



# Project Information Document/ Integrated Safeguards Data Sheet (PID/ISDS)

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Concept Stage | Date Prepared/Updated: 11-Aug-2016 | Report No: PIDISDSC19639



**BASIC INFORMATION**

**A. Basic Project Data**

Country Kenya	Project ID P160083	Parent Project ID (if any)	Project Name Kenya Upper Primary and Secondary Education Quality Improvement Project (P160083)
Region AFRICA	Estimated Appraisal Date Mar 27, 2017	Estimated Board Date Sep 28, 2017	Practice Area (Lead) Education
Lending Instrument Investment Project Financing	Borrower(s) The National Treasury	Implementing Agency Ministry of Education, Science and Technology, Republic of Kenya	

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**Financing (in USD Million)**

Financing Source	Amount
Borrower	20.00
International Development Association (IDA)	200.00
<b>Total Project Cost</b>	<b>220.00</b>

Environmental Assessment Category  
B-Partial Assessment

Concept Review Decision  
Track II-The review did authorize the preparation to continue

Other Decision (as needed)

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**B. Introduction and Context**

Country Context

1. Demography. Kenya with a population of about 44 million represents a diverse demography and multi ethno-racial and linguistic groups. With about 73 percent of its population aged 30 years and below, Kenya enjoys a huge youth bulge, which is a potential dividend. According to the World Development Indicators 2015, Kenya life expectancy at birth has increased in the last two decades from 57.5 years to 61.1 years. The fertility and infant mortality rates have reduced from 5.5 to 4.5 and from 68.2 to 48.8 respectively.



2. Kenya's economy is larger and growing faster. Kenya's economy is the ninth largest in Africa and fifth largest in Sub-Saharan Africa (after Nigeria, South Africa, Angola, and Sudan). Kenya's growth compares favorably with other countries. Average growth between 2010-2013 was 6.2 percent, significantly higher than the 5.3 percent average for Sub-Saharan Africa for the same time period. Kenya is a lower-middle income country with Gross National Income (GNI) per capita of US\$1,160 in 2013. The economy was estimated to have grown 5.4 percent in 2014 and expected to grow by 6 percent through to 2017. Vision 2030 sets goals for Kenya to join the ranks of upper-middle-income countries with gross national income per capita of US\$4,125 in 2030.

3. Although poverty rates in Kenya have been declining, challenges at reducing poverty and increasing shared prosperity, in particular in rural areas, remain. Poverty reduction has been driven by solid growth across sectors of the economy. According to the World Bank Group Kenya Country Partnership Strategy (CPS 2014-2018), Kenya's poverty rate fell from 47 percent in 2005/6 to about 39 percent based on best estimates in 2013/14. But in remote, arid, sparsely populated north-eastern parts of the country (Turkana, Mandera, and Wajir), poverty rates are above 80 percent. These high rates notwithstanding, rural poverty has been on decline, primarily as a result of rural workers doing nonfarm work. Research based on a panel survey data set fielded in a maize-growing areas suggest that the within-sample poverty rate declined from 42.3 percent in 2000 to 37.6 percent in 2007. The same survey finds that households that escaped poverty were more likely to have better educated members, more land under cultivation, and more non-land assets. These findings imply that diversifying income beyond farming is an effective poverty reduction strategy, and education helps rural Kenyans to obtain skills to perform wage work or become self-employed.

4. Devolution is the centerpiece of Kenya's 2010 Constitution. Devolution in Kenya involves large-scale political, fiscal, and administrative decentralization, with fiscal equalization as a major objective. Underpinning the devolution agenda was the need to: (i) address deeply entrenched disparities among the regions; (ii) improve equity in access to social and economic services at the county level; and, (iii) work progressively towards equalizing opportunities for all Kenyans. Significant service delivery functions have been devolved from the central government to the counties. Under the 2010 Constitution, counties are responsible for policy implementation and service delivery in primary and secondary health care, water supply, rural electrification, urban service delivery, trade licensing, transport (county roads), and agriculture. However, in education sector only early childhood development and education (ECDE) and vocational training at county level have been devolved to the counties.

