

TEACHERS SERVICE COMMISSION



KENYA SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)

TITLE:	CONSULTANCY FOR DEVELOPMENT AND IMPLEMENTATION OF A SCHOOL BASED TEACHER SUPPORT SYTEM (SBTSS) FOR ENGLISH SUBJECT
CONTRACT NO:	TSC/SEQIP/EOI/001/2018/2019
PROCUREMENT METHOD:	QCBS

TERMS OF REFERENCE (ToRs)

1. BACKGROUND.

1.1 The Government of Kenya (GoK) through the Ministry of Education and the National Treasury has requested the World Bank for support to improve student learning in secondary education and transition from primary to secondary education, in targeted areas¹. This is in line with the aspirations of Kenya's Vision 2030. The Vision's Social Pillar singles out the education and training system as a vehicle to drive Kenya's efforts towards becoming an upper-middle income economy.

1.2 Kenya has made good progress in primary education completion and transition to secondary education compared to many other Sub-Saharan African countries. Participation in Early Childhood Education (ECD) increased from a net enrollment rate (NER) of 62.2 percent in 2012 to 74.9 percent in 2016, the primary school NER was 89 percent in 2016, and the transition rate from primary to secondary was 81 percent-a remarkable improvement from 55

¹ See Annex 2 for the list of the targeted areas.

percent in 2009. These achievements, among others, have been facilitated by the introduction of relevant policy frameworks such the Universal Free Primary Education (FPE) and Free Day Secondary Education (FDSE).

- 1.3 In spite of these achievements, there is significant variation in school participation across counties, especially at the secondary level. Secondary school NER in 2014 was below 15 percent for the bottom 5 counties, while it was above 80 percent for the top 5 counties, out of 47 counties. Importantly, gender disparity in school participation is concentrated in the most educationally disadvantaged counties.
- 1.4 Kenya has made investments in improving quality and learning outcomes at the primary level; nevertheless, achievement on basic skills appears low in relation to countries in other regions. For example, 66 percent of Kenyan urban adults performed at level 1 or below out of a scale of 5 levels on the Skills toward Employability and Productivity (STEP) reading proficiency test in 2015, indicating very rudimentary skills which were lower than their peers' in 6 of the other 7 low- and middle-income countries surveyed in South East Asia, Eastern Europe and Latin America.
- 1.5 At the secondary level, national assessment data indicate deficiencies and inequities in learning outcomes. For example, the 2014 national Monitoring Learner Achievement (MLA) assessment at Form 2 found that, in mathematics, almost 90 percent of students did not have minimum competency in algebra and geometry, and about 30 percent did not have minimum competency in measurement, numbers and statistics. The Form 2 MLA also revealed remarkable variation in student achievement between genders, between urban and rural areas, and across counties. For example, in algebra, geometry and trigonometry, the share of students with minimum competency in urban areas was twice that in rural areas. Both supply and demand-side factors contribute to inequalities in completion of primary education, and transition to and completion of secondary education, as well as in student learning outcomes.
- 1.6 The proposed Kenya Secondary Education Quality Improvement Project (SEQIP) will seek to address the supply and demand-side factors particularly in the most educationally and economically disadvantaged areas, as well as the poorest and most vulnerable children. SEQIP will employ a hybrid structure as an initial step towards more Results Based Financing (RBF) of the education portfolio in Kenya. This RBF provides an opportunity for a strengthened dialogue through closer monitoring of Government performance against selected Disbursement Linked Indicators (DLIs).

2. PROJECT DESCRIPTION

- i.7 . The Project Development Objective (PDO) is to improve student learning in secondary education and transition from primary to secondary education in targeted areas. The PDO will be measured through three key project performance indicators namely: (i) average student test score in English subjects at Form 2 at public schools in targeted sub-counties; (ii) average student test score in English at Form 2 at public schools in targeted sub-counties; and (iii) transition from primary to secondary education in targeted sub-counties. Overall, implementation of the proposed project will be the responsibility of the Ministry of Education (MoE). Component 1 of the project, which is ‘Improving quality of teaching in targeted areas will be implemented jointly by MOE and TSC. The commission will implement sub component 1:1 and 1:2.
- i.8 The project has four components: (i) Improve quality of teaching and learning in targeted areas; (ii) Improving retention in upper primary and transition to secondary in targeted areas; (iii) System reform support; and (iv) Project management, coordination and communication.
- i.9 Component 1, Improving quality of teaching in targeted areas includes three sub-components namely: (i) Subcomponent 1.1: Reducing teacher shortage; (ii) Subcomponent 1.2: Enhancing teacher professional development; and (iii) Subcomponent 1.3: Provision of textbooks. These ToRs applies to Subcomponent 1.2, Enhancing teacher professional development.

3. OBJECTIVE OF THE ASSIGNMENT

The overall aim of this assignment is to enhance continuous Teacher Professional Development (TPD) for teachers of English subject. The consultancy will provide technical support to the Teachers Service Commission (TSC) to develop and implement the school based teacher support system for the English subject in targeted sub-counties. The specific objectives of the assignment are to: (i) Support TSC to establish a **School Based Teacher Support System (SBTSS)** aimed at providing professional development training in subject matter as well as pedagogical content knowledge to teachers of English in the targeted sub-counties. (ii) Support TSC in monitoring and evaluation of these activities including data collection, analysis and preparation of reports. This activity is based on results based financing modality. The institution will therefore be required to support the TSC in collection and validation of the required data for the relevant Disbursement Linked Indicators (DLIs) and relevant indicators in the project’s results framework (see annex 1 of this ToRs). An independent firm will be recruited separately to review and verify results achieved under the SBTSS program for the English subject, and other DLIs under this project.

4. DURATION OF THE ASSIGNMENT AND WORK PLAN

The assignment will be undertaken over a six-year period between January 2018 and October 2022 and will have a total duration of 12 months per year. The first phase of this assignment will commence in January 2018 or shortly thereafter and will involve design of SBTSS

implementation plan and verification of TPAD data on teachers' performance gaps in English. A performance review of the selected institution will be conducted after each year. Remedial actions agreed upon must be executed within the agreed upon timelines, otherwise a contract termination will be considered. A payment schedule against major milestones will be agreed upon during contract negotiations and before contract finalization.

5. SCOPE OF WORK AND DELIVERABLES

The main task of this assignment involves the formulation and support of the delivery of an elaborate program for SBTSS for the English subject for teachers in target Sub-Counties as stipulated below. A list of target Sub-Counties is included in Annex 2 of these ToRs.

A third-party institution (independent verifier), will be recruited to independently review, analyze and verify, on a sample basis, the project's DLIs associated with this activity. Each DLI has a specific achievement level and timeline linked to it (see annex 1 of these ToRs).

5.1 Task 1: Development of a School based Teacher Support System (SBTSS) to support peer learning using Information, Communication Technology for teachers of English

Under this task, the institution is expected to:

- a) Formulate a detailed proposal, in the form of an inception report, for the proposed SBTSS program for discussion with TSC. The institution will only proceed with this task once the overall proposal is agreed upon with TSC.
- b) Prepare an elaborate program for the SBTSS program for teachers in target Sub-Counties. The program, as a minimum, **MUST** take **EACH** of the following aspects into account:
 - i. Conduct skills and competency diagnostics to identify teachers' training needs to improve classroom practices in English subject in target Sub-Counties. Build on data and reports from the Teacher Performance Appraisal and Development (TPAD) and on existing insights on implementing school based TPD in Kenya and globally, and analysis of the general and school-specific KCPE² and KCSE³ reports, to identify training needs and modalities of school-based support. This analysis will be complemented with information collected during workshops with TSC CDs, SCDs, CSOs, Principals, Head teachers, senior masters/ teachers and teachers.
 - ii. Based on the identified needs above, develop teachers support materials, simplified teaching aids and other relevant instructional materials, and sample

² Kenya Certificate of primary Education.

