:

1. Report of 5 target counties with the highest number of OOSC
2. Data of the OOSC in the 5 target counties with highest number of OOSC

VERIFICATION PROTOCOL DLI 6: TARGET EARCS STRENGTHENED

This DLI will support upgrading (equipment and rehabilitation of facilities) of target ten (10) EARCs facilities and equipment including target twenty SS and integrated units in regular JS for children with special needs. Based on the costed operational plan, MoE/KISE will sign contracts for procurement of modern SNE diagnostics equipment.

Each EARC revamped means - a set of target interventions completed at each EARC including modern SNE diagnostics equipment, and retooling staff at the target EARCS including target twenty SS and integrated units in regular JS for children with special needs. A needs assessment is being finalized to inform the set of interventions at each EARC.

Under this DLI SEEQIP will:

- **Procedure for DLI Verification**

Independent Verification Agency (IVA) will verify the signed contracts for equipment procurement based on costed operational plan.

Disbursement will be based on at least 4 specialized EARCS fully functional with the target set of equipment, retooled instructors, and core staffing by the government.

IVA will conduct field visits to the 4 EARCS to verify fully functionality of the EARCS and supply of modern diagnostics equipments and learning assistive devices in the target twenty SS and integrated units in regular JS for children with special needs.

VERIFICATION PROTOCOL FOR DLI 7: IMPROVEMENT IN QUALITY OF TEACHING IN JUNIOR SCHOOL

This DLI will support interventions aimed at improving quality of teaching in JS and the Teacher Training Colleges. TSC is required to review the SBTSS design and operational plan in line with the baseline results for teachers' performance gaps in SME JS, reinforce mastery of subject matter content and improved pedagogies for Integrated Science, Mathematics and Languages for teachers teaching in JS and submit an approved comprehensive strategy and implementation plan. The intervention will also support upgrading of training and learning environment in Teacher Training Colleges (TTCs).

Verification Protocols

7.1: SBTSS design and operational plan reviewed in line with the baseline results for teachers' performance gaps in SME JS.

- Independent Verification Agency (IVA) will obtain from MoE following documents as submitted by TSC:
 1. The revised SBTSS design and costed operational plan
 2. Teacher performance assessment (Baseline) report

7.2: Increase in the share of target JS teachers achieving pedagogical proficiency in teaching in SME.

Independent Verification Agency (IVA) will obtain from MoE the following documents and reports as submitted by TSC:

- i. Teacher training report with data disaggregated by subject; science, mathematics and English and attendance lists of teachers trained.
- ii. Teacher monitoring and support report with data disaggregated by: a) learning areas; science, mathematics and English of teachers monitored and supported.
b) camp-based refugee teachers, host-communities, and teacher performance per each target count.
- iii. Teacher performance midline assessment report with data disaggregated by: a) learning areas; integrated science, mathematics and English.
b) camp-based refugee teachers, host-communities, and teacher performance per each target county.
- iv. Teacher performance endline assessment report with data disaggregated by: a) learning areas; integrated science, mathematics and English.
b) camp-based refugee teachers, host-communities, and teacher performance per each target county.

7.3: Approval of a comprehensive strategy and implementation plan for rationalization of teacher distribution to schools with the highest teacher shortage.

Independent Verification Agency (IVA) will obtain from MoE the following documents and reports as submitted by TSC:

- a. An approved comprehensive strategy for rationalization of teacher distribution to schools with the highest teacher shortage.

- b. An implementation plan

DLR 7.4: Upgraded training environment in Teacher Training Colleges (TTCs).

Independent Verification Agency (IVA) will obtain the following:

1. A list of the targeted TTCS indicating the targeted facilities for each.
2. Data from MoE using GEMS/NEMIS on the target TTC facilities constructed
3. Certificates of Completion issued by the Ministry of Public Works.

Procedure for DLI Verification

- The IVA will verify the reviewed SBTTS design developed under SEQIP, together with the costed operational plan and a baseline teacher performance assessment report for each subject, as submitted by the Teachers Service Commission (TSC). The IVA will monitor data disaggregation by camp-based refugee teachers, host-community teachers, and teacher performance in each target county. In addition, the IVA will prepare a verification report confirming the availability of an approved teacher deployment strategy by the TSC.
- The IVA will obtain data from the Ministry of Education (MoE) through GEMS/NEMIS on the targeted upgraded TTCs. Verification will include reviewing certificates of completion issued by the Ministry of Public Works. This will be corroborated by field visits covering at least 50 percent of the sampled data to confirm the construction of the targeted TTCs and their compliance with the construction verification protocol.

VERIFICATION PROTOCOL FOR DLI 8: STRENGTHENED SYSTEMS THROUGH INSTITUTIONALIZATION OF KEY INITIATED REFORMS IN BASIC EDUCATION

The DLI aims to develop a Sessional Paper and the corresponding Basic Education Bill to institutionalize key reforms across several critical areas of the education system. This is aimed at anchoring the CBC and CBA into law with a view to solidifying educational reforms. Therefore, MoE is required to submit the draft Basic Education and draft TSC amendment bills to Parliament.

The DLI will also support KNEC to institutionalize e-assessment at KNEC and conduct e-assessment in all 35 TTCs and selected JS with e-assessment capacity and TTC/school specific e-generated analytical reports provided as well as Operationalize an e-assessment resource centre at KNEC facilities in line with the CBA reforms.

MOE, Directorate of Quality Assurance and Standards is required to review National Education QAS framework and school safety standard, develop IBQA, guidelines and relevant training manuals and tools automated. The target for the roll out of IBQA is Junior Schools in target Counties. Schools' implementation of the IBQA mechanisms and reporting will be done through NEMIS/KEMIS.

The DLI will also support upgrading of facilities teaching and learning facility at KEMI and KISE for enhanced in-service teacher training and research.

Verification Protocols

8.1: Draft Basic Education and Draft TSC Amendment Bills submitted to Parliament.

Independent Verification Agency (IVA) will obtain the following documents from MoE:

1. Copies of the Bills (MoE and TSC) and the sessional paper.
2. Evidence of submission of the Bills and the sessional paper to parliament.

8.2: Implement CBA reforms through:

(a) implementation of e-assessments in TTCs, JS and SS.

(b) operationalization of assessment resource center at the existing KNEC facilities in line with the CBA reforms.

Independent Verification Agency (IVA) will obtain the following documents from MoE as submitted by KNEC:

1. TTC specific analysis Report
2. JS Specific analysis Report
3. Evidence of achievement of the four of the core milestones agreed upon which include:
 - Technological and related infrastructure for in-person and online training installed.
 - Research studies on Learner Exit Profile and dual certification reports
 - Grade 12 and Vocational level summative assessment pilot study Reports
 - Modules for training & capacity building at the resource centre

8.3: 60 percent of JSs implementing IBQA mechanisms and reporting on the same through NEMIS or KEMIS.

Independent Verification Agency (IVA) will obtain from MoE the following:

1. The reviewed NESQAF
2. IBQA guidelines and safety standards
3. IBQA Training Manual
4. A monitoring and Support Report.
5. A report on data from NEMIS/KEMIS indicating the JSs implementing IBQA mechanisms and reporting on the same through NEMIS or KEMIS.

8.4: Upgrade training and research facilities at KISE and KEMI for enhanced in-service teacher training and research.

Independent Verification Agency (IVA) will obtain from MoE/KEMI/KISE the following:

1. signed contracts for upgrading teaching and learning facility at KEMI and KISE for enhanced in-service teacher training and research.
2. data from MoE using GEMS/NEMIS on the target KEMI and KISE upgraded
3. Certificates of Completion issued by the Ministry of Public Works.

VERIFICATION PROTOCOL FOR DLI 9: INITIATE TRANSITION TO CLEAN COOKING ENERGY/TECHNOLOGIES FOR A SUSTAINABLE NATIONAL SCHOOL MEALS PROGRAM (SMP).

This DLI will Facilitate transition to clean cooking energy for a sustainable national School Meals Program (SMP). This intervention proposes to introduce, at MoE, a Centralized Kitchen Approach (CKA) for the National SMP in four major urban cities with the highest number of learners, including learners from the informal settlements and refugees in the urban centers (Kisumu, Mombasa, Nakuru and Eldoret). The intervention will also support development of quality assurance and standards for centralized kitchens by DQAS.

Procedure for DLI Verification

DLR 9.1: Number of vulnerable learners including camp- based and refugee host communities who are provided with school meals during each school calendar year.

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Procedure for DLI Verification

DLR 9.1: Number of vulnerable learners including camp- based and refugee host communities who are provided with school meals during each school calendar year.

Independent Verification Agency (IVA) will obtain detailed reports from MoE, NACONEK:

- Evidence of one centralized kitchen operationalized
- guidelines for the centralised kitchens developed.

The IVA will conduct a site- visit to verify construction of the one centralised kitchen

The criteria for vulnerable learners' identification is based on MoE's established criteria, which will include camp-based and refugee host communities.

IVA will verify NACONEK's data on number of learners receiving schools meals and also conducts field visits to verify provision of school meals in target Counties including camp-based JS.

- IVA will obtain from MoE the following documents and reports as submitted by NACONEK:
 1. Data on learners receiving meals
 2. Detailed report on implementation progress of SMP Programme

DLR 9.2: Operationalization of three centralized kitchens.

Operationalization of three centralized kitchens. MoE/NACONEK is required to sign contracts for CKA service providers to the management and delivery of the school meal in at least three of the four major urban cities with the highest number of learners, including learners from the informal settlements and refugees (Kisumu, Mombasa, Nakuru and Eldoret).

IVA will conduct field visits to verify operationalization of the four centralized kitchens as per MoE's quality assurance and standards.