#### Sectoral and Institutional Context

5. The Constitution of Kenya (2010) has the Bill of Rights at its core, while the country's Vision 2030 acknowledges the need to reform the education and training system so that it aligns well with the aspirations of the youth and those of the country on becoming a middle income industrialized nation. Vision 2030 champions a growing inclusive economy, one that is fostered by strong knowledge-based sectors,



particularly manufacturing and services. Achieving this vision will depend heavily on how well equipped are the graduates from the education system with 21st Century universal basic skills. A recent Organization for Economic Cooperation and Development (OECD) report underscores this point: “where significant proportions of the population have limited skills, economies are generally bound to employ production technologies that lag the best in both emerging and advanced economies.” It also points out that “countries with less-skilled population — with less knowledge capital — will find it difficult to introduce productivity improvements. As a result, they will find economic growth and development to be slower. And, what growth there is will be less inclusive, because those without basic skills will be unable to keep pace with their more skilled peers.” This is a disturbing prospect for Kenya or, indeed, for any nation.

6. Kenya’s education sector exemplifies commitment to education and training reforms. The government’s National Education Sector Plan (NESP) showcases strategic focus. The plan (2013/2014-2017-2018) supports a comprehensive and ambitious agenda to address issues of governance and accountability, in conjunction with policy initiatives. The sector strategic objectives are; to ensure equitable access, attendance, retention, attainment and achievement in education, science, research and technology by ensuring affordability of education services; to mobilize resources for sustainable and efficient delivery of relevant education and training, educational research, technological and other educational services; ensure co-ordination of the provision of education and training for efficient delivery of services between government, donors, NGOs and communities; and promote and popularize a Science and Technology Culture. The GoK is actively considering restructuring the education system from the existing 8-4-4 (eight years of primary, four years of secondary and four years of tertiary) to 2-6-3-3-3 (two years of ECDE, six years of primary, three years of lower secondary, three years of higher secondary and subsequent three years of tertiary education). Under the new system, the higher secondary will have four streams- technical education, talent development, general education, and vocational education.

7. The GoK has been spending slightly less than 6 percent of the GDP, or a quarter of the total budget on the education sector for the last five years, which is almost meeting the international benchmark. In 2013/14 the overall budget allocation for the education sector amounted to Ksh 290.6 billion; an increase from Ksh 202.6 billion in 2011/12 . However, recurrent expenditure accounts for 95 percent of the total public spending on education, while for the last four years development spending accounted for only 4-5 percent. As the budget allocation is already about 6 percent of the GDP, incremental resources for development would have to come from higher efficiency in use of recurrent resources (e.g. improved teachers deployment, efficient use of capitation grant, etc.).

8. Sustained increase in access to education is now evident at all levels of the Kenyan system. Recent policy reforms along with introduction of several progressive programs such as Free Primary Education and Free Day Secondary Education (FDSE), enhanced capitation grant to the schools, bursaries and Constitution Development Fund led to significantly increased access to all levels of education. In particular, primary education for both boys and girls reached a high NER of 88.2 percent in 2014, with a gender parity index of 0.97 percent; transition from primary to secondary rose from 72 percent in 2009 to 74 percent in 2014, leading to an increased secondary education NER from 33.1 percent in 2009 to 48.3 percent in 2014; the number of universities and colleges climbed from 31 in 2009 to 68 in 2014, and the NER at this level

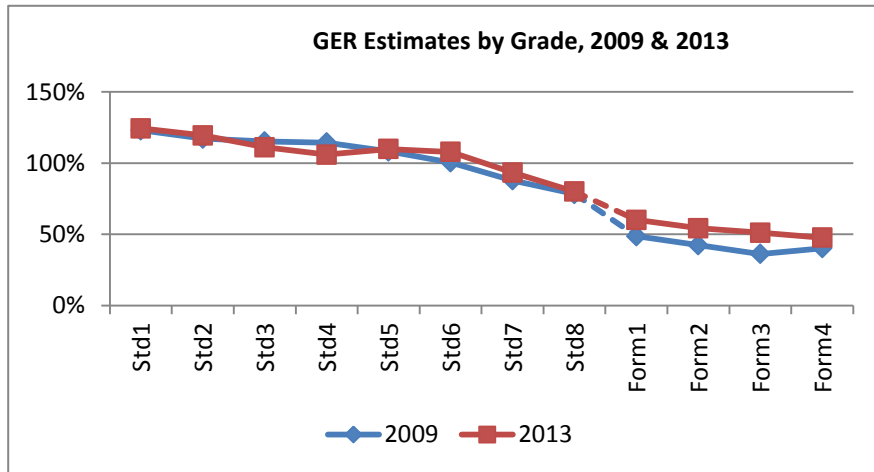


increased to 7.5 percent in 2014 from 4 percent in 2009; and TVET enrollments also dramatically grew; nearly doubled in five years from 80,000 students in 2009 to about 150,000 in 2013.