³ Kenya Certificate of Secondary Education

continuous student assessment tools. Existing and relevant teacher training materials, including digital ones, developed in Kenya by various partners could be assessed and adapted as necessary. An English subject matter expert panel will be constituted by TSC to review and approve the proposed materials before production and utilization. Any materials produced must be adapted for special needs education. The support materials will include e-learning materials, adequate samples of formative assessment tools to guide learners' progress, teachers' guides with learning resources related to each lesson, and a range of suggested activities that teachers can use to guide learners' practice. This will be within the established Curriculum.

- iii.** Identification of teacher support facilitators/trainers. In collaboration with TSC, develop ToRs for the Teacher support facilitators/trainers and determine the number of trainers required. TSC will recruit the facilitators/trainers based on a set criteria and performance standards. The facilitators will include teachers, CSOs and TSC Sub-county Directors. The institution will be expected to train the facilitators using materials and assessment tools reviewed and approved by subject matter panels. For target primary schools, TSC sub-county directors and curriculum support officers will support the SBTSS as trainers. Where the workload requires they will be complemented by additional resource persons.
- iv.** Develop and implement a program to promote peer learning and to support Teachers' pedagogic support, including assistance on inquiry-based learning approaches for teaching English subject and integration of ICT in teaching and learning, and using technology for peer learning. To encourage peer learning, the institution will support the facilitators/trainers to assist participating teachers in establishing professional learning community/groups such as WhatsApp, google groups etc. Participating teachers will learn how to address and solve issues through collaboration, how to share knowledge and experience among them, and how to leverage this social group effectively to improve their lesson plans and pedagogical approaches. Facilitators will oversee and moderate the WhatsApp groups to ensure relevance and effectiveness.
- v.** During the SBTSS initial phase, training will be provided for about 5,667 primary school teachers and 1,700 secondary school teachers for English in targeted sub counties at INSET school based centres. Based on the evaluation of the first two years of implementation of SBTSS, the intervention will be scaled up to cover all primary and secondary teachers of English in the over 5,500 primary schools and additional 1,500 secondary schools in the targeted sub-counties.

5.2 Task 2: Development of a costed and implementation plan for the School based Teacher Support System (SBTSS) in English

Under this task, the institution is expected to:

- a) In collaboration with the TSC, develop a detailed and costed implementation plan for execution of the SBTSS program considering **each** activity described under Task 1 above. During the SBTSS' initial phase, training will be provided for about 5,667 primary school teachers and 1,700 secondary school English subject teachers in the targeted sub-counties. This phase 1 training will be conducted in selected Sub-Counties (from the target Sub-County) before scaling up to all the targeted Sub-Counties. An independent evaluation will be conducted to inform the scaling up exercise.
- b) For the institutions planning purposes, training will be conducted at the established CEMASTE⁴ school-based INSET centers. Exceptions for the training Centers will be considered as need arises and upon justification of the same. The duration of each training event will vary depending on the skills and competencies identified based on the training needs assessment. Each training event will be followed by a series of coaching and mentoring visits to the targeted schools by the facilitator/trainers. The scope of the coaching and mentoring will be identified and outlined by each facilitator/trainer working together with the teachers participating in the respective training event and these aspects will be reflected in the program and its implementation plan.

5.3 Task 3: Assessing the effectiveness of English training

Under this task, the institution is expected to:

- a) Conduct pre- and post-assessments to assess gains in teachers' proficiency in collaboration with TSC. The assessment tools and content will be developed in collaboration with KNEC⁵ and KICD⁶ to ensure validity and reliability (alignment to established curriculum and assessments), based on the methodology for tests development used by KNEC. The minimum knowledge indicators for the English subject and levels (upper primary and secondary schools) will be established by the institutions subject matter panel. This will be reviewed and cleared by TSC.

5.4 Task 4: Collection of data, analyses and reporting

Under this task, the institution will be required to:

⁴ Centre for Mathematics, Science, and Technology Education in Africa

⁵ Kenya National Examinations Council

⁶ Kenya Institute of Curriculum Development

- Support TSC to collect, analyze and prepare reports based on the project's results indicators and DLIs relevant to the SBTSS training for the English subject (see Annex 1). The reporting formats will be agreed upon with the TSC.

Prepare relevant power point presentation for the SBTSS training for the English subject for presentation to the National Project Steering Committee

5.5 Task 5: Monitoring and Reporting

Under this task, the institution is expected to:

- Produce an inception report (proposal) detailing the understanding of this ToRs and proposed framework to approach this assignment.
- Based on the four tasks above, prepare a detailed and costed implementation plan for the SBTSS training program for the English subject
- Prepare monitoring reports as described under task 4 above.
- Prepare monthly progress reports to inform TSC on the status of this assignment and for TSC to determine any remedial actions that may be required.

6. Key Deliverables

- Implementation plan for the SBTSS training program: Should give details of the training program including timelines, cost, input and output of all the activities.
- Training needs assessment
- SBTSS material
- Training of facilitators and teachers (be specific about target numbers)
- Monitoring and evaluation reports for the SBTSS program: This should be done in the format agreed upon with TSC.
- Monthly progress reports: This should give TSC an update on the status of the assignment.

7. KEY TECHNICAL REQUIREMENTS

- 7.1 The consulting institution must have the experience of conducting similar assignments or experience in developing and implementing school based teacher professional

development. Evidence for this is required. The institution will put together a team with the necessary skills to undertake this assignment.

7.2 The minimum mandatory criteria for short listing of the institutions is:

- a) Have a minimum of five years of experience in conducting similar assignments or experience in developing and implementing school based teacher professional development. Attach relevant documentation as evidence.
- b) Have minimum of five years' professional experience in collecting and analyzing data, documenting findings, and creating and presenting reports.
- c) Provide evidence of a sound track record of successful implementation of similar assignments with relevant national and international organisations.
- d) Financial capacity. Audited financial statements for the past 3 years.

7.3 Staff requirements /Team Composition

- i. Team Leader who must be a holder of PhD in Education, Economics or Social Sciences with at least 5 years' experience in educational surveys at the school level
- ii. Education specialists particularly in English/Literature subject, teacher management and development, and in development and evaluation of instructional materials.
- iii. A Statistician who can also handle Monitoring and Reporting aspects
- iv. A finance specialist conversant with results-based financing
- v. A logistics coordinator

8. KEY DELIVERABLES AND TIMELINES

Key deliverables and indicative timeline for the assignment is provided in the table below

S/NO	Key deliverables	Timeline
i.	Inception report with interpretation of TOR and proposed methodology	Within 2 week from the date of award of contract
ii.	Develop teachers support materials, simplified teaching aids and other instructional materials, and continuous assessment tools:	by end of Dec. 2018

iii.	Identify facilitators/trainers:	By end of Dec. 2019
iv.	Training of facilitators/ trainers	End of March, 2019
v.	Train teachers	By end of April, 2019
vi.	Promote peer learning	Continuous
vii.	Assess effectiveness of SBTSS training in English	By end of August 2019
viii.	Evaluate process	Year 2

9. MANAGEMENT AND REPORTING ARRANGEMENTS

The assignment will be managed by the Teachers Service Commission (TSC). The day-to-day management of this assignment will fall under the Directorate of Teacher Management. The specific roles and responsibilities for the Directorate in this assignment, at no cost to the institution include:

- a. Access to data. The Directorate will provide the institution with access to relevant information and data for development and implementation of this assignment. Such data includes TPAD data, lists of target sub-counties, target schools and target teachers.
- b. Provision of Project documents such as Project Appraisal Document, Project Implementation Manual, Relevant TSC Documents on Teacher Professional Development and documents such as data on target Sub-Counties, target schools and target teachers.
- c. Facilitation of the institution's engagement with KNEC and KICD as required
- d. Facilitation of the institution's engagement with the relevant teachers. Where needed provide the institution with an introductory letter.
- e. Constituting a high level technical /subject panel to review the institution's outputs/deliverables at each stage of this assignment. All deliberations of this panel should be minuted and minutes signed by the Chair. This will include documentation of technical guidance given to the agency.
- f. Arranging Consultative meetings for the institution with relevant teachers, TSC County and Sub-County officials as may be required.
- g. In collaboration with World Bank team, review and clear all deliverables for this assignment

The responsibility for final clearance of the proposals, proposed program for the SBTSS training for the English subject, and the detailed and costed implementation plan for this program lies with the TSC.