IVA will obtain from MoE the following documents and reports as submitted by NACONEK:

1. Completion certificate of the centralised kitchen's structure and utilities
2. Progress report on operationalisation of centralised kitchen

ANNEX 5: KENYA SECONDARY EDUCATION EQUITY AND QUALITY IMPROVEMENT PROGRAM LIST OF COUNTIES

S/No	County	S/No	County
01	Mombasa	26	Trans -Nzoia
02	Kwale	27	Uasin Gishu
03	Kilifi	28	Elgeyo - Marakwet
04	Tana River	29	Nandi
05	Lamu	30	Baringo
06	Taita Taveta	31	Laikipia
07	Garissa	32	Nakuru
08	Wajir	33	Narok
09	Mandera	34	Kajiado
10	Marsabit	35	Kericho
11	Isiolo	36	Bomet
12	Meru	37	Kakamega
13	Tharaka-Nithi	38	Vihiga
14	Embu	39	Bungoma
15	Kitui	40	Busia
16	Machakos	41	Siaya
17	Makueni	42	Kisumu
18	Nyandarua	43	Homa-Bay
19	Nyeri	44	Migori
20	Kirinyaga	45	Kisii
21	Murang'a	46	Nyamira
22	Kiambu	47	Nairobi
23	Turkana		
24	West Pokot		
25	Samburu		

ANNEX 6: NUMBER OF SCHOOLS BENEFITING WITH SCHOOL GRANTS

A. CAMP – BASED SCHOOLS

S/No.	County	Camp	Number of schools
1	Garissa	Dadaab	23
2	Turkana	Kakuma	21
3		Kalobeyei	6
			50

S/No.	County	Sub-County	Camp	Village	School
1	Garissa	Dadaab	Dadaab	Ifo	Abdul-Aziz
2	Garissa	Dadaab	Dadaab	Ifo	Hornimo
3	Garissa	Dadaab	Dadaab	Ifo	Friends
4	Garissa	Dadaab	Dadaab	Ifo	Midnimo
5	Garissa	Dadaab	Dadaab	Ifo	Halane
6	Garissa	Dadaab	Dadaab	Ifo	Horyaal
7	Garissa	Dadaab	Dadaab	Ifo	Horseed
8	Garissa	Dadaab	Dadaab	Ifo	Hormuud
9	Garissa	Dadaab	Dadaab	Dagahaley	Central Dagahaley
10	Garissa	Dadaab	Dadaab	Dagahaley	Juba
11	Garissa	Dadaab	Dadaab	Dagahaley	El-Nino
12	Garissa	Dadaab	Dadaab	Dagahaley	Bahati Primary School
13	Garissa	Dadaab	Dadaab	Dagahaley	Wadajir
14	Garissa	Dadaab	Dadaab	Dagahaley	Unity
15	Garissa	Dadaab	Dadaab	Dagahaley	Illeys
16	Garissa	Fafi	Dadaab	Hagadera	Undugu
17	Garissa	Fafi	Dadaab	Hagadera	Upendo
18	Garissa	Fafi	Dadaab	Hagadera	Amani
19	Garissa	Fafi	Dadaab	Hagadera	Iftin
20	Garissa	Fafi	Dadaab	Hagadera	Umoja
21	Garissa	Fafi	Dadaab	Hagadera	Central Hagadera
22	Garissa	Fafi	Dadaab	Hagadera	Bidii
23	Garissa	Fafi	Dadaab	Hagadera	Hilac
24	Turkana	Turkana West	KAKUMA	KK1	Bhar-El-Naam
25	Turkana	Turkana West	KAKUMA	KK1	Jebel Mara Refugee Camp
26	Turkana	Turkana West	KAKUMA	KK1	Kakuma Refugee Camp
27	Turkana	Turkana West	KAKUMA	KK1	Ngundeng
28	Turkana	Turkana West	KAKUMA	KK1	Shambe
29	Turkana	Turkana West	KAKUMA	KK1	Cush
30	Turkana	Turkana West	KAKUMA	KK1	Kadugli
31	Turkana	Turkana West	KAKUMA	KK1	Fashoda
32	Turkana	Turkana West	KAKUMA	KK2	Angelina Jolie
33	Turkana	Turkana West	KAKUMA	KK2	Fuji

S/No.	County	Sub-County	Camp	Village	School
34	Turkana	Turkana West	KAKUMA	KK2	Horseed
35	Turkana	Turkana West	KAKUMA	KK3	Palotaka
36	Turkana	Turkana West	KAKUMA	KK3	Shabelle
37	Turkana	Turkana West	KAKUMA	KK3	Lokitaung
38	Turkana	Turkana West	KAKUMA	KK3	Alnuur
39	Turkana	Turkana West	KAKUMA	KK2	Gambella
40	Turkana	Turkana West	KAKUMA	KK1	Malakal
41	Turkana	Turkana West	KAKUMA	KK4	Eliyes
42	Turkana	Turkana West	KAKUMA	KK4	Hope
43	Turkana	Turkana West	KAKUMA	KK4	Peace
44	Turkana	Turkana West	KAKUMA	KK4	Newlight
45	Turkana	Turkana West	KALOBYEYI	Village1	Kalobeyei Morning Star
46	Turkana	Turkana West	KALOBYEYI	Village1	Kalobeyei Settlement
47	Turkana	Turkana West	KALOBYEYI	Village2	Kalobeyei Friends
48	Turkana	Turkana West	KALOBYEYI	Village 2	Joy Primary
49	Turkana	Turkana West	KALOBYEYI	Village 3	Future Primary
50	Turkana	Turkana West	KALOBYEYI	Village 3	Bright Primary

B. REFUGEE HOST COMMUNITY SCHOOLS

S/No.	County	Sub-County	No. of Schools Per Sub-county	No. of Schools Per county
1	Garissa	Balambala	43	217
		Benaney	12	
		Bura East	19	
		Dadaab	19	
		Fafi	9	
		Garissa	29	
		Hulugho	27	
		Ijara	28	
		Lagdera	11	
		Liboi	11	
		Shanta Abaq	9	
2	Turkana	Kibish	12	426
		Loima	70	
		Turkana Central	87	
		Turkana East	40	
		Turkana North	42	
		Turkana South	112	
		Turkana West	63	
			643	643

C. NON-REFUGEE/ NON-HOST COMMUNITY SCHOOLS

S/No.	County	SubCounty	No. of Schools	No. of Schools
1	Bomet	Bomet Central	108	678
		Bomet East	103	
		Chepalungu	177	
		Konoin	136	
		Sotik	154	
2	Bungoma	Bumula	106	793
		Bungoma Central	73	
		Bungoma East	58	
		Bungoma North	50	
		Bungoma South	91	
		Bungoma West	84	
		Cheptais	47	
		Kimilili	56	
		Kopsiro	54	
		Mt. Elgon	62	
		Tongaren	56	
		Webuye West	56	
		3	Kisii	
Gucha	41			
Gucha South	52			
Kenyenya	79			
Kisii Central	76			
Kisii South	58			
Kitutu Central	51			
Marani	66			
Masaba South	83			
Nyamache	102			
Sameta	40			
4	Mandera	Arabia	11	297
		Banisa	39	
		Kiliwehiri	15	
		Kutulo	16	
		Lafey	15	
		Mandera Central	52	
		Mandera East	28	
		Mandera North	53	
		Mandera West	68	
5	Narok	Narok East	89	701
		Narok North	125	
		Narok South	128	

S/No.	County	SubCounty	No. of Schools	No. of Schools
		Narok West	127	
		Transmara East	88	
		Transmara West	144	
6	Samburu	Samburu Central	93	183
		Samburu East	53	
		Samburu North	37	
7	Siaya	Bondo	128	652
		Gem-Wagai	58	
		Gem-Yala	61	
		Rarieda	120	
		Siaya	132	
		Ugenya	85	
		Ugunja	68	
8	Wajir	Buna	21	271
		Eldas	27	
		Habaswein	27	
		Hadado	27	
		Khorof Harar	12	
		Sabuli	24	
		Tarbaj	33	
		Wajir East	26	
		Wajir North	25	
		Wajir South	28	
		Wajir West	21	
			4279	4279

ANNEX 7: TARGETING FOR THE LOW-COST BOARDING AND PEACE SCHOOLS

	COUNTY	Total No. of OOCs	OOSC Boys	OOSC Girls	CONSTITUENCY	SUB COUNTY OOSC	OOSC Boys	OOSC Girls	NAME OF LCBS
1	Garissa	166,010	90143	75867	Ijara	Ijara	16,130	13,280	Furqaan Pri. Sch.
					29,410				
					Dadaab	Liboi	17545	15895	Kulan Boarding School
					33440				
2	Mandera	160,051	83325	85727	Mandera South	Mandera Central	18,130	17,710	Gode Pri. Sch.
					35,740				
3	Turkana	143 520	75018	68502	Turkana West 33,420	Turkana West	Boys:17,180 Girls:15,610 Total:33,420	15,610	Kalobeyei Pri. Sch.
4	Wajir	152,130	81237	70893	Wajir South 30,810	Habaswein	17,390	13,420	Meri Pri. Sch.
5	Marsabit	67,383	35,780	1,603	Moyale 67333	Moyale	35709	31624	Bori Pri. Sch.
6	Baringo	45,000	18,970	26,030	Baringo North 2487	Baringo North			Moinonin Pri. Sch.
7	Samburu	36,390	19,152	17,538	Samburu West 4,850	Samburu Central	7,720	7,130	Nontoto Pri. Sch.
8	West Pokot	42,770	21,471	21299	Pokot North 22,920	Kipkomo	11,520:	11,400	.Chepkobeih primary school
					North Pokot			1129	Kacheliba Girls Pri. Sch.
9	Kajiado	21,040	11,109	:9,931	Kajiado Central 3,620	Oloililai	1.96	1,660	Ilbisil Pri. Sch.
10	Isiolo	21,080	11945	10,135	Isiolo North 12,150	Isiolo	6710,	5440	Wabera Pri. Sch.
11	Elgeyo Marakwet				Marakwet West		-	-	St. John's Kaptomot

	COUNTY	Total No. of	OOSC	OOSC	CONSTITUENCY	SUB COUNTY	OOSC	OOSC	NAME OF LCBS
12	Tana River	9481				Tana North		120	Nanighi Pri.Sch.
13	Narok	10580				Narok South		588	Ntuka Pr. Sch.