9. Despite these achievements, repetition and retention in primary education, as well as the low transition from primary to secondary, are major bottlenecks that are affecting both quality of learning as well as the output of the system. A cohort analysis prepared by the Bank team (using the official 2014 promotion and repetition ) shows that it takes the school system 10.7 years to produce a graduate from Standard 8 while on average the number of grades completed by a given cohort is only 6.2 grades. Another indicator of this problem is the wide gross enrollment rate (GER) variances in the pipeline. For example, between Standard 1 and 7; Standard 7 and 8; and Form 1 and 4. Figure 1 shows that in 2013 the GER in Standard 1 was about 122 percent, going down to 93 percent in Standard 7 and to 80 percent in Standard 8. In Form 1 it descended even further to 60 percent ending at less than 50 percent in Form 4 (Figure 1). At the lower primary level, the GoK is addressing the issue of quality of learning through the on-going Global Partnership for Education (GPE) supported project that focuses on improving early grade mathematics competency, the United State Agency for International Development (USAID) and Department for International Development (DfID) supported early grade reading project supported Tusome project on improving early grade reading , introduction of the Standard 1 digital learning program, and other donors supported projects.

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Figure 1: GER variances in the pipeline and transition



Source: Economic Survey 2014

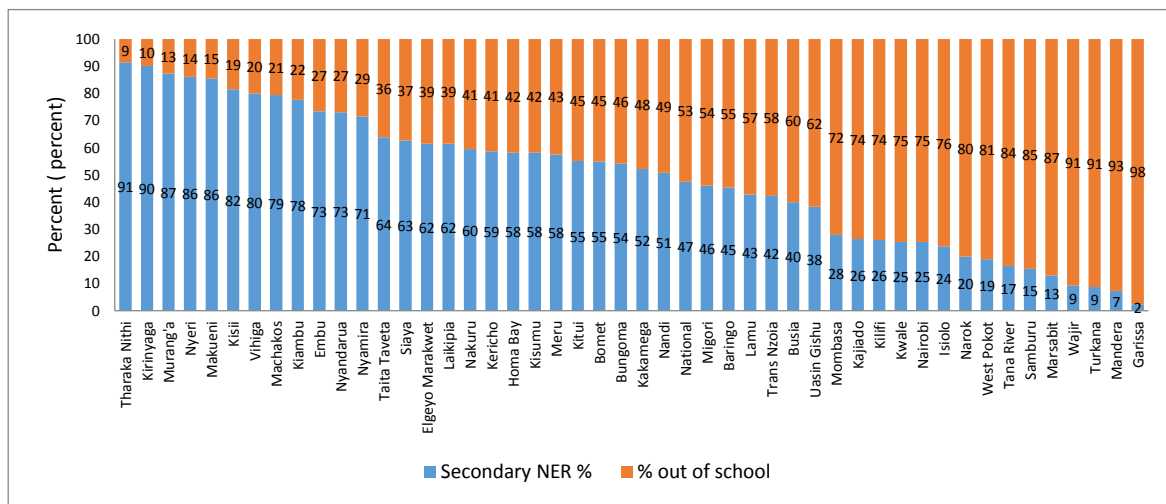
10. Access to and completion of secondary education is a major bottleneck. The transition rate from primary to secondary has improved from 60 percent in 2009 to 73 percent in 2013 because of policy reforms