ANNEXES

- a) DLI and DLRs table
- b) Target Sub-counties
- c) DLRs and DLRs Verification protocols
- d) Results Framework

10. CONTACTS FOR THIS ASSIGNMENT:

The Secretary, Teachers Service Commission,
Private Bag, Nairobi
Attn: Head of Supply Chain Management
Postal Address: Teachers Service Commission, Private Bag, Nairobi
Code: 00100
City: Nairobi, Kenya
Zip code: +254
Tel: 020 289 2000
Email: info@tsc.go.ke and be deposited in the tender box located at on second floor, Podium wing, TSC House, Kilimanjaro Road, on or before **31st October, 2018.**

ANNEX 1

a) DLI and DLRs table

DLI	Indicative Time Line for DLI Achievement					
	2018 (Year 1)	2019 (Year 2)	2020 (Year 3)	2021 (Year 4)	2022 (Year 5)	2023 (Year 6)
DLI 1: Reduced science, mathematics, and English teacher shortages in targeted sub-counties	DLI TARGET 1.1: Detailed and costed strategic plan developed for addressing teacher shortages and baseline established DLI Target Achievement Date (DTAD): FY18	DLI TARGET 1.3: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with high shortages per the established baseline and on duty DTAD: FY19	DLI TARGET 1.4: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with high shortages per the established baseline and on duty DTAD: FY20	DLI TARGET 1.5: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with high shortages per the established baseline and on duty DTAD: FY21	DLI TARGET 1.6: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with high shortages per the established baseline and on duty DTAD: FY22	DLI TARGET 1.7: 80% of the teachers recruited over the last five years continue to be on duty DTAD: FY23
	DLI TARGET 1.2: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with high shortages per the established baseline and on duty DTAD: FY18					
	DLI TARGET 1.1 Value: <u>€ 450,000</u>	DLI TARGET 1.3 Value: <u>€ 875,000</u>	DLI TARGET 1.4 Value: <u>€ 875,000</u>	DLI TARGET 1.5 Value: <u>€ 875,000</u>	DLI TARGET 1.6 Value: <u>€ 875,000</u>	DLI TARGET 1.7 Value: <u>€ 2,190,000</u>
	DLI TARGET 1.2 Value: <u>€ 875,000</u>					

DLI Matrix

DLI	Indicative Time Line for DLI Achievement					
	2018 (Year 1)	2019 (Year 2)	2020 (Year 3)	2021 (Year 4)	2022 (Year 5)	2023 (Year 6)

DLI 2: Share of science, mathematics, and English teachers in grades 7 and 8 and Forms 1–4 in targeted sub-counties that are certified based on Teacher Professional Development (TPD) modules or receive school-based support (SBTS)	DLI TARGET 2.1: Baseline on teachers' performance gaps in science, mathematics, and English	DLI TARGET 2.3: TPD training modules developed	DLI TARGET 2.5: 10% of teachers completing six course units of a training module	DLI TARGET 2.8: 20% of teachers completing eight course units of a training module	DLI TARGET 2.10: 30% of teachers certified	DLI TARGET 2.12: Reduction in teachers' performance gaps in science, mathematics, and English over baseline
	DTAD: FY18	DTAD: FY19	DTAD: FY20	DTAD: FY21	DTAD: FY22	DTAD: FY23
			DLI TARGET 2.6: 3 additional TPD training modules developed			
			DTAD: FY20			
	DLI TARGET 2.2: Design of SBTSS and implementation plan finalized	DLI TARGET 2.4: Phase 1 of the SBTSS operational in 2,000 primary schools and 500 secondary schools	DLI TARGET 2.7: Scaling up of the SBTSS based on Phase 1 evaluation to at least 5,000 primary schools and 1,500 secondary schools	DLI TARGET 2.9: 30% of teachers engaged in virtual peer-to-peer learning	DLI TARGET 2.11: 50% of teachers engaged in virtual peer-to-peer learning	
	DTAD: FY18	DTAD: FY19	DTAD: FY20	DTAD: FY21	DTAD: FY22	
DLI TARGET 2.1 Value: <u>\$2.0M €</u> <u>1,755,000</u>	DLI TARGET 2.3 Value: <u>\$1.1M €</u> <u>965,000</u>	DLI TARGET 2.5 Value: <u>\$1.0M €</u> <u>875,000</u>	DLI TARGET 2.8 Value: <u>\$0.5M €</u> <u>450,000</u>	DLI TARGET 2.10 Value: <u>\$0.5M €</u> <u>450,000</u>	DLI TARGET 2.12 Value: <u>\$2.0M €</u> <u>1,755,000</u>	
DLI TARGET 2.2 Value: <u>\$3.0M €</u> <u>2,630,000</u>	DLI TARGET 2.4 Value: <u>\$2.0M €</u> <u>1,755,000</u>	DLI TARGET 2.6 Value: <u>\$0.9M €</u> <u>790,000</u> DLI TARGET 2.7 Value: <u>\$1.0M €</u> <u>875,000</u>	DLI TARGET 2.9 Value: <u>\$0.5M €</u> <u>450,000</u>	DLI TARGET 2.11 Value: <u>\$0.5M €</u> <u>450,000</u>		
DLI	Indicative Time Line for DLI Achievement					
	2018 (Year 1)	2019 (Year 2)	2020 (Year 3)	2021 (Year 4)	2022 (Year 5)	2023 (Year 6)

DLI 3:[1] Share of schools reporting student-textbook ratio of 1:1 in science, mathematics, and English at grades 7 and 8 and Form 1 in targeted sub-counties	DLI TARGET 3.1 Selection of core textbooks through transparent and competitive process DTAD: FY18	DLI TARGET 3.2: 50% of schools with 1:1 student-textbook ratio DTAD: FY19	DLI TARGET 3.3: 60% of schools with 1:1 student-textbook ratio DTAD: FY20	DLI TARGET 3.4: 70% of schools with 1:1 student-textbook ratio DTAD: FY21	DLI TARGET 3.5: 80% of schools with 1:1 student-textbook ratio DTAD: FY22	
	DLI TARGET 3.1 Value: <u>€ 3,070,000</u>	DLI TARGET 3.2 Value: <u>€ 3,070,000</u>	DLI TARGET 3.3 Value: <u>€ 1,755,000</u>	DLI TARGET 3.4 Value: <u>€ 1,755,000</u>	DLI TARGET 3.5 Value: <u>€ 1,755,000</u>	
DLI 4: Increased secondary school enrollment of poor and vulnerable students in targeted sub-counties	DLI TARGET 4.1: Selection and contracting of partner agency(ies) to design and administer scholarships completed DTAD: FY18	DLI TARGET 4.2: At least 9,000 Form 1 students receiving scholarship[2] DTAD: FY19	DLI TARGET 4.3: At least 17,750 Form 1 and 2 students receiving scholarship DTAD: FY20	DLI TARGET 4.4: At least 17,500 Form 2 and 3 students receiving scholarship DTAD: FY21	DLI TARGET 4.5: At least 17,250 Form 3 and 4 students receiving scholarship DTAD: FY22	DLI TARGET 4.6: At least 8,000 Form 4 students receiving scholarship DTAD: FY23
						DLI TARGET 4.7: At least 17,000 students from cohorts 1 and 2 complete Form 4 DTAD: FY23
						DLI TARGET 4.8: Program evaluated to inform options for scaling up DTAD: FY23