Source: NACONEK UNICEF Survey Oct 2022

ANNEX 8: SPECIAL SECONDARY SCHOOLS

S/NO	COUNTY	SUBCOUNTY	SCHOOL	DISABILITY CATEGORY
1	Bomet	Sotik	St. Kizito Sec. Sch. for the Deaf	H.I
2	Bungoma	Bumula	Joy valley Sec. Sch. For the P.H.	P.H
3	Bungoma	Bungoma Central	Nalondo CBM Sec. Sch. For the PH.	P.H
4	Busia	Teso South	St. Bridgits Akoret Sec. Sch. For the Deaf	H.I
5	Embu	Mbeere North	ACK Mary Magdalene Sec. Sch. For the Deaf	H.I
6	Garissa	Garissa	Garissa special sec for Deaf	H.I
7	Homa Bay	Mbita	Lambwe Special Sec. School	HI
8	Kakamega	Khwisero	ACK Ematundu Sec. Sch. for the Deaf	H.I
9	Kakamega	Mumias West	St. Angela Mumias Sec. Sch. For the Deaf	H.I
10	Kericho	Londiani	A.I.C. Kedowa Sec. Sch. For the Deaf	H.I
11	Kericho	Bureti	St. Paul's Charera Sec. Sch.	P.H
12	Kiambu	Thika West	S.A. JoyTown Sec. Sch. For the PH.	P.H
13	Kiambu	Githunguri	PCEA Kambui Sec. Sch. for the Deaf	H.I
14	Kiambu	Thika West	Thika High Sch. For the Blind	V.I
15	Kilifi	Kilifi	Pwani Sec. Sch. For the Deaf	H.I
16	Kilifi	Kilifi (Bahari)	Sahajanand Sec. Sch. For the P.H.	P.H
17	Kisii	Kisii Central	Gianchere Sec. Sch. For the Deaf	H.I
18	Kisumu	Muhoroni	Kibos Sec. Sch. For the Blind	V.I
19	Kisumu	Nyakach	St. George Sec. Sch. For the P.H.	C.P.
20	Kisumu	Kisumu Central	JoyLand Sec. Sch. For the P.H.	P.H
21	Kwale	Matuga	Kwale Sec. Sch. For the Deaf	H.I
22	Machakos	Machakos	Machakos Sec. Sch. For the Deaf	H.I
23	Meru	Imenti South	St. Lucy's High Sch. For the Blind	V.I
24	Migori	Migori	Kuja Sec. Sch. For the Deaf	H.I
25	Mombasa	Likoni	S.A. Likoni Sec. Sch. For the Blind	V.I.
26	Mombasa	Kisauni	Mombasa Sec. Sch. For the P.H.	P.H
27	Muranga	Muranga East	Muranga Sec. Sch. For the Deaf	H.I
28	Nairobi	Kasarani	Kasarani Treeside Sec. Sch. For the Deaf	H.I
29	Nakuru	Nakuru	Ngala Sec. Sch. For the Deaf	H.I
30	Nandi	Nandi Central	Kapsabet Sec. Sch. For the Deaf	H.I
31	Nyeri	Mukurweini	Rev. Muhoro Sec. Sch. For the Deaf	H.I
32	Siaya	Bondo	Nico Hauser Sec. Sch. For the V. I.	V.I

S/NO	COUNTY	SUBCOUNTY	SCHOOL	DISABILITY CATEGORY
33	Siaya	Bondo	Fr. Ouderaa Sec. Sch. For the Deaf	H.I
34	Tharaka/Nithi	Tharaka south	Kamatungu special school for HI	HI
35	Vihiga	Luanda	St. Clare Ebukuya Sec. Sch. For the Deaf	H.I
36	Wajir	Wajir East	Wajir Sec. Sch. For the Deaf	H.I
37	West Pokot	West Pokot	St. Francis Kapenguria for the Blind	V.I

ANNEX 9: THE LIST OF THE TWENTY SCHOOLS TARGETED FOR INTEGRATION

S/NO.	Region		County/ Boys School		County/ Girls School
1	Eastern	1	Kitui/Kitui High School	11	Tharaka Nithi / Chogoria Girls
2	Eastern	2	Embu /Moi Mbiruri	12	Machakos/ Kathiani Girls
3	Central	3	Nyandarua /Nyandarua High	13	Kirinyaga/ Kambare Girls
4	Coast	4	Taita Taveta/ Mwatate	14	Kilifi/ Bahari Girls
5	Nairobi	5	St Thomas Aquinas	15	Moi Girls High school, Nairobi
6	North Eastern	6	Garissa / County High	16	Mandera /Moi Girls
7	Nyanza	7	Homabay/ Mbita	17	Nyamira/Sironga Girls
8	Rift Valley	8	Nakuru / Nakuru High	18	Kericho/ Kipsigis Girls
9	Western	9	Bungoma/ Bungoma High	19	Kakamega/ Butere Girls
10	Rift Valley	10	Trans Nzoia / St.Joseph Kitale	20	Moi Girls Eldoret

ANNEX 10: THE LIST OF THE TARGETED PREVOCATIONAL AND VOCATIONAL CENTRES

SNE PREVOCATIONAL AND VOCATIONAL CENTRES				
S/NO	SCHOOL	COUNTY	SUB-COUNTY	No of W/Shops
1	Kabarnet School For Deaf Blind	Baringo	Central	1
2	Kipngosos Special Prevocational	Bomet	Sotik	1
3	Deb Kimilili Special Prevocational	Bugoma	Kimilili	1
4	Namawanga Bahai Special School	Bungoma	Kimilili	1
5	Bilibili Special School Prevocational	Bungoma	Tongaren	1
6	Kuywa's Special School For MH	Bungoma	Bungoma Central	1
7	St.Teresa Special School For the Mentally Handicapped	Bungoma	Bungoma-East	1
8	Khasoko Special for MH Pre-Vocational School	Bungoma	Bumula	1
9	Kaptola Special Pre -Vocational Level	Bungoma	Mt Elgon	1
10	Chesikaki FYM Special School	Bungoma	Cheptais	1
11	St. Catherine's Pre_Vocational	Busia	Butula	1
12	Lwanya Special Prevocational School	Busia	Busia	1
13	Rugunga Special Prevocational School	Busia	Bunyala C	1

SNE PREVOCAIONAL AND VOCATIONAL CENTRES

S/NO	SCHOOL	COUNTY	SUB-COUNTY	No of W/Shops
14	Busidibu Special School Prevoc	Busia	Busia	1
15	St Jude Malaba Special School	Busia	Teso North1	
16	Apokor Special School For MH	Busia	Teso Central	1
17	St Martin Kisoko Special Pre-Vocational	Busia	Nambale	1
18	Mundere Special School	Busia	Bunyala	1
19	St. Luke Kakemer Prevocational School	Busia	Teso South	1
20	Nangina Special Pre-Vocational School	Busia	Samia	1
21	Bugengi MH Pre-Vocational	Busia	Busia	1
22	Bugar Special	Elgeyo Marakwet	Iten	1
23	Ack St. Monica Embu Special School For The Mentally Challenged	Embu	Embu West	1
24	Obalwanda Special For MH Pre-Vocational	Homa Bay	Mbita	1
25	Onywera Special School Prevoc School	Homa Bay	Suba South	1
26	Ogande Special Prevocational School	Homa Bay	Homa Bay	1
27	Mukhoje Special Prevocational School	Kakamega	Kakamega East	1
28	FGCK Daisy Special Prevocational	Kakamega	Kakamega C	1
29	Mukuyu Friends Special School For MH	Kakamega	Lugari	1
30	Rise and Shine Special Prevocational School	Kakamega	Mumias E	1
31	Matungu SDA Special School	Kakamega	Matungu	1
32	Friends Maturu Special Prevoc	Kakamega	Matete	1
33	Kulumbeni Special School	Kakamega	Matete	1
34	Shavihiga Special Prevocational School	Kakamega	Kakamega S.	1
35	Arch Angel Raphael Special School	Kakamega	Likuyani	1
36	St. Vincent De Paul Pre Vocational	Kakamega	Likuyani	1
37	Busilwa Special Prevocational School	Kakamega	Kamega South	1
38	Samitsi Special Prevocational School	Kakamega	Kakamega S.	1
39	Mwamba Special Prevoc	Kakamega	Lugari	1
40	Garissa Road Sne Pre-Vocational School	Kiambu	Thika West	1
41	Kenyatta Harambee Sne Pre-Vocational	Kiambu	Thika West	1
42	Maria Magdalene Sne Pre-Vocational School	Kiambu	Thika East	1
43	St.Patricks Special Sne Pre-Vocational School	Kiambu	Thika West	1
44	Karatina Special Prevocational Kiambu	Kiambu	Lari	1
45	Kambui School For The Deaf Prevoc	Kiambu	Githunguri	1
46	Mambrui Special Prevoc	Kilifi	Magarini	1
47	Kizurini Special Prevocational	Kilifi	Kaloleni	1
48	Sir Ali Special School For MH	Kilifi	Malindi	1
49	Raimu Pre-Vocational School	Kirinyaga	Kirinyaga E	1
50	Kibirigwi Special For MH	Kirinyaga	Kirinyaga W	1
51	Irungu Pag Special and Pre-Vocational School	Kisii	[Kisii Central	1
52	Kisii Special School Pre-Vocational	Kisii	Kitutu Central	1
53	Nyansakia Prevocational School	Kisii	Marani	1
54	Ombaka Special Pre-Vocational School	Kisumu	Nyando	1
55	Lutheran Church Special Pre-Vocational School	Kisumu	Kisumu	1