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and the introduction of Free Day Secondary Education (FDSE). As evident in Figure 2 there are wide disparities (even wider than that in primary education) across counties, with Nyeri, Tharaka-Nithi, and Kirinyaga reaching over 80 percent NER, while Wajir, Turkana, and Mandera have less than 10 percent. A worrying high number of counties (21) have NERs that are less than the national average of 48.3 percent, which is low. In general, several factors, both from supply and demand sides, appear to be blocking access to and completion of secondary education. Some of the supply side key factors are- availability of suitable secondary school places that respond to different living conditions of students, both boys and girls; weak foundational skills at primary level, lack of adequate textbooks and teaching-learning materials, low teacher competencies, chronic teacher shortage in some counties such as Garissa (70 percent) due to insecurity, and from demand side the key factors are; costs of secondary education; absence of alternative schooling for the nomadic populations; insecurity, drug abuse among boys, teenage pregnancies, rising HIV/AIDS infections among adolescents, sexual abuse of girls, early marriages, inadequate learning facilities and curricula for learners with special needs, female genital mutilation, etc. All these factors lead to low completion of primary and secondary education. However, the GoK has been implementing several programs such as the Early Childhood Development Education through the Counties, recruitment of additional 5000 primary and secondary school teachers in FY 2017, Free Day Secondary Education, which has lowered the cost of secondary education significantly, established National Commission for Nomadic Education in Kenya (NACONEK) to address low enrollment in the ASAL, and school capitation grant to enable schools to procure teaching learning material and carry out limited school infrastructure development activities. The government through bursaries and school health and sanitation program, and non-government organizations through conditional cash transfer, social mobilization and other types of community interventions are addressing some of the demand side challenges.

Figure 2: Secondary Net Enrollment Rates, 2014





11. **Although Kenya performs better in terms of learners achievement compared to some of its neighbors, the quality of basic education needs significant improvement.** Uwezo Kenya<sup>1</sup> reports that just under six out of 10 children aged 6 to 16 can read a Class 2 Kiswahili story; more than 5 out of 10 children in the same age group can read a class 2 level English story and 5 out of 10 children in the same age group can do a class 2 division. By the time children reach Class 8, 1 out of 10 still cannot solve Class 2 division. The children’s performance are lower in arid and semi- arid counties. The trend analysis for Kenya Certificate of Secondary Education (KCSE) results for the period 2009 to 2015 shows that only 6.2 percent of student achieved B+ that guarantees a place in a public University, and about 61 percent of students failed to achieve C+ which is the minimum requirement for admission to university. The female students perform lower than male students with again significant regional disparities. As mentioned above, the GPE and other donors supported programs are targeted at improving literacy and numeracy competencies of the early graders. At the same time, the GoK is reforming the curricula and developing comprehensive teachers re-tooling strategy aiming at improving quality of education. However, concerted efforts and support is required to address the issues of quality with equity across the basic education sub-sector to ensure higher completion of 12 years of education with quality.

12. **The business sector has serious concerns about the skills of graduates coming out of school education.** Almost 29 percent of business owners and top managers interviewed in 2013-2014 for the World Bank Enterprise Survey mentioned “inadequate educated workforce” as one of the major obstacle for their operations. The situation is worse in the service sector, which is the fastest growing sector of the economy, and has deteriorated significantly during the period 2007 – 2013. This is an indication that as firms modernize their processes and equipment it is becoming more and more difficult to find skilled workers, this in turn could become a serious obstacle to fulfill Vision 2030 goals.

13. **In summary, Kenya’s skills level of human capital is low which will pose a huge challenge in achieving Vision 2030 goals of making Kenya an industrialized middle-income country.** Only 23 percent of the population have attained secondary education and above.<sup>2</sup> According to the 2009 Population Census, a majority of the population are still stuck at low levels of education and training achievement. On an average, 25 percent of the population aged 15-64 years had no education in 2009; 52 percent had only primary education and 67 percent did not attain secondary education and above. The effects of low education attainment are also observed in the labor market with only 32.7 percent of workers in formal wage sector having attained secondary education and above. In view of Kenya’s youth dividend and the planned growth trajectory, the immediate priority for Kenya in terms of human capital development is to ensure that a significantly larger number of Kenyan children, particularly those living in vulnerable areas, complete 12 years of basic education with skills and competencies required for the modern knowledge economy. Therefore, the proposed project will focus on improving completion of full cycle of basic education by improving completion of primary education and increased transition to secondary education with acquisition of 21st century skills and competencies<sup>3</sup>. The proposed project will build upon the ongoing curriculum reforms, the recent Government initiative to accelerate transition to secondary school, MoE’s and TSC’s renewed focus on special needs education, affirmative action to address low enrollment in the ASAL by NACONEK, digital learning program, the Centre for

<sup>1</sup> Uwezo 2014: Are Our Children Learning? Literacy and Numeracy in Kenya 2014. Nairobi: Twaweza East Africa.