DLI	Indicative Time Line for DLI Achievement
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	2018 (Year 1)	2019 (Year 2)	2020 (Year 3)	2021 (Year 4)	2022 (Year 5)	2023 (Year 6)
	DLI TARGET 4.1 Value: <u>\$1 €875,000</u>	DLI TARGET 4.2 Value: <u>€ 3,000,000</u>	DLI TARGET 4.3 Value: <u>€ 5,800,000</u>	DLI TARGET 4.4 Value: <u>€ 5,800,000</u>	DLI TARGET 4.5 Value: <u>€ 5,800,000</u>	DLI TARGET 4.6 Value: <u>€2,600,000</u> DTAD: FY23
						DLI TARGET 4.7 Value: <u>€ 1,755,000</u> DTAD: FY23
						DLI TARGET 4.8 Value: <u>€ 700,000</u> DTAD: FY23
DLI 5: Increased retention of poor and vulnerable students in grades 7 and 8 in targeted sub-counties	DLI TARGET 5.1: Advocacy strategies developed and implementation launched in at least 50% of targeted subcounties DTAD: FY18	DLI TARGET 5.2: At least 7,500 primary students (grades 7 and 8) receiving school kits DTAD: FY19	DLI TARGET 5.3: At least 7,500 primary students (grades 7 and 8) receiving school kits DTAD: FY20	DLI TARGET 5.4: At least 7,500 primary students (grades 7 and 8) receiving school kits DTAD: FY21	DLI TARGET 5.5: At least 7,500 primary students (grades 7 and 8) receiving school kits DTAD: FY22	DLI TARGET 5.6: At least 7,500 primary students (grades 7 and 8) receiving school kits DTAD: FY23
						DLI TARGET 5.7: 80% of program beneficiaries sitting for KCPE exam at the end of grade 8 DTAD: FY23
						DLI TARGET 5.8: Program is evaluated to inform options for scaling up DTAD: FY23
	DLI TARGET 5.1 Value: <u>€ 2,190,000</u>	DLI TARGET 5.2 Value: <u>€ 2,630,000</u>	DLI TARGET 5.3 Value: <u>€ 2,370,000</u>	DLI TARGET 5.4 Value: <u>€ 2,370,000</u>	DLI TARGET 5.5 Value: <u>€ 2,280,000</u>	DLI TARGET 5.6 Value: <u>€ 2,630,000</u>
						DLI TARGET 5.7 Value: <u>€ 2,630,000</u>

DLI TARGET 5.8
Value: € 450,000

Annex 2

b) Target Sub-counties

Table 1.1. Targeted Sub-counties

	County	Sub-county	CI Ranking	Primary						Secondary				
				Public				Private		Public		Female Share Enrollment	Private	
				No. of Schools	Enrollment	Grade 7 and 8 Enrollment	Grade 7 and 8 Female Share	Enrollment	No. of Schools	Enrollment	No. of Schools	Enrollment	No. of Schools	Enrollment
1	Baringo (3 sub-counties not selected)	Baringo North	75	150	28,148	7,199	0.49	13	1,646	29	6,819	0.51	3	374
2		East Pokot	60	90	15,523	1,790	0.40	--	--	6	1,444	0.31	--	--
3		Marigat	91	92	24,865	5,427	0.49	17	2,689	22	3,599	0.42	--	--

4	Bomet (2 sub-counties not selected)	Chepalungu	71	186	54,111	11,937	0.50	54	7,368	58	13,880	0.49	1	236
5		Sotik	102	175	53,456	13,286	0.51	70	9,776	68	16,762	0.48	--	--
6	Bungoma (6 sub-counties not selected)	Bungoma West	101	81	43,915	8,748	0.50	17	2,639	29	9,532	0.50	--	--
7		Cheptais	67	98	49,783	8,302	0.49	44	5,307	17	5,220	0.44	1	189
8		Mt Elgon	86	65	34,498	7,352	0.52	21	2,964	18	5,459	0.48	--	--
9	Busia	Bunyala	54	40	21,986	3,779	0.49	8	790	11	3,123	0.40	--	--
10		Busia	90	48	33,525	7,168	0.52	11	2,295	21	6,427	0.47	2	194
11		Butula	66	61	44,122	9,166	0.49	7	1,661	28	8,194	0.41	1	80
12		Nambale	69	52	30,903	6,194	0.51	41	3,597	21	5,946	0.45	2	150
13		Samia	77	65	28,732	5,639	0.51	16	1,955	19	7,110	0.47	--	--
14		Teso North	89	92	33,724	7,883	0.50	30	3,056	31	8,826	0.52	1	96
15		Teso South	68	77	45,026	8,740	0.50	20	2,407	24	7,434	0.49	--	--
16	Elgeyo Marakwet (2 subcounties not selected)	Marakwet East	52	84	25,871	5,324	0.49	9	1,256	18	2,968	0.38	--	--
17		Marakwet West	79	104	32,886	7,877	0.53	17	3,006	33	8,910	0.41	--	--
18	Garissa (1 subcounty not selected)	Balambala	23	30	7,031	785	0.30	1	142	2	540	0.38	--	--
19		Dadaab	65	26	8,174	965	0.28	25	42,008	4	1,291	0.27	6	4,329
20		Fafi	62	30	5,782	840	0.37	17	22,144	5	608	0.34	1	135
21		Hulugho	36	22	4,891	410	0.27			2	369	0.47	--	--
22		Ijara	50	30	6,251	1,227	0.42	7	468	5	1,211	0.40	--	--
23		Lagdera	41	25	6,355	942	0.31	--	--	3	604	0.21	--	--
24	Homa Bay (5 sub-counties)	Suba	94	97	29,051	6,291	0.48	22	2,999	34	6,652	0.53	3	296

	County	Sub-county	CI Ranking	Primary						Secondary					
				Public				Private		Public		Female Share Enrollment	No. of Schools	Private	
				No. of Schools	Enrollment	Grade 7 and 8 Enrollment	Grade 7 and 8 Female Share	Enrollment	No. of Schools	No. of Schools	Enrollment			No. of Schools	Enrollment
	not selected)														

25	Isiolo	Garbatula	16	39	8,746	1,698	0.47	6	581	4	844	0.34	--	--
26		Isiolo	58	44	15,299	3,216	0.49	26	5,684	15	2,491	0.43	4	504
27		Merti	46	29	5,341	1,023	0.52	3	587	4	476	0.44	2	145
28	Kajiado (3 sub-counties not selected)	Kajiado Central	72	117	29,922	5,437	0.44	35	5,860	17	4,208	0.33	8	827
29		Loitokitok	93	83	35,778	6,841	0.50	29	5,107	20	5,157	0.41	6	860
30	Kakamega (6 sub-counties not selected)	Butere	99	80	42,811	8,866	0.53	11	966	31	9,140	0.52	1	137
31		Kakamega South	104	81	39,375	6,387	0.55	10	997	29	9,909	0.52	--	--
32		Khwisero	84	61	31,138	6,082	0.53	7	1,246	22	6,241	0.51	1	113
33		Likuyani	97	68	39,364	8,287	0.51	62	7,932	33	9,998	0.54	2	273
34		Lugari	106	57	34,067	7,556	0.51	28	3,157	30	10,854	0.54	1	38
35		Navakholo	107	69	51,480	10,023	0.51	35	3,412	30	9,527	0.41	--	--
36	Kilifi (2 sub-counties not selected)	Ganze	26	125	44,545	9,407	0.51	8	541	21	5,537	0.43	1	25
37		Kaloleni	81	66	38,643	8,869	0.49	33	5,026	22	8,212	0.49	6	645
38		Magarini	21	108	45,766	9,363	0.47	35	3,285	19	4,268	0.39	7	1,293
39		Malindi	87	75	48,978	12,378	0.49	64	11,358	19	8,245	0.34	16	2,476
40	Kisii (7 sub-counties not selected)	Marani	78	65	26,169	5,663	0.50	33	3,717	30	8,010	0.46	2	121
41		Nyamache	105	103	35,770	7,799	0.50	26	3,113	48	11,913	0.49	2	279
42	Kitui (7 sub-counties not selected)	Ikutha	40	127	27,795	5,530	0.52	6	347	28	4,345	0.51	1	9
43		Kyuso	27	96	20,108	3,951	0.53	17	1,256	22	3,626	0.44	--	--
44		Mumoni	28	89	16,315	3,086	0.52	17	1,106	21	2,756	0.50	--	--
45		Mutito	42	105	26,730	5,225	0.52	11	1,011	22	4,595	0.47	--	--
46		Mutomo	44	140	35,366	7,755	0.51	5	549	31	5,972	0.53	--	--
47		Mwingi Central	82	106	28,540	6,786	0.48	28	3,384	42	6,199	0.46	3	222
48		Mwingi East	37	107	28,944	6,157	0.51	12	1,089	30	4,210	0.52	--	--