SNE PREVOCATIONAL AND VOCATIONAL CENTRES				
S/NO	SCHOOL	COUNTY	SUB-COUNTY	No of W/Shops
			Central	
56	St. Martin Deppores Speciall CP	Kisumu	Nyakach	1
57	Joyland Special Prevocational School	Kisumu	Kisumu Central	1
58	Ngaai Special MH Prevoc Sch	Kitui	Kyuso	1
59	Tulia Special MH Prevocational School	Kitui	Kitui West	1
60	Mutha Sne Pre-Vocational School	Kitui	Mutomo	1
61	Kyainya Special Unit	Kitui	Lower Yatta	1
62	Waita Special MH Prevocational School	Kitui	Kitui West	1
63	Kathungi Special Unit Prevocational	Kitui	Katulani	1
64	Yatta Special Prevocational School For MH	Kitui	Lower Yatta	1
65	Migwani AIC Sp. Pre-Voc	Kitui	Mwingi West	1
66	Nuu Special MH Prevoc Sch	Kitui	Mwingi East	1
67	Kaundu Special School for Mentally Handicap	Kitui	Mumoni	1
68	Kyatune Special Pre-Vocational	Kitui	Mutomo	1
69	Aic Kiini Special School	Kitui	Nzambani	1
70	Kitui Mh Special Prevocational School	Kitui	Kitui Central	1
71	Kwale School For the Mentally Handicapped	Kwale	Kwale	1
72	Ndohivyo School For MH	Kwale	Samburu	1
73	Bingwa Special School	Laikipia	Laikipia East	1
74	Melwa Special School	Laikipia	Laikipia West	1
75	Rumuruti Special Prevocational	Laikipia	Laikipia West	1
76	Ol Ngarua S.P Pre-Vocational	Laikipia	Nyahururu	1
77	Likii Special Prevocational School	Laikipia	Laikipia E	1
78	Muthengera Special	Laikipia	Nyahururu	1
79	Kwanjiku Prevocational School For C.P	Laikipia	Nyahururu	1
80	Ngarenaro Special	Laikipia	Nyahururu	1
81	Kiwanja Ngege	Laikipia	Laikipia North	1
82	Hongwe Special Prevocational	Lamu	Lamu West	1
83	Lamu Special Sch for MH	Lamu	Lamu Central	1
84	Kithimani HGM	Machakos	Yatta	1
85	Katangi Special Unit	Machakos	Yatta	1
86	Wamunyu Special Prevocational	Machakos	Mwala	1
87	Katwanyaa Primary Prevocational	Machakos	Matungulu	1
88	Kako Special School For MH	Makueni	Mbooni East	1
89	Kyangoma B. Special Pre-Vocational School	Makueni	Mbooni West	1
90	Kisayani Special for Mentally Handicapped	Makueni	Kibwezi	1
91	Kinyambu Special School - Prevocational	Makueni	Kibwezi	1
92	Athi Special JS	Meru	Igembe South	1
93	Mck Irindiro Special Pre-Vocational School	Meru	Tigania Central	1
94	Kunene Special Prevocational School	Meru	Tigania West	1
95	Meru Special Prevocational	Meru	Imenti	1
96	Nkamathi Special Prevocational	Meru	Mutuati	1

SNE PREVOCATIONAL AND VOCATIONAL CENTRES

S/NO	SCHOOL	COUNTY	SUB-COUNTY	No of W/Shops
97	Chuka University Model Special School & Prevocational Unit	Meru	Meru South	1
98	Kiranda Special Primary and JSS	Migori	Nyatike	1
99	Migori Special Prevocational	Migori	Suna West	1
100	Sa Likoni Special Prevocational	Mombasa	Likoni	1
101	Tom Boya Cerebral Palsy School	Mombasa	Mvita	1
102	Pwani Prevocation School For Mentally Challenged	Mombasa	Nyali	1
103	Kirunguru Prevocational Special School	Muranga	Kandara	1
104	Thaara Primary School Unit Prevocational	Muranga	Muranga South	1
105	Dagoretti Special Prevocational School	Nairobi	Dagoretti	1
106	Waithaka Special School	Nairobi	Dagotetti	1
107	Treeside Special Prevocational	Nairobi	Kasarani	1
108	Nile Road Special School	Nairobi	Makadara	1
109	City Primary Prevocational	Nairobi	Westlands	1
110	Jacaranda Special Prevocational	Nairobi	Westlands	1
111	Parklands School Sne Pre-Vocational Unit For Celebral Palsey	Nairobi	Starehe	1
112	Vanessa Grant Sne -Pre Vocational School	Nakuru	Rongai	1
113	Gilgil Special Prevocational School	Nakuru	Gilgil	1
114	Nakuru Hill Special Prevocational School	Nakuru	Nakuruwest	1
115	Njoro SA Special	Nakuru	Njoro	1
116	Pangani Special Prevocational	Nakuru	Nakuru East	1
117	Poroko Special Prevocational School	Narok	T/Mara West	1
118	Esani Special School and Vocational Training Centre	Nyamira	Masaba North	1
119	Esanige Sne Pre-Vocational	Nyamira	Nyamira North	1
120	Nyairicha Special	Nyamira	Nyamira South	1
121	Nyakeore Special School	Nyamira	Nyamira South	1
122	Gatimu Special School for MH	Nyandarua	Nyandarua West	1
123	St. Mary's Ngorika Special	Nyandarua	Mirangine	1
124	Kimaru Special	Nyandarua	Nyandarua North	1
125	Allamano Special Prevocational	Nyeri	Tetu	1
126	Karatina Special Prevocational	Nyeri	Mathira	1
127	Rambula Special for SNE and Vocational Training	Siaya	Ugunja	1
128	Equator Special School and Vocationaltraining Center	Siaya	Unguja	1
129	Sagam Deb Special Prevocational Unit	Siaya	E. Gem	1
130	Bar Odar Sne - Pre-Voc School for MH	Siaya	Ugenya	1
131	St. Philips Wera Special School	Siaya	Rarida	1
132	St. Sylvester Anyiko Special School for MH	Siaya	Ugenya	1
133	Madiany Special Prevocational School	Siaya	Rarienda	1
134	Voi Special School for MH	Taita/Taveta	Voi	1
135	Nkondi Special Prevocational School	Tharaka Nithi	Tharaka S	1
136	Ikuu Special School	Tharaka Nithi	Meru South	1

SNE PREVOCATIONAL AND VOCATIONAL CENTRES

S/NO	SCHOOL	COUNTY	SUB-COUNTY	No of W/Shops
137	DEB Karethani Special Prevocation	Tharaka Nithi	T/Nithi N	1
138	Section Six Special School	Trans-Nzoia	Kwanza	1
139	Masaba Special School for MH	Trans-Nzoia	Kiminini	1
140	Kaptisi Special School	Vihiga	Hamisi	1
141	Wandechi Pre-Vocational School	Vihiga	Luanda	1
142	The Salvation Army Chandolo Special Prevocational	Vihiga	Vihiga	1
143	Womulalu Friends Special and Pre-Vocational School(No List)	Vihiga	Vihiga	1
144	Musitinyi Pre-Vocational Special School	Vihiga	Luanda East	1
145	Ekwanda Pre-Vocational Special School	Vihiga	Luanda	1
146	Ebusiratsi Pre-Vocational Special School	Vihiga	Luanda	1
147	Madegwa Special Prevoc Sch	Vihiga	Sabatia	1
148	Ekwanda Pre-Vocational Special School	Vihiga	Luanda	1
149	St Ursulas Chamakanga	Vihiga	Sabatia	1
150	Friends School Kaimosi Special Prevocational	Vihiga	Hamisi	1
151	Wajir Special MH Pre-Vocational School	Wajir	Wajir E	1
	Total			151

ANNEX 11: THE LIST OF THE TEN EDUCATIONAL ASSESSMENT RESOURCE CENTRES(EARCS)

KENYA INSTITUTE OF SPECIAL EDUCATION

Tel: 020- 8007977,
Cell: 0734-801 - 860
Website: www.kise.ac.ke
Email: info@kise.ac.ke



Kasarani, Thika Superhighway Exit 8
Off Kasarani-Mwiki Rd
P. O. Box 48413 - 00100
NAIROBI, KENYA

**Date: 25th
September,2024**

The following are the Proposed 10 Assessment Centres with Respective Regions

S/No.	Regional Centre	Region
1	Machakos	Eastern Region
2	Embu	
3	Nyeri	Central
4	Garissa	North Eastern
5	Mombasa	Coastal Region
6	Nairobi	Nairobi
7	Kisumu	Nyanza Region
8	Kakamega	Western Region
9	Eldoret	Rift Valley Region
10	Nakuru	

ANNEX 12: LIST OF THE TEACHER TRAINING COLLEGES FOR PRIMARY SCHOOL TEACHERS

No.	Name of the College	Sub County	County
1.	St Marks Kigari Teachers College	Embu East	Embu
2.	St Lawrence Egoji Teachers College	Imenti South	Meru
3.	St. John Teachers Training College - Kilimambogo	Thika East	Kiambu
4.	Chesta Teachers College	Pokot Central	West Pokot
5.	Kaimosi Teachers College	Hamisi	Vihiga
6.	Asumbi Teachers College	Rangwe	Homabay
7.	Kericho Teachers College	Kericho	Kericho
8.	Machakos Teachers College	Machakos	Machakos
9.	Kenya Teachers Training College	Kenya	Kisii
10.	Abardares Teachers Training College	Nyahururu	Nyandarua
11.	Shanzu Teachers College	Kisauni	Mombasa
12.	Garissa Teacher Training College	Garissa	Garissa
13.	Mandera Teachers Training College	Mandera East	Mandera
14.	Ugenya Teachers Training College	Ugenya	Siaya
15.	Migori Teachers College	Suna West	Migori
16.	Borabu Teachers Training College	Borabu	Nyamira
17.	Mosoriot Teachers College	Chesumei	Nandi
18.	Kamwenja Teachers College	Nyeri Central	Nyeri
19.	Tambach Teachers Training College	Keiyo South	E/Marakwet
20.	Narok Teachers Training College	Narok South	Narok

No.	Name of the College	Sub County	County
21.	Moi Teachers Training College - Baringo	Baringo Central	Baringo
22.	Kitui Teachers Training College	Kitui Central	Kitui
23.	Meru Teachers College	Imenti North	Meru
24.	Murang'a Teachers Training College	Muranga South	Muranga
25.	St. Augustine Teachers Training College - Eregi	Kakamega South	Kakamega
26.	Seme Teachers' College	Seme	Kisumu
27.	Galana Teachers Training College	Magarini	Kilifi
28.	Bunyore Teachers Training College	Vihiga	Vihiga
29.	Kwale Teachers Training College	Kinango	Kwale
30.	Bishop Mahon Teachers Training College	Turkana Central	Turkana
31.	Thogoto Teachers Training College	Kikuyu	Kiambu
32.	Bondo Teachers Training College	Bondo	Siaya
33.	Kagumo Teachers Training College	Nyeri Central	Nyeri
34.	Lugari Teachers Training College	Lugari	Kakamega
35.	St. Pauls Kibabii Diploma Teachers Training College	Bungoma South	Bungoma

ANNEX 13



MINISTRY OF EDUCATION
State Department for Basic Education
Directorate of Projects Coordination and Delivery

SEEQIP IMPLEMENTATION INFRASTRUCTURE PLAN

THE KENYA SECONDARY EDUCATION EQUITY AND QUALITY IMPROVEMENT PROGRAM (SEEQIP) SCHOOL INFRASTRUCTURE IMPLEMENTATION PLAN

1.0 BACKGROUND

The Government of Kenya (GoK), in partnership with the World Bank, is implementing the Kenya Secondary Education Equity and Quality Improvement Program (SEEQIP). The program seeks to reduce regional disparities in access and learning outcomes, enhance learner retention in Junior School, support transitions to Senior School, and strengthen systems for equitable education delivery. These efforts are aligned with Kenya's Vision 2030, whose Social Pillar identifies education and training as key drivers in the country's transformation towards upper-middle-income status.