<sup>2</sup> Kenya National Bureau of Statistics and SID, 2012: Exploring Inequalities in Kenya.

<sup>3</sup> Murnane, R.J. and Fevy F. in their book *Teaching the New Basic Skills. Principles for Educating Children to Thrive in a Changing Economy*, 1996, define this skills as: **hard skills**: basic mathematics, problem-solving and reading abilities; **soft skills**: **ability to work** in groups and to make effective oral and written presentations; and the ability to use personal computers to carry out simple tasks (ore-literacy).

<sup>3</sup> *Universal Basic Skills: What Countries Stand to Gain*, OECD, 2015. The report define this skills as “the capacity to understand, use and reflect critically on written information, the capacity to reason mathematically and use mathematical concepts, procedures and tools to explain and predict situations, and the capacity to think scientifically and to draw evidence-based conclusions” (p.21).



Mathematics Science and Technology Education in Africa (CEMASTEA) Science, Technology, Engineering and Mathematics(STEM) pilot in primary schools, and gains under the on-going GPE supported Kenya Primary Education Development Project, the, and USAID and DfID supported early grade reading project.

Relationship to CPF

14. **Human capital development is perceived as one of the most significant structural determinates for sustainable long-term growth.**<sup>4</sup> A diagnostic review of the country context and development agenda under the Country Partnership Strategy (2014-18) identifies enabling people to realize their potential and lifting them out of poverty involves, at the most basic level ensuring that they are healthy, educated and have basic skills to be able to participate in social and economic life. Kenya is enjoying huge demographic dividend whereby some 26 million Kenyans (more than one-half the population) are below age 25, and this ratio will rise to almost two-thirds by 2030. More broadly it is economically productive adults (15-64 years) that are fastest growing cohort, yielding a massive improvement in the dependency ration over the coming decades. If these citizens- especially the young- are equipped with education, skills and competencies for the changing marketplace and secure gainful work, they will provide a huge boost to the productivity and output. But if too many of them fall from this path, there is a risk of social capital being undermined by crime and delinquency, which will be a big threat to Kenya’s social cohesion.

15. The proposed Project is directly related to the second domain of the CPS which is focused on “Protection and Potential-Delivering shared prosperity” that aims at building human capital by enabling people through education and skills training to realize their potential to better their own social and economic life and contribute to the country’s inclusive economic growth, and social cohesion. As mentioned above, if more than 40 percent children don’t complete full cycle of 12 years of education, as is the case in Kenya that will be big risk to the achievement of poverty reeducation and shared prosperity goals.

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<sup>4</sup> The World Bank Group, Kenya Country Economic Memorandum, March 2016.





### C. Proposed Development Objective(s)

The project development objective (PDO) is to increase completion of a full cycle of quality basic education for children living in vulnerable areas, girls and children with special needs..

Target beneficiaries of the project will include: (i) children, particularly living in vulnerable areas, girls and children with special needs; (ii) teachers; (iii) parents and community members; and (iv) education managers and administrators at national, county, sub-county and school levels.

To achieve the PDO the project will be designed to complement other projects and activities financed by the Government under NESP, the Global Partnership for Education (GPE) grant, TUSOME Project supported by USAID and DfID and other education programs supported by development partners (DPs). The GoK has already embarked upon reforming school curricula from a content based to competency based curricula.

#### Key Results (From PCN)

1. Type her Progress towards achieving the PDO will be assessed through the following four key performance results:
  - a. Increased number of children successfully completing upper primary (class 7 and 8) in targeted areas with better Kenya Certificate of Primary Education (KCPE) results.
  - b. Increased number of children enrolling in secondary education, including learners living in vulnerable areas, with special needs and girls in the targeted areas.
  - c. Increased number of children, including learners living in vulnerable areas, with special needs and girls graduating from secondary education with better Kenya Certificate of Secondary Education (KCSE) results.
  - d. Strengthened management capacity and governance in the education sector at the central, decentralized and institutional levels as manifested by increased quality and timeliness of school score cards in targeted areas.