	County	Sub-county	CI Rankin	Primary		Secondary		
				Public	Private	Public		Private

			g	No. of Schools	Enrollment	Grade 7 and 8 Enrollment	Grade 7 and 8 Female Share	Enrollment No. of Schools	Enrollment	No. of Schools	Enrollment	Female Share Enrollment	No. of Schools	Enrollment
49		Nzambani	55	49	13,215	3,270	0.50	6	347	15	3,954	0.51	--	--
50		Tseikuru	39	57	13,046	2,562	0.51	3	278	11	1,820	0.52	1	34
51	Kwale	Kinango	11	163	66,337	13,155	0.48	18	2,781	23	6,476	0.40	--	--
52		Kwale	92	97	39,154	8,420	0.49	24	3,492	28	11,200	0.51	2	238
53		Msambweni	49	157	61,685	11,992	0.48	72	10,142	35	8,901	0.54	6	732
54	Laikipia (4 sub-counties not selected)	Laikipia North	63	27	6,950	1,467	0.47	2	201	5	1,109	0.42	--	--
55	Machakos (6 sub-counties not selected)	Masinga	88	135	39,328	9,134	0.51	34	4,832	53	11,503	0.48	2	271
56		Yatta	103	134	41,519	9,984	0.51	37	4,222	55	13,191	0.50	8	1,412
57	Makueni (4 sub-counties not selected)	Kathonzweni	80	94	24,605	6,319	0.51	4	544	36	8,762	0.48	1	119
58		Kibwezi	61	163	54,723	12,870	0.51	30	3,541	62	15,265	0.48	2	157
59		Makindu	59	66	22,558	5,386	0.52	20	2,015	24	5,237	0.53	5	325
60		Makueni	100	99	29,418	7,408	0.51	13	2,039	43	12,635	0.44	3	542
61		Nzaui	83	121	34,105	8,197	0.50	7	848	52	13,066	0.53	1	49
62	Mandera	Banisa	25	30	10,047	878	0.27	1	292	2	664	0.21	--	--
63		Lafey	3	11	5,241	832	0.29	--	--	2	388	0.00	--	---
64		Mandera Central	22	41	16,994	2,050	0.37	4	483	9	2,264	0.30	--	--
65		Mandera East	56	37	26,537	4,720	0.36	24	6,142	15	5,297	0.34	4	1,481
66		Mandera North	45	40	14,986	1,520	0.38	3	268	7	2,169	0.32	1	183
67		Mandera West	31	41	17,527	1,539	0.28	3	545	6	1,477	0.26	--	--
68	Marsabit	Chalbi	24	17	4,142	775	0.54	--	--	3	626	0.30	--	--
69		Horr North	7	19	3,659	586	0.35	1	86	4	474	0.45	--	--
70		Loiyangalani	1	15	3,054	348	0.47	--	--	--	--	#DIV/0!	--	--
71		Marsabit	74	34	11,756	2,296	0.50	9	1,757	10	2,374	0.34	4	430
72		Marsabit South	10	30	6,990	1,207	0.41	3	625	5	444	0.43	1	47

	County	Sub-county	CI	Primary					Secondary				
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			Ranking	Public				Private		Public		Female Share Enrollment	Private	
				No. of Schools	Enrollment	Grade 7 and 8 Enrollment	Grade 7 and 8 Female Share	Enrollment	No. of Schools	Enrollment	No. of Schools		No. of Schools	Enrollment
73		Moyale	17	34	13,985	2,518	0.49	23	5,738	7	1,469	0.37	1	140
74		Sololo	5	23	4,747	903	0.46	10	1,400	4	434	0.51	--	--
75	Migori (4 sub-counties not selected)	Kuria East	73	50	27,191	4,725	0.48	13	1,882	19	4,621	0.44	--	--
76		Kuria West	95	91	40,554	7,785	0.50	39	7,039	28	8,315	0.43	5	659
77		Uriri	98	76	32,723	7,458	0.48	33	4,478	33	7,824	0.34	2	130
78	Murang'a (5 sub-counties not selected)	Kandara		78	30,687	7,852	0.51	26	3,848	55	18,907	0.50	3	310
79		Kigumo		61	26,415	6,286	0.50	30	3,613	37	10,771	0.44	2	276
80		Murang'A East		54	18,169	4,696	0.50	20	2,189	30	7,705	0.49	--	--
81	Nandi (4 sub-counties not selected)	Tinderet	85	126	30,841	6,471	0.49	22	2,069	31	6,102	0.46	--	--
82	Narok (3 sub-counties not selected)	Trans Mara East	96	70	33,647	6,368	0.48	23	4,152	23	4,102	0.40	--	--
83	Samburu	Samburu Central	38	84	28,700	5,185	0.41	12	2,013	16	3,677	0.38	2	235
84		Samburu East	34	40	10,070	1,797	0.42	8	573	6	1,448	0.26	1	170
85		Samburu North	35	34	8,954	1,404	0.42	2	113	6	1,285	0.39	--	--
86	Taita Taveta (3 subcounties not selected)	Taveta	64	38	17,511	4,363	0.51	16	2,312	10	2,820	0.53	--	--
87	Tana River	Bura (Tana North)	29	47	13,023	2,452	0.44	16	1,994	5	1,866	0.34	2	156
88		Tana Delta	32	63	20,150	3,784	0.47	4	335	10	2,623	0.39	--	--
89		Tana River	33	51	15,164	2,875	0.47	4	785	6	1,524	0.45	1	298
90	Tharaka-Nithi (2 subcounties not selected)	Tharaka North	51	60	15,562	2,639	0.52	13	1,390	9	1,471	0.46	1	111
91		Tharaka South	70	104	23,870	4,830	0.51	11	1,034	25	4,025	0.43	3	954
92	Turkana	Kibish	2	11	3,437	229	0.32	--	--	1	82	0.00	--	--
93		Loima	8	57	16,509	1,911	0.44	--	--	6	1,330	0.56	1	71
94		Turkana Central	30	73	34,806	5,228	0.40	16	3,989	9	4,330	0.27	1	38