SEEQIP is anchored in the Government's revised and extended National Education Sector Strategic Plan (NESSP II, 2023–2027). NESSP II is aligned with the Fourth Medium-Term Plan (MTP IV, 2023–2027), which incorporates the Bottom-Up Economic Transformation Agenda (BETA) and integrates recommendations from the Presidential Working Party on Education Reform (PWP-ER, 2023) in support of Vision 2030. The plan is structured around four strategic pillars aimed at addressing inequities in access to quality basic education: i) Access and participation; ii) Equity and inclusiveness; iii) Quality and relevance; and iv) Governance and accountability.

Through these pillars, NESSP II seeks to ensure that every learner—regardless of background or circumstance—has access to high-quality education, training, and research. It promotes inclusive practices that embrace diversity and guarantee equal opportunities for success, thereby reducing regional disparities and improving learning outcomes nationwide. Special emphasis is given to girls' education, refugee education, and the inclusion of learners with special needs and disabilities as cross-cutting priorities. This ensures that marginalized and vulnerable groups are adequately supported to fully participate in and benefit from education.

Support for SEEQIP will be delivered through a Program-for-Results (PforR) instrument, complemented by an Investment Project Financing (IPF) component. The PforR leverages the government's existing education programs by prioritizing key activities, incentivizing results through results-based financing, and strengthening institutional capacity through targeted interventions. The Ministry of Education (MoE), Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD), and Kenya National Examinations Council (KNEC) all bring relevant experience in implementing results-based interventions, including IPF with Disbursement-Linked Indicators (DLIs) under SEEQIP and KPEEL.

Within SEEQIP, infrastructure projects will be implemented under Result Areas 1, 2, and 3. Result Area 1 (RA1) focuses on expanding equitable access to quality secondary education. Result Area 2 (RA2) emphasizes improving teaching quality in Junior School and strengthening training environments in Teacher Training Colleges (TTCs). Result Area 3 (RA3) supports the transition to clean cooking energy through centralized kitchens for a sustainable national school meals program, as

well as the upgrading of training and research facilities at the Kenya Institute of Special Education (KISE) and the Kenya Education Management Institute (KEMI).

OBJECTIVES

The specific objective of SEEQIP infrastructure interventions is to address gaps in essential learning and training conditions in basic education institutions. This will be achieved through the following interventions:

- i. Provision of new classrooms, laboratories (both physical and virtual), and sanitation facilities to enhance the teaching and learning of STEM subjects in FDSEs, including non-host, host community, and refugee camp-based Junior Schools during the transition to the Government's proposed Shirika Plan.
- ii. Improving access to education for children with Special Needs and Disabilities (SNED) by strengthening the capacity of 10 Regional EARCs to support early identification, assessment, and appropriate educational placement.
- iii. Construction of classrooms, sanitation facilities, solar installations, and water harvesting systems to improve the training environment in Teacher Training Colleges (TTCs).
- iv. Upgrading infrastructure in 15 targeted low-cost and peace schools to promote re-enrollment and retention of out-of-school children.
- v. Construction of four centralized kitchens in Mombasa, Kisumu, Nakuru, and Eldoret to support the transition to clean cooking energy and ensure sustainability of the National School Meals Programme
- vi. Provision of ICT equipment and internet infrastructure to enable livestreaming of lessons and address staffing gaps in targeted schools.

SCHOOL INFRASTRUCTURE NEEDS

School priorities for essential infrastructure needs have been determined using available data from the Ministry of Education. Based on this, the Directorate of Secondary Education (DSE), the National Council for Nomadic Education in Kenya (NACONEK), and the Directorate of Special Needs Education (DSNE) applied objective criteria to identify beneficiary institutions, ensuring equitable distribution across all 47 counties. In addition, the Ministry relied on the infrastructure needs assessment report for Teacher Training Colleges to identify projects for specific institutions.

TARGETED FACILITIES

Under SEEQIP, the Ministry shall undertake the following activities in phase 1 which includes; Construction of 1,600 physical science laboratories, Completion of Construction works under SEQIP, 97 classrooms in 37 National special schools, construction of 30 new classrooms, 15 Integrated Learning Resource Centers (which will double up as classrooms, science laboratories and technology workshops for JS;) and 30 dormitories (Inclusive of the ablution units, 8 units each plus the hand washing unit), 30 toilet blocks(a block contains 4 units for regular learners, 1 bathroom/1 urinals, and 1 unit for learners with special needs and disabilities each for girls and boys) in LCB&PS and In addition, 76 pre-vocational and vocational workshops, 20 resource rooms in integrated schools (where necessary) and 1 Centralized kitchen (Eldoret) will be constructed and establishment of 100 Virtual laboratories.

In phase 2, construction of 315 classrooms, 918 teacher trainee and 227 Staff WASH facilities in TTCs. In addition, installation of solar power for lighting and supporting I-HUBS and overhead 10,000 litre water harvesting tanks in 35 TTCs will be under taken. This phase will also include the revamping of 10 Regional EARC centers, construction of 75 pre- vocational and Vocational workshops. In Low-Cost Boarding and Peace Schools 30 staff houses, 15 solarized bore holes with overhead 20,000 litre-tanks, 15 Integrated Learning Resource Centers (which will double up as classrooms, science laboratories and technology workshops for JS) fencing of 5 acres of livable space

in 15 targeted LCB&PS and the 3 remaining centralized kitchens will be constructed. The Summary of infrastructure facilities to be constructed or improved is shown in Table 1.

Table 1: Summary of the Total Facilities to be Constructed or Improved

S/No	Facility	No to be constructed		Total
		Phase 1	Phase 2	
1.	Physical Laboratories	1600	0	1600
2.	Virtual Laboratories	100	0	100
3.	Classrooms	147	295	442
4.	Resource rooms in the integrated schools	0	20	20
5.	WASH	30	1145	1175
6.	Dormitories	30	0	30
7.	Pre-Vocational and Vocational Workshops	76	75	151
8.	Centralized Kitchen	1	3	4
9.	Integrated Learning Resource Centres	0	30	30
10.	Solar power lighting	0	35	35
11.	Overhead Water Tanks (10,000litres capacity)	0	35	35
12.	Revamping of EARCs	0	10	10
Total		1984	1648	3632

FINANCING THE DLIS FOR THE INFRASTRUCTURE INTERVENTION

Development of institutional infrastructure will be implemented under the Program for Results (Pfor R) model. Therefore, implementation of the projects in institutions will be supported by GoK exchequer funds disbursed to the targeted schools. In addition, some components including procurement of Virtual Laboratory equipment and works in the revamping of the Educational Assessment and Resource Centres (EARCs) will be implemented at the National level by the Project Coordination Unit under the Directorate of Projects Coordination and Delivery (DPCAD). The table 2 below indicates the agreed milestones and disbursements in line with the provisions in the PAD while Table 3 indicates the budgetary projections for implementing the activities.

Table 2: Agreed Milestones and Disbursements

DLI/ DLR	AGREED MILESTONES AND DISBURSEMENTS (IN USD)				
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
DLI 1	Upgrade teaching and learning school conditions for target FDSEs, SNE and camp-based Junior and Senior Schools				
DLR 1.1	1200 classrooms and sanitation facilities upgraded and rehabilitated from recent flood damage				
	Prior Result: 1200 classrooms and sanitation facilities upgraded	587 (33%) new and rehabilitated classrooms/ labs/ WASH facilities provided in target FDSE/LCB &PS/SNE senior schools	587 (33%) new and rehabilitated classrooms/ labs/ WASH facilities provided in target FDSE/LCB &PS/SNE senior schools	587 (33%) new and rehabilitated classrooms/ labs/ WASH facilities provided in target FDSE/LCB &PS/SNE senior schools	
	US\$ 29.5M	US\$ 10M	US\$ 10M	US\$ 10M	
DLR 1.2	Number of FDSE including in host refugee communities and camp based Junior and Senior Schools with new physical laboratories or functional Virtual Science Laboratories				
	100 schools with new physical laboratories or functional virtual Laboratories	200 schools with new physical laboratories or functional virtual Laboratories	200 schools with new physical laboratories or functional virtual Laboratories	100 schools with new physical laboratories or functional virtual Laboratories	
	US\$ 1M	US\$ 2M	US\$ 2M	US\$ 1M	US\$
DLI 6	Target EARCs strengthened				
DLR 6.1	Number of contracts signed for upgrading(equipment and rehabilitation of facilities) of target EARCs facilities and equipment				
		10 contracts			

		signed between MoE and contractors for rehabilitation and equipment of facilities in the target EARCs			
		US\$ 11M			
DLI 7	Improvement in quality of teaching in Junior School, including camp-based refugee Junior Schools				
DLR 7.4	Upgraded training and learning environments in TTC				
		35 Contracts signed between MoE and Contractors to rehabilitate TTCs			
		US\$ 20M			
DLI 8	Strengthened systems through institutionalization of key initiated reforms in Basic Education				
DLR 8.4.	Upgrade training and research facilities at KISE and KEMI for enhanced in-service teacher training and research				
			Contracts signed for KEMI		
			US\$6 M		
			Contracts signed for KISE		
			US\$8M		
DLI 9	Initiate transition to clean cooking energy /technologies for a sustainable national SMP				

DLR 9.2	Operationalization of 3 centralized kitchens.				
	Prior Result: One centralized kitchen operationalized as per MoE's quality assurance and Standards	1 centralized kitchen operationalized as per MoE's quality assurance and Standards	1 centralized kitchen operationalized as per MoE's quality assurance and Standards	1 centralized kitchen operationalized as per MoE's quality assurance and Standards	
	US\$3M	US\$3M	US\$3M	US\$3M	

Table 3: Budgetary Projections for Implementing the Activities.