### D. Concept Description

2. The proposed project will consist of three main components: (i) Enhance Completion of Basic Education with better Learning Outcomes; (ii) Promote Excellence through Innovations; and (iii) Improve Governance and Accountability, and Project Management.

3. Component 1: Enhance Completion of Basic Education with better Learning Outcome<sup>5</sup>: In order to increase

<sup>5</sup> Given the resource envelope and from a pragmatic perspective of making an impact, it will be impractical to cover all the primary and secondary schools in Kenya under the project. Therefore, some objective school selection criteria consistent with the PDO and key results indicators will be identified during the preparation process. Some of the illustrative selection criteria are- low performing schools, schools with high drop out and low transition and completion with gender specs, special needs schools(including integrated school), and geographical location (vulnerable and marginalized counties). However, some well performing schools will also be identified for support as these schools could work as mentor for low performing schools.



completion and learners performance, particularly of the children living in the targeted vulnerable areas, girls and children with special needs, there's a need to adopt 'whole school improvement' approach that takes into account both demand and supply side dimensions of the issues of low internal and external efficiencies. The school will be the center of all the project activities and be in-charge of its own improvement with support from national, county and sub-county levels. The school in collaboration with the Board of Management (BoM) and other stakeholders will be responsible for the development of their own strategic improvement plan, implement and monitor it. The school strategic plan will take into account all available resources, including capitation grant, GPE school improvement grants, constituency and county development funds, and others. The Project will finance the resource gaps that is critical for improving quality of education.

4. This component will consist of a series of interventions aimed at supporting development and implementation of the Competency Based Curriculum (CBC) that the Kenya Institute of Curriculum Development (KICD) is currently in the process of designing; improving successful completion of primary and secondary education of children living in vulnerable areas, girls and children with special needs; increasing their (specially girls) participation in science, technology, engineering and mathematic (STEM) at secondary level, re-tooling teachers with the skills and competency of delivering and assessing CBC; mobilizing community to support school; and addressing the psycho-social and health and sanitation problems that the children, including adolescent girls, face both within the school and outside.

5. The proposed interventions, which will be targeted at upper primary and secondary levels, to be supported under Component 1 are: (i) design and implement the CBC, and re-tooling of teachers for delivery and assessment of CBC, (ii) improve the quality of Science, Language, and Mathematics teaching by providing schools with advanced high quality teaching-learning materials; (iii) support textbooks revision in line with CBC; (iv) create enabling learning environment in the schools by improving infrastructure such as science and computer labs, libraries, and enhancing co-curricular activities; (iv) improve transition and completion through school counselling, including career counselling, empowering girls through life skills education and social mobilization involving parents, teachers and community members, and; (v) strengthen school-community linkage by fostering partnerships that may involve sharing resources such as use of school facilities and equipment; shared responsibility for planning, implementation and evaluation of programs; collaborative fund raising and grant applications; volunteer assistance such as students' mentoring and training from professionals and others with special expertise, etc.

6. Relevant institutions, both public and private as well as international with proven expertise will be supported by the proposed project to implement these activities in close collaboration with the MOEST, counties and schools, as required.

7. In order to support the reform of upper primary and secondary education curricula and implementation of CBC, the proposed project will finance a series of training programs to be delivered at the sub-county level in order to equip primary<sup>6</sup> and secondary education teachers, Curricula Support Officers (CSOs), Education Standard and Quality Assurance Council (ESQAC) officers with child centered teaching and assessment for learning skills; school managers<sup>7</sup> with applicable CBC instructional leadership and mentoring skills to provide mentoring support to school teachers; and county and sub-county service providers with appropriate management, mentoring and instructional skills to provide support to teachers and school principals and for monitoring school performance.

<sup>6</sup> In primary education the project will target teachers teaching standards 7 and 8

<sup>7</sup> School managers: principals, head teachers, heads of departments, senior teachers



8. Also, the implementation of the CBC will be supported through the provision of relevant teaching and learning materials including the development of e-content and the development and provision of e-learning materials such as e-book both for students and teachers.