	County	Sub-county	CI Ranking	Primary						Secondary				
				Public				Private		Public		Female Share Enrollment	Private	
				No. of Schools	Enrollment	Grade 7 and 8 Enrollment	Grade 7 and 8 female Share	Enrollment No. of Schools	Enrollment	No. of Schools	Enrollment		No. of Schools	Enrollment
95	Wajir	Turkana East	19	36	16,297	1,673	0.45	1	42	6	1,505	0.43	--	--
96		Turkana North	15	40	12,016	1,064	0.39			4	1,048	0.44	--	--
97		Turkana South	6	87	38,874	5,055	0.47	2	208	7	2,489	0.40	--	--
98		Turkana West	43	70	63,773	8,420	0.26	26	31,217	9	3,928	0.34	6	5,959
99		Buna	13	21	4,214	397	0.33	--	--	3	513	0.20	--	--
100		Eldas	9	18	5,520	508	0.24	1	209	3	360	0.17	--	--
101		Habaswein	47	35	8,029	1,148	0.37	4	911	7	1,624	0.43	1	68
102		Tarbaj	14	28	7,936	1,023	0.28	--	--	4	659	0.28	--	--
103		Wajir East	53	36	20,257	3,439	0.44	19	4,070	12	5,419	0.32	4	830
104		Wajir North	4	22	4,053	582	0.34	--	--	3	613	0.34	--	--
105	Wajir South	12	22	4,678	500	0.33	1	97	2	341	0.22	--	--	
106	Wajir West	20	37	11,528	1,622	0.32	1	204	6	1,359	0.25	--	--	
107	West Pokot	Pokot Central	48	158	53,682	8,263	0.49	9	758	29	6,165	0.41	1	38
108		Pokot North	18	122	33,674	3,605	0.43	5	865	11	1,850	0.34	--	--
109	West Pokot	Pokot South	57	81	28,161	5,146	0.50	10	1,121	21	3,138	0.47	--	--
110		West Pokot	76	177	67,066	11,679	0.49	17	4,541	41	11,541	0.42	2	263
	Grand Total			7,852	2,839,648	557,454	0.49	1,769	332,153	2,147	548,240	0.46	164	30,772

Table 1.2. County-level Summary of Enrollment and Number of Schools in Targeted Sub counties

County	Primary				Secondary			
	Public		Private		Public		Private	

		No.ofSchool s	Enrollme nt	Grad ⁷ and 8 Enrollment	Grad ⁷ and 8 FemaShar e Enrollmen t	No.ofSchool s	Enrollme nt	No.ofSchool s	Enrollme nt	FemaShar e Enrollmen t	No.ofSchool s	Enrollme nt
1	Baringo	332	68,536	14,416	0.48	30	4,335	57	11,862	0.46	3	374
2	Bomet	361	107,567	25,223	0.51	124	17,144	126	30,642	0.49	1	236
3	Bungoma	244	128,196	24,402	0.50	82	10,910	64	20,211	0.48	1	189
4	Busia	435	238,018	48,569	0.50	133	15,761	155	47,060	0.47	6	520
5	Elgeyo Marakwet	188	58,757	13,201	0.51	26	4,262	51	11,878	0.40	--	--
6	Garissa	163	38,484	5,169	0.33	50	64,762	21	4,623	0.33	7	4,464
7	Homa Bay	97	29,051	6,291	0.48	22	2,999	34	6,652	0.53	3	296
8	Isiolo	112	29,386	5,937	0.49	35	6,852	23	3,811	0.41	6	649
9	Kajado	200	65,700	12,278	0.47	64	10,967	37	9,365	0.37	14	1,687
10	Kakamega	416	238,235	47,201	0.52	153	17,710	175	55,669	0.51	5	561
11	Kilifi	374	177,932	40,017	0.49	140	20,210	81	26,262	0.41	30	4,439
12	Kisii	168	61,939	13,462	0.50	59	6,830	78	19,923	0.48	4	400
13	Kitui	876	210,059	44,322	0.51	105	9,367	222	37,477	0.49	5	265

County		Primary						Secondary				
		Public				Private		Public			Private	
		No.ofSchool s	Enrollme nt	Grad ⁷ and 8 Enrollment	Grad ⁷ and 8 Female Share of Enrollment	No.ofSchool s	Enrollme nt	No.ofSchool s	Enrollme nt	Female Share of Enrollment	No.ofSchool s	Enrollme nt
14	Kwale	417	167,176	33,567	0.48	114	16,415	86	26,577	0.49	8	970
15	Laikipia	27	6,950	1,467	0.47	2	201	5	1,109	0.42	--	--
16	Machakos	269	80,847	19,118	0.51	71	9,054	108	24,694	0.49	10	1,683
17	Makueni	543	165,409	40,180	0.51	74	8,987	217	54,965	0.49	12	1,192
18	Mandera	200	91,332	11,539	0.34	35	7,730	41	12,259	0.30	5	1,664
19	Marsabit	172	48,333	8,633	0.47	46	9,606	33	5,821	0.37	6	617
20	Migori	217	100,468	19,968	0.49	85	13,399	80	20,760	0.40	7	789
21	Murang'a	193	75,271	18,834	0.50	76	9,650	122	37,383	0.48	5	586
22	Nandi	126	30,841	6,471	0.49	22	2,069	31	6,102	0.46	--	--
23	Narok	70	33,647	6,368	0.48	23	4,152	23	4,102	0.40	--	--
24	Samburu	158	47,724	8,386	0.41	22	2,699	28	6,410	0.36	3	405
25	Taita Taveta	38	17,511	4,363	0.51	16	2,312	10	2,820	0.53	--	--
26	Tana River	161	48,337	9,111	0.46	24	3,114	21	6,013	0.39	3	454
27	Tharaka-Nithi	164	39,432	7,469	0.51	24	2,424	34	5,496	0.44	4	1,065

County		Primary						Secondary				
		Public				Private		Public			Private	
		No.ofSchools	Enrollment	Grade 7 and 8 Enrollment	Grade 7 and 8 Female Enrollment	No.ofSchools	Enrollment	No.ofSchools	Enrollment	Grade 7 and 8 Female Enrollment	No.ofSchools	Enrollment
28	Turkana	374	185,712	23,580	0.37	45	35,456	42	14,712	0.36	8	6,068
29	Wajir	219	66,215	9,219	0.36	26	5,491	40	10,888	0.31	5	898
30	West Pokot	538	182,583	28,693	0.48	41	7,285	102	22,694	0.42	3	301
	Grand Total	7,852	2,839,648	557,454	0.49	1,769	332,153	2,147	548,240	0.46	164	30,772

ANNEX 3

c) DLRs and DLRs Verification Protocols

Table 6. DLIs/DLRs Verification Protocol Table

DLI	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
		Data source/Agency	Verification Entity	Definition and Procedure

DLI 1: Reduced science, mathematics, and English teacher shortages in targeted sub-counties				
2018 (Year 1) DLR 1.1: Detailed and costed strategic plan developed for addressing teacher shortages and baseline established	No	TSC report endorsed by the CEO	Principal Secretary (PS), MoE	Detailed and costed plan by TSC to the PS, MoE, as acceptable to IDA
DLR 1.2: 10% of new teacher posts, ⁷ in addition to annual pro rata of teacher posts, recruited for schools with inadequate teachers ³¹ per the established baseline and on duty	Yes. €0.18 million for every 100 new teachers recruited ⁸ and on duty, up to maximum of 500 teachers. Minimum achievement to trigger disbursement is 100 teachers.	TSC	TSC report verified by independent firm	Independent firm confirms TSC reported figures through teacher survey and key informant interviews Report by the independent firm to the DPC&D, MoE, as acceptable to IDA
2019 (Year 2) DLR 1.3: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with inadequate teachers per the established baseline and on duty	Yes. €0.18 million for every 100 new teachers recruited and on duty, up to maximum of 500 teachers. Minimum achievement to trigger disbursement is 100 teachers.	TSC	TSC report verified by independent firm	Independent firm confirms TSC reported figures through teacher survey and key informant interviews Report by the independent firm to the DPC&D, MoE, as acceptable to

DLI	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
		Data source/Agency	Verification Entity	Definition and Procedure
				IDA

⁷

⁸ As defined in the GoK regulations.