Activities	Budget per year					Amount
	Year 1	Year 2	Year 3	Year 4	Year 5	
Completion of SEEQIP facilities	1,298,027,948.00					1,298,027,948.00
Construction of 30 new classrooms in LCB&PS	30,000,000					30,000,000
Construction of 2667 WASH facilities		297,000,000.00				297,000,000.00
Construction of 1600 Laboratories		4,386,000,000				4,386,000,000
Establishment of Virtual Laboratories in 100 Schools		5,868,000				5,868,000
Construction of 151 Workshops for 151 Prevocational Centres		761,040,000				761,040,000
Construction of 20 integrated learning resource rooms	45,000,000	45,000,000				90,000,000
Construction of 30 Dormitories in 15 LCB&PS	120,000,000					120,000,000
Construction of 30 Toilet blocks in LCB&PS	30,000,000					30,000,000
Construction of 30 Staff		90,000,000				90,000,000

Activities	Budget per year					Amount
	Year 1	Year 2	Year 3	Year 4	Year 5	
Houses in 15 LCB&PS						
Drilling and equipping of 15 solarised boreholes with 20,000 litre overhead tanks		97,500,000				97,500,000
Fencing (chain-link)of 15 schools of livable space covering 5 acres per school		187,500,000				187,500,000
Operationalization of four centralized kitchens	222,206,500	222,206,500	222,206,500	222,206,500		888,826,000
Upgrading training environment for Teachers Training Colleges		709,200,000				709,200,000

IMPLEMENTATION STRATEGY

1. DEVELOPMENT OF DESIGNS

The ministry with technical support of the Kenya School of TVET will develop designs, drawings and BQs in accordance with the established standards for the infrastructure packages that will be offered in this program. The designs will be submitted to the State Department for Public works for approval. In addition, Environmental and Social Impact Assessment (ESIA) will be undertaken and report submitted to NEMA for approval.

2. PROCUREMENT OF CONTRACTORS, SERVICE PROVIDERS AND CONSTRUCTION OF THE FACILITIES

Procurement of contractors and service providers

Procurement of contractors for civil works and service providers under this program shall be undertaken by the management at the institutional level in accordance with the Government procurement procedures. The Ministry has developed guidelines for implementation of institutional infrastructure projects under this program. In this respect institution managers and administrators will be sensitized to ensure adherence to the guidelines which include procurement procedures that will apply under the program.

3. CONSTRUCTION OF THE FACILITIES

The contractors shall adhere to the Government infrastructure guidelines and standards throughout the construction works and its completion in accordance with all relevant regulatory procedures.

Roles and responsibilities of stakeholders

Various stakeholders shall be expected to supervise construction works in the targeted learning institutions.

- **Ministry of Education**

To oversight, policy direction and financing.

- **School Board of Management**

Day to day supervision and reporting of construction works done in the institutions.

- **Contractors**

They will deliver infrastructure works on time and to specifications.

- **Development Partners (World Bank)**

Funding and technical support.

4. SAFEGUARDS;

The contractors shall conduct thorough risk assessment to identify potential hazards, develop a comprehensive safety plan focused on protecting learners and staff, hoarding the site perimeter to prevent unauthorized access.

They also need to ensure compliance with laws and regulations such as the Health and Safety at Work Act and Construction.

Table 4: IMPLEMENTATION MATRIX

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
SEQIP	COMPLETE CONSTRUCTION OF --- CLASSROOMS AND --- LABORATORIES THAT WERE UNDER THE SEQIP						
1.1	Prepare schedules and disburse funds to schools to complete construction of 1053 sanitation blocks, 6 Water packages, 442 classrooms and 471 Laboratories that were under SEQIP	Sept 2025	MoE-PCU	Personnel Stationery and equipment	1,298,027,948.00	Disbursement lists	
1.3	Procurement of Contractors by Schools	Oct,2025	School management	Personnel, stationery ,equipment and guidelines	10,000 per school	Signed contracts	
1.4	Handover of Sites by School Managers	Nov,2025	School management	Personnel, stationery ,equipment and guidelines	-	Minutes of meetings	
1.5	Construction of Laboratories, and Classrooms and Sanitation Blocks in respective institutions	Dec, 2025- Feb,2026	Contractors School management CDE/SCDE teams	Contractor's personnel Approved Designs Monitoring and supervision personnel	Disbursed amount	Weekly progress reports	
RA 1	EXPAND EQUITABLE ACCESS TO QUALITY SECONDARY EDUCATION						
DLI 1	Upgrade teaching and learning school conditions for target FDSEs, and Camp based Junior schools.						
DLR 1.1	Number of new classrooms/Labs/ WASH facilities in target FDSE/LCB&PS, 20 target SNE SS as per the agreed implementation plan.						
	Preparatory Activities						
1.1.1	Train Master Trainers on Guidelines for Implementation of Infrastructure Projects under SEQIP	Sept -Oct, 2025	KEMI MOE-PCU	Personnel Finances Stationery and Equipment Transport	8,288,700.00Se	Training Reports	

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
1.1.2	Train County and Sub-County Education Officers on Guidelines for Implementation of Infrastructure Projects under SEEQIP at County level	Oct,2025	KEMI MOE-PCU	Personnel Finances Stationery and Equipment Transport	7,672,500.00	Training Reports	
1.1.3	Train School Managers and Administrators on Guidelines for Implementation of Infrastructure Projects under SEEQIP at Sub-County level	Oct,2025	CDE/SCDE teams	Personnel Finances Stationery and Equipment Transport	25,792,000.00	Training Reports	
1.1.4	Submit the Designs for approval by Public Works	Sept,2025	MoE-PCU	Personnel Designs	-	Approved designs	
1.1.5	Conduct Environmental and Social Impact Assessment (ESIA)	Oct,2025	NPC Environmenta l and Social Experts	Personnel Finances Transport	10,332,000.00	ESIA report	
1.1.6	Submit ESIA Reports to NEMA for approval	Oct-Nov,2025	MoE -PCU	Personnel Transport	-	Approved ESIA report	
Phase 1	Construct 297 Classrooms in target FDSE/LCB&PS, 20 target SNE SS						
1.1.1.1	Prepare Disbursement Schedules and disburse funds to schools	Sept 2025	MoE-PCU	Personnel Stationery and equipment	297,000,000.00	Disbursement lists	
1.1.1.2	Procurement of Contractors by Schools	Oct,2025	School management	Personnel, stationery ,equipment and guidelines	10,000 per school	Signed contracts	
1.1.1.3	Handover of Sites by School Managers	Nov,2025	School management	Personnel, stationery ,equipment and guidelines	-	Minutes of meetings	

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
1.1.1.4	Construction of Classrooms in the targeted schools	Dec, 2025-Feb,2026	Contractors School management CDE/SCDE teams	Contractor's personnel Approved Designs Monitoring and supervision personnel	Disbursed amount	Weekly progress reports	
1.1.1.5	Monitoring and Supervision by HQs teams	Oct 2025-Feb, 2026	NPC RA 1 lead	Personnel Finances Transport	20,980,800.00	Monitoring reports	
1.1.1.6	Monitoring and supervision by County teams	Oct 2025-Feb, 2026	NPC RA 1 lead CDE	Personnel Finances Transport	58,008,000.00	Monitoring reports	
Phase 1	Improve infrastructure in 15 targeted LCB&PS						
1.1.1.7	Construct 30 new classrooms	June 2026	MoE, NACONEK		30,000,000	School-level progress report, Certificate of completion of works	
1.1.1.8	Construct 15 Integrated Learning Resource Centres (which will double up as classrooms, science laboratories and technology workshops for JS)	June 2026	MoE, NACONEK		45,000,000	School-level progress report, Certificate of completion of works	
1.1.1.9	Construct 30 Dormitories (Inclusive of the ablution units, 8 units each, plus the hand washing unit)	June 2026	MoE, NACONEK		120,000,000	School-level progress report, Certificate of completion of works	
1.1.1.10	Construct 30 blocks of WASH for LCB&PS	June 2026	MoE, NACONEK		30,000,000	School-level progress report, Certificate of completion of works	
Phase 2	Construct 2667 (2431 for regular and 236 for SNE) Sanitation Blocks in target FDSE/LCB&PS, 20 target SNE SS						

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
1.1.2.1	Prepare Disbursement Schedules and disburse funds to schools	March,2026	MoE-PCU	Personnel Stationery and equipment	297,000,000.00	Disbursement lists	
1.1.2.2	Procurement of Contractors by Schools	March,2026	School management	Personnel, stationery ,equipment and guidelines	26,670,000.00	Signed contracts	
1.1.2.3	Handover of Sites by School Managers	Nov,2025	School management	Personnel, stationery ,equipment and guidelines	-	Minutes of meetings	
1.1.2.4	Construction of Classrooms in the targeted schools	Dec, 2025- Feb,2026	Contractors School management CDE/SCDE teams	Contractor's personnel Approved Designs Monitoring and supervision personnel	Disbursed amount	Weekly progress reports	
1.1.2.5	Monitoring and Supervision	Oct 2025-Feb, 2026	NPC RA 1 lead CDE	Personnel Finances Transport	58,008,000.00	Monitoring reports	
Phase 2	Improve infrastructure in 15 targeted LCB&PS						
1.1.2.6	Construct 15 Integrated Learning Resource Centres (which will double up as classrooms, science laboratories and technology workshops for JS)	Dec 2026	MoE, NACONEK		45,000,000	School-level progress report, Certificate of completion of works	
1.1.2.7	Construct 30 staff houses (1 bedroom self-contained)	Dec 2026	MoE, NACONEK		90,000,000	School-level progress report, Certificate of completion of works	
1.1.2.8	Drill and equip 15 solarised boreholes with 20,000 litre overhead tanks	Dec 2026	MoE, NACONEK		97,500,000	School-level progress report, Certificate of completion of works	
1.1.2.9	Fence (chain-link)of 15	Dec 2026	MoE,		187,500,000	School-level progress report,	