9. To improve STEM teaching and improve the participation of students (specially of girls) on this type of courses, the project will support STEM mentoring activities in schools as well as the provision of information technology (IT) equipment including the endowment of computer laboratories in targeted secondary schools with computers, teaching and learning software and training of teachers on the use of IT to complement and enhance teaching and assessment for learning activities.

10. Transition from a content-based to competency based curricula would entail significant reform in student assessment. There is a need to develop and establish a strong formative student assessment system to help teachers and school principals evaluate and address the specific learning need of their students, and of a summative student assessment system that helps education authorities and managers make informed decisions about resource allocation; curriculum update; and investments. The Project will support reform of assessment system and its implementation.

11. Increasing enrollment in upper primary and secondary education will require timely and significant investment by the Kenya Government on new school and classroom construction. The GoK will undertake construction of additional classrooms out of its own resources. Hence, the project will not finance any major construction barring minor renovations and refurbishment of science and computer labs, libraries, school toilets and water and electricity supply. An infrastructure assessment of schools will be undertaken during the preparation stage to ascertain the extent of renovation and refurbishment required by potential target schools. To complement this investment the proposed project will support equipping those schools with teaching and learning materials.

12. The proposed project will provide funding and technical assistance for the development and piloting<sup>8</sup> of one national and approximately five open distance learning centers that will perform the dual functions of teaching and training. These open distance learning centers as a networks with a hub in Nairobi with two-way audio and video link will be used to deliver teachers training as well as lessons to the students. This will also provide an on-line platform to the teacher for professional exchange.

13. Under the project, schools which perform better on certain objective parameters and show innovative leadership in improving school performance, will be honored with awards and incentive grants. These schools will be showcased and could work as mentor for other schools. Details of the awards and incentive grants and their operationalization will be worked out during project preparation stage.

14. Component 2: Promote Excellence through Innovations: Many new challenges such as rapid urbanization, large

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<sup>8</sup> Since the proposed duration of the proposed project is 4-5 it is not anticipated that the pilot could be scaled-up. However, the project will finance the preparation of a fully costed plan and program for scaling up the intervention.



scale migration, digitalization, and changing needs of the labor market with more emphasis on non-cognitive skills, need for entrepreneurship skills development, etc. warrant innovative education and training solutions. Kenya has been a breeding ground of many innovative activities in education that are promoted by private sector, non-governmental organizations and others. Supporting local school initiatives rather than simply mandating it from higher levels is key to the success of quality improvement initiatives. Through this component, the proposed project will support school and sub-county based innovation approaches that are flexible enough to adapt to changing school, sub-county and county contexts. An innovation’s ability to adapt to local circumstances affects its longevity in schools.

15. This component will support new innovations and scaling up of innovations based on evidence. It will provide the resources and technical assistance to the schools, districts and counties needed both to incorporate and adapt the reforms undertaken by the MoEST to fit local contexts as well as to design, plan and implement local innovations projects. Ensuring a stable resource base and sufficient flexibility will help sustain national reform efforts and local innovations which is key to their success. Some of the potential candidates for piloting could be: (i) research and diagnosis based teachers professional development model practiced by Shanghai, China, which has conclusively played a critical role in putting Shanghai on the top of PISA results; (ii) Bridge education model, which has successfully worked in India to bring the out-of-school children back to the school; (iii) Use of ICT to provide virtual and blended learning opportunities to students and teachers; and (iv) Mathematics and Science teaching and learning program, which the Bank is developing for schools in Africa in collaboration with the Princeton University and New Jersey Center for Teaching and Learning.

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**Lessons on teachers’ professional development from Shanghai’s success story**

Among the 65 participating countries in 2012, Shanghai, China, ranked first in mathematics literacy, with a mean score of 613 points, which is 119 points higher than the OECD average. There are a number of contributing factors to this success. One of the most impressive aspects of Shanghai’s education system is its process of development and management of teachers. Teaching is a well-respected profession, not so much because of the level of pay teachers receive, but rather because of the society’s respect for the profession, sustained through long-term, rigorous preservice education and pervasive school-based professional development. Both of these attributes are linked to well-structures professional career ladder and performance evaluation system. Teachers are expected to be active researchers who constantly reflect on their pedagogy and implement innovations in relation to student outcomes. Principals are strong instructional leaders who can provide guidance on teaching and learning and who understand how best to evaluate teacher. Teacher and principals alike maintain a high level of professional accountability.