<u>2020 (Year 3)</u> DLR 1.4: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with inadequate teachers per the established baseline and on duty	Yes. €0.18 million for every 100 new teachers recruited and on duty, up to maximum of 500 teachers. Minimum achievement to trigger disbursement is 100 teachers.	TSC	TSC report verified by independent firm	Independent firm confirms TSC reported figures through teacher survey and key informant interviews Report by the independent firm to the DPC&D, MoE, as acceptable to IDA
<u>2021 (Year 4)</u> DLR 1.5: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with inadequate teachers per the established baseline and on duty	Yes. €0.18 million for every 100 new teachers recruited and on duty, up to maximum of 500 teachers. Minimum achievement to trigger disbursement is 100 teachers.	TSC	TSC report verified by independent firm	Independent firm confirms TSC reported figures through teacher survey and key informant interviews Report by the independent firm to the DPC&D, as acceptable to IDA
<u>2022 (Year 5)</u> DLR 1.6: 10% of new teacher posts, in addition to annual pro rata of teacher posts, recruited for schools with inadequate teachers per the established baseline and on duty	Yes. €0.18 million for every 100 new teachers recruited and on duty, up to maximum of 500 teachers. Minimum achievement to trigger disbursement is 100 teachers.	TSC	TSC report verified by independent firm	Independent firm confirms TSC reported figures through teacher survey and key informant interviews Report by the independent firm to the DPC&D, as acceptable to IDA
<u>2023 (Year 6)</u> DLR 1.7: 80% of the teachers recruited cumulatively in	Yes. €0.44 million for every 20% of teacher posts filled in previous five years are still filled. Minimum	TSC	TSC report verified by independent firm	Independent firm confirms TSC reported figures through teacher survey and key informant interviews

DLI	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
		Data source/Agency	Verification Entity	Definition and Procedure

previous 5 years are on duty	achievement to trigger disbursement is 20% of recruited teachers on duty.			interviews Report by the independent firm to the DPC&D, as acceptable to IDA
DLI 2: Share of science, mathematics, and English teachers in grades 7 and 8 and Forms 1–4 in targeted sub-counties that are certified based on TPD modules or receive school-based support				
<u>2018 (Year 1)</u> DLR 2.1: Baseline on teachers' performance gaps in science, mathematics, and English	No	Directorate of Teacher Management (DoTM), TSC	Baseline report endorsed by the TSC CEO	Report by DoTM and endorsed by the TSC CEO, as acceptable to IDA
DLR 2.2: Design of SBTSS and implementation plan finalized	No	DoTM, TSC	Design and implementation plan prepared by DoTM endorsed by the TSC CEO	Detailed and costed implementation plan by TSC, as acceptable to IDA
<u>2019 (Year 2)</u> DLR 2.3: TPD training modules developed	Yes. €0.26 million for each module developed up to 5 modules ⁹ and US\$0.5 million for 6th module developed	DoTM, TSC	DoTM report endorsed by the TSC CEO	Training modules submitted by TSC, as acceptable to IDA
DLR 2.4: Phase 1 of the SBTSS operational in 2,000 primary schools and 500 secondary schools	No	DoTM, TSC	TSC report verified by independent firm	Report by TSC verified by independent firm, as acceptable to IDA
<u>2020 (Year 3)</u> DLR 2.5: 10% of teachers	Yes. €0.44 million for each additional 10% of teachers that are certified after	DoTM, TSC	TSC report verified by independent	Report by TSC verified by independent firm, as acceptable to
DLI	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		

⁹ A module consists of 10 course units.

		Data source/Agency	Verification Entity	Definition and Procedure
completing six modules	completing a training module, up to a maximum of 30%		firm	IDA
DLR 2.6: TPD training modules developed	Yes. €0.26 million for each module developed up to 5 modules ¹⁰ and US\$0.5 million for 6th module developed	DoTM, TSC	DoTM report endorsed by the TSC CEO	Training modules submitted by TSC, as acceptable to IDA
DLR 2.7: Scaling up of the SBTSS based on Phase 1 evaluation to at least 5,000 primary schools and 1,500 secondary schools	No	DoTM, TSC	TSC report verified by independent firm	Report by TSC verified by independent firm, as acceptable to IDA
<u>2021 (Year 4)</u> DLR 2.8: 20% of teachers completing eight modules	Yes. €0.44 million for each additional 10% of teachers that are certified after completing a training module, up to a maximum of 30%	DoTM, TSC	TSC report verified by independent firm	Report by TSC verified by independent firm, as acceptable to IDA
DLR 2.9: 30% of teachers engaged in virtual peer-to-peer learning	Yes. €0.22 million for each additional 10% of teachers engaged in virtual peer-to-peer learning, up to a maximum of 50%	DoTM, TSC	TSC report verified by independent firm	Report by TSC verified by independent firm, as acceptable to IDA
<u>2022 (Year 5)</u> DLR 2.10: 30% of teachers are certified	Yes. €0.44 million for each additional 10% of teachers that are certified after completing a training module, up to a maximum of 30%	DoTM, TSC	TSC report verified by independent firm	Report by TSC verified by independent firm, as acceptable to IDA
DLR 2.11: 50% of teachers engaged in virtual peer-to-peer learning	Yes. €0.22 million for each additional 10% of teachers engaged in virtual peer-to-peer learning, up to a	DoTM, TSC	TSC report verified by independent firm	Report by TSC verified by independent firm, as acceptable to IDA

¹⁰ A module consists of 10 course units.

DLI	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
		Data source/Agency	Verification Entity	Definition and Procedure
	maximum of 50%			
<u>2023 (Year 6)</u> DLR 2.12: Reduction in teachers' performance gaps in science, mathematics, and English over baseline	No	DoTM, TSC	TSC report verified by independent firm	Report by TSC verified by independent firm, as acceptable to IDA
DLI 3: Share of schools reporting student-textbook ratio of 1:1 in science, mathematics, and English at grades 7 and 8 and Form 1 in targeted sub-counties				
<u>2018 (Year 1)</u> DLR 3.1: Selection of core textbooks through transparent and competitive process	No	DPC&D, MoE	PS, MoE	Report by the MoE endorsed by the PS, as acceptable to IDA
<u>2019 (Year 2)</u> DLR 3.2: 50% of schools with 1:1 student-textbook ratio ¹¹	Yes. €0.18 million for each additional 10% of schools with 1:1 student-textbook ratio, up to a maximum of 80%	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA For the purpose of calculation and disbursement, at the primary level if each student has any two out of three textbooks and at the secondary level each student has any three out of the five textbooks, it will be considered as having student-textbook ratio of 1:1.
<u>2020 (Year 3)</u>	Yes. €0.18 million for each	DPC&D, MoE	Report by the	Report by the independent firm,

¹¹ In grades 7 and 8, each student will have one core textbook in science, mathematics, and English. In Forms 1 to 4, each student will have one core textbook in the mathematics, English, and relevant science subjects.

	additional		MoE	as
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DLI	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
		Data source/Agency	Verification Entity	Definition and Procedure
DLR 3.3: 60% of schools with 1:1 student-textbook ratio ¹²	10% of schools with 1:1 studenttextbook ratio, up to a maximum of 80%		verified by independent firm	acceptable to IDA
<u>2021 (Year 4)</u> DLR 3.4: 70% of schools with 1:1 student-textbook ratio ¹³	Yes. €0.18 million for each additional 10% of schools with 1:1 student textbook ratio, up to a maximum of 80%	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
<u>2022 (Year 5)</u> DLR 3.5: 80% of schools with 1:1 student-textbook ratio ¹⁴	Yes. €0.18 million for each additional 10% of schools with 1:1 student textbook ratio, up to a maximum of 80%	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
DLI 4: Increased secondary school enrollment of poor and vulnerable students in targeted sub-counties				
<u>2018 (Year 1)</u> DLR 4.1: Selection and contracting of partner agency(ies) to design and administer scholarships completed	No	DPC&D, MoE	DPC&D	Contract issued by the DPC&D, shared with IDA

¹² In grades 7 and 8, each student will have one core textbook in science, mathematics, and English. In Forms 1 to 4, each student will have one core textbook in the mathematics, English, and relevant science subjects.