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
	schools of livable space covering 5 acres per school		NACONEK			Certificate of completion of works	
1.1.2.10	Monitoring and quality assurance of the construction	Oct 2025-Feb, 2026	NPC RA 1 lead CDE	Personnel Finances Transport	58,008,000.00	Monitoring reports	
DLR 1.2	Number of FDSE, including in host refugee communities, and camp-based secondary schools with new physical laboratories or functional virtual science laboratories.						
Phase 1	Construct 1600 Physical Laboratories and 100 Virtual Laboratories in FDSE including in host refugee communities and camp based secondary schools						
1.2.1.1	Prepare Disbursement Schedules and disburse funds to schools	Sept 2025	MoE-PCU	Personnel Stationery and equipment	4,386,000,000.00	Disbursement lists	
1.2.1.2	Procurement of Contractors by Schools	Oct,2025	School management	Personnel, stationery ,equipment and guidelines	17,100,000.00	Signed contracts	
1.2.1.3	Handover of Sites by School Managers	Nov,2025	School management	Personnel, stationery ,equipment and guidelines	-	Minutes of meetings	
1.2.1.4	Construction of Physical Laboratories and establishment of Virtual Laboratories in the targeted institutions	Dec, 2025-Feb,2026	Contractors School management CDE/SCDE teams	Contractor's personnel Approved Designs Monitoring and supervision personnel	Disbursed amount	Weekly progress reports	
1.2.1.5	Monitoring and Support by HQs teams	Oct 2025-Feb, 2026	NPC RA 1 lead	Personnel Finances Transport	-	Monitoring reports	
1.2.1.6	Monitoring and Support by HQs teams	Oct 2025-Feb, 2026	NPC RA 1 lead CDE	Personnel Finances Transport	-	Monitoring reports	
1.2.1.7	Prepare bid documents and advertise tenders for supply of equipment for Virtual Laboratories	End date Oct 2025	CEMASTE A	Finances Personnel Transport	108,000.00	Reports Minutes Tender documents	
1.2.1.8	Advertise tenders for	End date Oct	CEMASTE A	Finances	200,000.00	Reports	

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
	supply of equipment for Virtual Laboratories	2025		Personnel Transport		Minutes Tender documents	
1.2.1.9	Evaluate Bids and sign Contracts with successful Bidders	End date Oct 2025	CEMASTE A	Finances Personnel Transport	560,000.00	Reports Minutes Signed contracts	
1.2.1.10	Supply and Installation of Virtual Laboratories equipment in targeted schools	End date Oct 2025	CEMASTE A	Finances Personnel Transport	5,000,000.00	Reports LPO/LSO	
1.2.1.11	Train 300 teachers on delivery of lessons with Virtual Laboratories	End of Jan 2026	CEMASTE A	Finances Personnel Transport	-	Registers Reports	
1.2.1.12	Operationalization of Virtual Laboratories in the targeted schools	Jan 2026	CEMASTE A	Virtual labs	-	Reports	
1.2.1.13	Monitoring and Support by HQs teams	Oct 2025-Feb, 2026	NPC RA 1 lead	Personnel Finances Transport	-	Monitoring Reports	
1.2.1.14	Monitoring by the County Teams	Oct 2025-Feb, 2026	NPC RA 1 lead CDE	Personnel Finances Transport	-	Monitoring Reports	
Phase 2	Construct 151 Workshops in Prevocational Centres for Special Schools						
1.2.2.1	Prepare Disbursement Schedules and disburse funds to schools	March,2026	MoE-PCU	Personnel Stationery and equipment		Disbursement lists	
1.2.1.2	Procurement of Contractors by Schools	March-April 2026	School management	Personnel, stationery ,equipment and guidelines	1,510,000.00	Signed contracts	
1.2.1.3	Handover of Sites by School Managers	April 2026	School management	Personnel, stationery ,equipment and guidelines	-	Minutes of meetings	
1.2.1.4	Construction of	May-Dec. 2026	Contractors	Contractor's personnel	Disbursed amount	Weekly progress reports	

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
	Prevocational Workshops in the targeted institutions		School management CDE/SCDE teams	Approved Designs Monitoring and supervision personnel			
1.2.1.5	Monitoring and Support						
Phase 2	Construct 10 Regional EARCs						
1.2.2.1	Conduct a Structural Audit for 10 EARCs	Sept,2025	MOE, KISE	Human , Finances, Transport, Stationery	1,660,000	Status of EARCs Audit Report	
1.2.1.2	Detailed Project Designs and Plans	Oct,2025	KSTVET	Human , Finances, Transport	-	EARCs Designs and plans	
1.2.1.3	Environmental and social impact assessment	Nov ,2025	Consultants	Human , Finances,	-	ESIA Report and other statutory approval reports.	
1.2.1.4	Procurement Plan Development	Dec,2025	MOE, KISE	Human , Finances, Transport	2,000,000	Procurement plan.	
1.2.1.5	Contractor Selection (Tendering Process)	Feb 2025	Evaluation Committee	Human , Finances, Transport	6,053,000	Tender Evaluation Committee report	
1.2.1.6	Construction of 4 EARCs	March 2026- Feb 2027	Contractor and Project Implementation Committee	Human , Finances, Transport	867,887,000	Project Implementation Progress report	
1.2.1.7	Monitoring and Evaluation (M&E)	Feb 2027	Project Implementation Committee	Human , Finances, Transport	1,920,000	Project Status report	
1.2.1.8	Final Inspection and Quality Assurance	April 2027	Public Works, IVA	Human , Finances, Transport	-	Inspection and Quality Assurance report	
1.2.1.9	Project Completion and Handover & Operational Launch	April 2027		Human , Finances, Transport	680,000	Certificate of Completion	
RA 3	Strengthen Systems for Equitable Service Delivery in Secondary Education (Junior School and Senior School)						

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
DLR 9.2	Operationalisation of four centralised kitchens						
Phase 1	Construct one centralised kitchen in Eldoret						
3.9.2.1	Develop Central kitchen operationalisation guidelines	June 2026	MoE, NACONEK	Human, Stationery and equipment	2,000,000	Operational guidelines	
3.9.2.2	Construct one centralised kitchen in a selected school in Eldoret	June 2026	MoE, NACONEK Contractor	Human Finances Transport	50,000,000	School-level progress report, Certificate of completion of works	
3.9.2.3	Pilot operationalisation of one centralised kitchen through the provision of a hot nutritious meal for 30,000 learners for 151 school calendar days	June 2026	MoE, NACONEK, Contractor	Human Finances Transport	162,000,000	Progress report on operationalisation of centralised kitchen, Data of learners being fed	
3.9.2.4	Monitoring, reporting & verification of carbon credits	June 2026	MoE, NACONEK	Human, Stationery & equipment Transport	6,330,000	Detailed monitoring and carbon credits report	
3.9.2.5	Monitoring and quality assurance of the construction	June 2026	MoE, NACONEK, DQAS	Human, Stationery & equipment Transport	1,876,500	Reports	
Phase 2	Construct three centralised kitchens in Mombasa, Nakuru and Kisumu						
3.9.2.6	Construct three centralised kitchens in selected schools in Mombasa, Kisumu and Nakuru	June 2026	MoE, NACONEK Contractor	Human Finances Transport	150,000,000	School-level progress report, Certificate of completion of works	
3.9.2.7	Pilot operationalisation of one centralised kitchen through the provision of a hot,	June 2026	MoE, NACONEK, Contractor	Human Finances Transport	486,000,000	Progress report on operationalisation of centralised kitchen, Data of learners being fed	

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
	nutritious meal for 90,000 learners for 151 school calendar days						
3.9.2.8	Monitoring, reporting & verification of carbon credits	June 2026	MoE, NACONEK	Human, Stationery & equipment Transport	18,990,000	Detailed monitoring and carbon credits report	
3.9.2.9	Monitoring and quality assurance of the construction	June 2026	MoE, NACONEK, DQAS	Human, Stationery & equipment Transport	5,629,500	Reports	
RA 2	IMPROVE TEACHING QUALITY IN JUNIOR SCHOOL						
DLI 7	Improvement in quality of teaching in Junior School including Camp Based Refugee Junior Schools						
DLR 7.4	Upgraded Training Environment in Teacher Training Colleges						
PHASE 2							
2.7.4.1	Train Master Trainers on Guidelines for Implementation of Infrastructure Projects under SEEQIP	Jan-2026	KEMI MOE-PCU	Personnel Finances Stationery and Equipment Transport	2,500,000.00	Training Reports	
2.7.4.2	Train stakeholders (County & college teams) in preparation for construction in 35 TTCs	March,2026	MOE	Human Resource. Finances	5,035,400	Sensitization report	
2.7.4.3	Prepare schedules and disburse funds for construction of WASH facilities in 35 TTCs	March,2026	MOE	Human Resource, Finances	236,000,000	Disbursement Schedules, Acknowledgement Receipts	

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
2.7.4.4	Prepare schedules and disburse funds for classroom construction	March, 2026	MOE	Human resource, Finances	378,000,000	Disbursement schedules, Acknowledgement receipts	
2.7.4.5	Prepare schedules and disburse funds for provision of Overhead water harvesting tanks	March, 2026	MOE	Human resource, Finances	42,000,000	Disbursement schedules, Acknowledgement receipts	
	Prepare schedules and disburse funds for installation of Solar Power for lighting and supporting I-hubs	March, 2026	MOE	Human resource, Finances	52,500,000	Disbursement schedules, Acknowledgement receipts	
2.7.4.6	Procure contractors	March-April,2026	Teacher Training College Management	Personnel, stationery ,equipment and guidelines	700,000.00	Signed contracts	
2.7.4.7	Site handover for construction of classrooms in 35 TTCs	June-2026	MOE	Human resource	0	Site handover report	

CODE/SNo	ACTIVITIES	TIME FRAME	ACTION BY	RESOURCES	BUDGET (KSHS)	PERFORMANCE INDICATORS	REMARKS
2.7.4.8	Construct of 918 and 227 WASH Facilities for Teacher Trainees and Teacher Educators respectively , 315 classrooms and Overhead 10,000 Litre capacity water harvesting tanks and solar power in 35 TTCs	Apr - June,2026	Contractors School management CDE/SCDE teams	Contractor's personnel Approved Designs Monitoring and supervision personnel	Disbursed amount	Weekly progress reports	
2.7.4.9	Monitor Construction of WASH Facilities,classrooms, installation of Overhead 10,000 Litre capacity water harvesting tanks and solar power in 35 TTCs	March -June,2026	MOE	Human Resource, Finances	11,648,750.00	College-level progress report, Certificate of completion of works Monitoring Report	
2.7.4.10	Inspection , acceptance and handover of constructed facilities	June-2026	College management , contractors, public works officers	Human Resource, Finances	3,504,000	Inspection , acceptance and handover of facilities reports	
2.7.4.11	Disburse funds for classroom construction	July-26	MOE	Human resource, Finances	378,000,000	Disbursement schedules, Acknowledgement receipts	

MONITORING, EVALUATION AND SUPERVISION

Regular site inspection during construction is key to ensure quality of works done.
Monthly progress report to be provided to the stakeholders for feedback.

Table 5: MONITORING, EVALUATION AND SUPERVISION

Performance Question	Indicators and information needs	Baseline information	Data Methods	Implementation Support	Communication to be done
Were the Field Education Officers trained on the guidelines for implementation of infrastructure projects?	Training reports.	Record of similar training in similar programs/projects.	Analysis of reports.	Technical support from MoE Headquarters and the World Bank.	Immediate follow up if necessary.
Were the School Managers/Administrators trained on the guidelines for implementation of infrastructure projects?	Training reports.	Record of similar training in similar programs/projects.	Analysis of reports.	Technical support from County and Sub-County Education Offices.	Immediate follow up if necessary.
Are the guidelines readily available to the users?	Copy of guidelines for implementation of infrastructure projects.	Previous guidelines for similar projects if provided.	Verification of document.	Provision of copy and technical guidance if applicable.	Immediate follow up if applicable.
What facility/facilities was the school allocated for construction?	Approved list.	Available facilities before commencement of works.	Analysis of records.	Provision of list.	In situ.
Did the school receive funds for construction of the facilities? If yes, how much was received?	Bank Statement/Balances.	Opening Bank Account Balance.	Analysis of Bank Statement/Balances.	Disbursement of funds if applicable.	Immediate follow up if applicable.
Are construction sites consistently	Log book	Previous logs/reports/	Analysis of records.	Agree on mobilization and	Weekly follow up.

Performance Question	Indicators and information needs	Baseline information	Data Methods	Implementation Support	Communication to be done
active?	Reports Photographs	photographs		weekly milestones with contractor.	
Was the contractor trained/sensitized on the mandatory requirement to implement Environmental, Social, Health and Safety (ESHS) measures at the site?	Training report Certificates	Record of similar training in similar programs/projects.	Analysis of reports.	Support from County and Sub-County Education Offices. Design and construction Supervision	Immediate follow up.
Are the ESHS measures being enforced at the site? If no, what has not been enforced?	Audit inspection findings Grievance redress mechanism Insurance	Environmental and social Impact Assessment	Environmental and social audits Reports	Support from specialists/experts in respective fields	Immediate follow up.
What is the progress/status/stage of completion of each facility?	Site notes Progress reports	Environmental and Social Impact Assessment Ground-breaking	Analysis of site notes and progress reports	Structural and architectural designs	Weekly follow up

Performance Question	Indicators and information needs	Baseline information	Data Methods	Implementation Support	Communication to be done
Has the contractor fully adhered to the specifications? If not, what are the outstanding issues?	Photographic information Measurements Materials used Workmanships Observable structural defects	Site Reports Environmental and Social Impact Assessment	Analysis of Reports for structural Integrity	Construction Supervision and Support from County and Sub-County technical teams.	Monthly follow up.
Is the quality of works done satisfactory?	Compliance with specifications with the designs and BQs	Site Reports Environmental and Social Impact Assessment	Analysis of Reports	Construction Supervision Support from County and Sub-County public works technical teams	Monthly follow up
Is the contractor's rate in works done per week satisfactory	Weekly progress reports indicating % of completion of works	Previous reports	Analysis of Reports	Construction Supervision and Support from County and Sub-County public works teams	Weekly updates.
Are there challenges in the construction process? If yes, how are the challenges being managed?	Work plan Revised designs if applicable Information logs Site Instructions	Initial Project Designs	Analysis of Reports	Construction and Supervision support by public works technical teams	On need basis

ANNEX 14 – Procurement Verification Tools/Templates

Table 1. DLIs/DLRs Procurement IVA Verification Evidence

DLI / DLR	Procurement actions to be verified	Key IVA evidence to review (sampled contracts)
DLI 1 (DLR 1.1/1.2)	School-level works for classrooms/WASH/labs; procurement of virtual lab equipment and related installation/services.	Procurement plan/budget inclusion; advertisements/notices; bidding documents (drawings/BQs/specs); bid opening records; evaluation report; approvals; award notification; signed contract and amendments; supervision/progress reports; Certificates of Completion (Ministry of Public Works) where applicable; ESHS/SEA-SH/labor clauses; complaints log and resolutions.
DLI 3 (DLR 3.1/3.2)	Framework contracts with publishers for textbooks/teacher guides; distribution/logistics arrangements as applicable.	Procurement process and signed framework contracts; MoU requirement in contracts (where applicable); eligibility and conflict-of-interest documentation; award approvals; contract scope aligned to targets; delivery/distribution evidence where required by protocol.
DLI 4 (DLR 4.1 tranches)	School-grant financed procurements (instructional materials) and, for tranche 3, signing of works contracts for classroom/WASH as per SIP targets.	Approved SIPs and tranche triggers; procurement files for sampled schools (quotations/bids, evaluations, award decisions); signed contracts; delivery/receipts and/or works commencement evidence; complaints handling records; contract management evidence and completion status where applicable.
DLI 6 (DLR 6.1/6.2)	Procurement of EARC equipment and rehabilitation works; installation/commissioning.	Procurement plan inclusion; bidding documents/specs; evaluation/award approvals; signed contracts; delivery notes/installation evidence; functionality evidence (field visits); contract management records; safeguards and integrity clauses where applicable.
DLI 7 (DLR 7.4)	Works and related goods/services for TTC rehabilitation (classrooms, WASH, solar, water systems) as per needs assessment/plan.	Signed contracts and procurement documentation; supervision/progress reports; payments/variations; Certificates of Completion (Ministry of Public Works); field verification per protocol; ESHS/SEA-SH/OHS and labor requirements in contracts.
DLI 8 (DLR 8.4a/8.4b)	Works contracts for upgrading KEMI and KISE training/research facilities.	Procurement process and signed contracts; supervision and completion evidence (Certificates of Completion where applicable); contract amendments/variations; safeguards and

		integrity clauses; complaints records if any.
DLI 9 (DLR 9.2)	Procurement for centralized kitchens (works) and, where applicable, service/provider contracts for management/delivery.	Procurement documentation and signed contracts; site visit verification of functionality; evidence of compliance with applicable quality and safety standards referenced in program documents; contract management and complaints records.

Table 2. Procurement Verification Reporting Outline

Section	Description	Key Content Required	Evidence / Data Sources	Remarks / Follow-up
1. Executive Summary	Overall procurement compliance status and headline risks	<ul style="list-style-type: none"> • Summary compliance rating • Key fiduciary risks • High-level conclusions 	Procurement verification results; summary tables	
2. Sampling Frame & Coverage	Scope and methodology of contract sampling	<ul style="list-style-type: none"> • Risk-based sampling criteria • Number/value of contracts reviewed • Geographic and DLI/DLR coverage 	Approved IVA work plan; sampling matrix	
3. Findings – Planning	Assessment of procurement planning and disclosure	<ul style="list-style-type: none"> • Inclusion in approved procurement plans • Budget availability • Timeliness of initiation 	Procurement plans; budget records	
4. Findings – Bidding	Assessment of bidding processes	<ul style="list-style-type: none"> • Advertisement/invitation • Bidding documents/addenda • Bid opening and responsiveness 	IFB/RFQ; advertisements; minutes	
5. Findings – Evaluation & Award	Assessment of evaluation and award decisions	<ul style="list-style-type: none"> • Evaluation criteria consistency • COI declarations • Award approvals and notification 	Evaluation reports; COI forms; approval minutes	
6. Contract Management	Assessment of post-award contract administration	<ul style="list-style-type: none"> • Supervision and progress monitoring • Payments and variations • Completion and handover 	Site reports; IPCs; payment records; completion certificates	

7. Integrity & Complaints	Assessment of integrity safeguards and grievance handling	<ul style="list-style-type: none"> • Eligibility/debarment screening • Complaints received and resolved • Standstill compliance 	Sanctions checks; complaints logs; correspondence	
8. ESHS / SEA-SH & Labor Compliance	Assessment of safeguards in documents and on site	<ul style="list-style-type: none"> • Contractual ESHS and SEA-SH clauses • Labor requirements • Site observations 	Contracts; ESHS plans; site visit reports	
9. Unit Cost / Price Reasonableness	Assessment of value-for-money considerations	<ul style="list-style-type: none"> • Comparison to benchmarks • Price anomalies (if any) 	Market benchmarks; engineer's estimates	
10. Action Tracker	Corrective actions and follow-up	<ul style="list-style-type: none"> • Issue identified • Responsible entity • Deadline • Link to Program Action Plan 	Action tracker; PAP	

Table 3. DLI/DLR Procurement Verification Summary Table

DLI/DLR	Contracts Reviewed (n)	Compliant (n)	Non-compliant (n)	Key issues	Corrective actions (PAP link)	DLI eligibility (Yes/No)