¹³ In grades 7 and 8, each student will have one core textbook in science, mathematics, and English. In Forms 1 to 4, each student will have one core textbook in the mathematics, English, and relevant science subjects.

¹⁴ In grades 7 and 8, each student will have one core textbook in science, mathematics, and English. In Forms 1 to 4, each student will have one core textbook in the mathematics, English, and relevant science subjects.

<u>2019 (Year 2)</u> DLR 4.2: At least 9,000 Form 1 students receiving scholarships	Yes. €0.31 million for each additional 1,000 of student beneficiaries, up to a maximum of 9,000 beneficiaries.	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
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DLI	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
		Data source/Agency	Verification Entity	Definition and Procedure
<u>2020 (Year 3)</u> DLR 4.3: At least 17,750 Form 1 and 2 students receiving scholarships	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
<u>2021 (Year 4)</u> DLR 4.4: At least 17,500 Form 2 and 3 students receiving scholarships	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
<u>2022 (Year 5)</u> DLR 4.5: At least 17,250 Form 3 and 4 students receiving scholarships	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
<u>2023 (Year 6)</u> DLR 4.6: At least 8,000 Form 4 students receiving scholarships	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
DLR 4.7: At least 17,000 students from cohorts 1 and 2 complete Form 4	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
DLR 4.8: Program evaluated to inform options for scaling up	No	Third-party consultant	DPC&D, MoE	Evaluation by the third-party consultant, as acceptable to IDA
DLI 5: Increased retention of poor and vulnerable students in grades 7 and 8 in targeted sub-counties				

<u>2018 (Year 1)</u> DLR 5.1: Advocacy strategies developed and implementation launched in at least 50% of targeted sub-counties	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
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DLI	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
		Data source/Agency	Verification Entity	Definition and Procedure
<u>2019 (Year 2)</u> DLR 5.2: At least 7,500 primary students (grades 7 and 8) receiving school kits	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
<u>2020 (Year 3)</u> DLR 5.3: At least 7,500 primary students (grades 7 and 8) receiving school kits	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
<u>2021 (Year 4)</u> DLR 5.4: At least 7,500 primary students (grades 7 and 8) receiving school kits	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
<u>2022 (Year 5)</u> DLR 5.5: At 7,500 primary students (grades 7 and 8) receiving school kits	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
<u>2023 (Year 6)</u> DLR 5.6: At least 7,500 primary students (grades 7 and 8) receiving school kits	No	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA

DLR 5.7: 80% of program beneficiaries sitting for KCPE exam at the end of grade 8	Yes. €0.66 million for every 20% of beneficiaries completing grade 8, up to a maximum of 80%	DPC&D, MoE	Report by the MoE verified by independent firm	Report by the independent firm, as acceptable to IDA
DLR 5.8: Program is evaluated to inform options for scaling up	No	Third party consultant	DPC&D, MoE	Evaluation by the third party consultant, as acceptable to IDA

ANNEXES 4

c) Results Framework

Results Framework
COUNTRY : Kenya
Kenya Secondary Education Quality Improvement Project

Project Development Objectives

The project development objective (PDO) is to improve student learning in secondary education and transition from primary to secondary education, in targeted areas.

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Average student test score in sciences subjects at Form 2 at public schools in targeted sub-counties		Number	0.00	0.00	Baseline, mid-term and end-term	Assessment data Baseline MLA at Form 2 to be conducted at the end of 2017. The project targets a 15% improvement in test score	Kenya National Examinations Council (KNEC)

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
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						in each science subject by the end of the project period, which implies an annual average improvement of about 3%.	
Average student test score in biology at Form 2 at public schools in targeted sub-counties		Number	0.00	0.00			
Average student test score Number 0.00 0.00 in chemistry at Form 2 at public schools in targeted sub-counties							
Average student test score in physics at Form 2 at public schools in targeted sub-counties		Number	0.00	0.00			
Average female student test score in biology at Form 2 at public schools in targeted sub-counties		Number	0.00	0.00			

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Average female student test score in chemistry at Form 2 at public schools in targeted sub-counties		Number	0.00	0.00			
Average female student test score in physics at Form 2 at public schools in targeted sub-counties		Number	0.00	0.00			
Description: Test scores from Monitoring Learning Assessment (MLA) at Form 2, provided separately for biology, chemistry, and physics.							
Name: Average student test score in mathematics at Form 2 at public schools in targeted sub-counties		Number	0.00	0.00	Baseline, mid-term and end-term	<p>Assessment data</p> <p>Baseline MLA at Form 2 to be conducted at the end of 2017.</p> <p>The project targets a 15% improvement in test score by the end of the project period, which implies an annual average improvement of about 3%.</p>	KNEC

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Average female student test score in mathematics at Form 2 at public schools in targeted sub-counties		Number	0.00	0.00			
Description: Test scores from MLA at Form 2							

Name: Transition rate from primary to secondary education in targeted sub-counties		Percentage	77.20	86.00	Baseline, mid-term, end-term	EMIS	Ministry of Education (MoE)
Female transition rate from primary to secondary education in targeted sub-counties		Percentage	74.90	83.40			
Description: Number of students enrolled in Form 1, minus number of repeaters in Form 1, divided by number of students enrolled in Grade 8 in previous year							

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Teachers recruited or trained	✓	Number	0.00	22500.00	Annual; bi-annual	Reports, administrative data, third-party validation data	Teachers' Service Commission (TSC), Centre for

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
							Mathematics, Sciences, and Technology Education for Africa (CEMASTE), independent third party
Number of teachers recruited	✓	Number	0.00	2500.00			
		Number	0.00	750.00			
Teachers recruited or trained - Female (RMS requirement)	✓						
Number of teachers trained	✓	Number	0.00	20000.00			
Description:							
		Percentage	0.00	80.00	Annual	Reports	MoE
Name: Share of primary and secondary schools in targeted sub-counties with gender sensitization orientation conducted and with gender champions designated							

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Description: At least one structured gender sensitization program is conducted and a school-level gender champion designated at a given school							
Name: Number of Grade-7 and -8 students receiving inkind and advocacy and mentoring support		Number	0.00	37500.00	Annual	Administrative data, thirdparty validation data	MoE, independent third party
Description:							
Name: Retention rate of student beneficiaries of scholarship and mentoring support		Percentage	80.00	90.00	Annual	Administrative data; thirdparty validation data	MoE; independent third party
Description: The numerator is the number of student beneficiaries enrolled in Form 4 in the current year. The denominator is the number of student beneficiaries enrolled in Form 1 four years prior.							
Name: Number of government primary schools in targeted sub-counties provided with functioning toilet and water facilities by project		Number	0.00	3000.00	Annual data	EMIS; third-party validation third party (A question on the “functioning” quality of school facilities will be added to future EMIS rounds.)	MoE; independent third party

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Description:							
Name: Number of government secondary schools in targeted subcounties provided with functioning toilet and water facilities by project		Number	0.00	1000.00	Annual	EMIS; third-party validation data	MoE, independent third party
Description:							
Name: Number of new classrooms/science laboratories/multi-purpose rooms added to government secondary schools by project		Number	0.00	2000.00	Annual	EMIS, third-party validation data	MoE, independent third party
Description:							
Name: Share of schools reporting student-textbook ratio of 1:1 at Grades 7 and 8 and Forms 1-4 in targeted sub-counties		Percentage	0.00	80.00	Annual	EMIS	MoE
Description: In grades 7 and 8, each student will have one core textbook in science, mathematics, and English. In Forms 1 to 4, each student will have one core textbook							

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
in the mathematics, English, and relevant science subjects.							