16. **Component 3: Improve Governance and Accountability, and Project Management:** Any investment support by the World Bank must be targeted towards strengthening governance and accountability by supporting the development of systems and culture of accountability for results and transparency. Under the new legislative enactments, the MoEST has set up a new institutional framework (rules, regulations, and organizations) for better governance and accountability. But significant work remains to be done in order to: (a) strengthen the capacity of central, local and school authorities for using reliable and timely evidence for decision making; (b) enhance managerial and technical skills by thoughtful investments in expertise and skill building; (c) achieve a close involvement and collaboration with the private sector; and (d) achieve greater engagement and empowerment of local communities/parents.



17. The Project will finance building of the Education Management Information System (EMIS), which is being established under the on-going Global Partnership for Education Project, to cover secondary education. As EMIS is more of an organizational solution than a technological one, the emphasis will be on management capacity building consisting of a series of activities aimed at increasing the capacity at national, sub-national, and school levels to generate and use data to monitor progress towards the attainment of stated goals. It will also fund activities to strengthen the capacity of national education entities to implement and monitor national education improvement programs and projects, and to provide awareness of and access to information that helps practitioners engage the school community in planning, implementing, and sustaining reform.

18. In order to promote school level accountability, the project will evaluate and, if pertinent, enhance and scale up the introduction of school score cards in targeted schools. This will entail the evaluation of the school score card program initiative piloted by the National Taxpayer Association. Based on the results of the evaluation the project will support the revision of the school score card tool(s) and the training of school community and sub-county officials on data collection, reporting and analysis.

19. To strengthen school-community interaction and effective participation of the School Board of Management (BoM) in school improvement, the project will train the BoM members and encourage their participation in school development planning and implementation.

20. For project management at the central level, the Department of Secondary Education, which is headed by a Director, will be responsible for overall management of the Project. The Department will be supported by a Technical Support Group (TSG) staffed with technical experts in areas relevant to the project activities. The intent is to mainstream the project management with the objective of long-term sustainability. The County level Project Coordination Unit set up under the GPE Project may work for the proposed project, too. However, an effective implementation arrangements will be developed during the preparation of the Project. Appropriate Semi-autonomous government agencies (SAGA), e.g. Kenya National Examination Council (KNEC), Kenya Institute of Curricula Development (KICD), and Kenya Education Management Institution (KEMI), CEMASTEIA, and Teachers Service Commission (TSC) will be equipped with financial and technical capacity to carry out project related activities.

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## **SAFEGUARDS**

### **A. Project location and salient physical characteristics relevant to the safeguard analysis (if known)**

### **B. Borrower's Institutional Capacity for Safeguard Policies**

### **C. Environmental and Social Safeguards Specialists on the Team**



Gibwa A. Kajubi, Edward Felix Dwumfour, Lilian Wambui Kahindo

D. Policies that might apply

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Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The school grants under the project will be used in the rehabilitation of classrooms, laboratories, computer laboratories, and sanitary facilities (pit latrines). Given that the specific sites have not been identified, a framework approach is recommended and an Environmental and Social Management Framework (ESMF) will be prepared, consulted upon and disclosed in country and at the Bank's InfoShop before Appraisal. This will help mitigate and manage potential impacts of sub projects which cannot be identified at this stage in terms of location, and provide guidance on methodologies, measures and procedures to facilitate environmental management (risk management and impacts) related to works financed under the project. Also, the project envisions procurement of IT related equipment, which may lead to generation of electronic waste (E-Waste) which is harmful to the environment if disposed inappropriately. Therefore, an Environmental and Social Management Plan (ESMP) will be developed for management of E-waste emanating from electronic and electrical equipment procured.
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	Yes	The project sites and their potential cultural and historical significance are not yet known. However, during preparation a determination will be made if these will likely encompass some physical cultural resources which are protected by law or are of importance to communities. If necessary, "chance find" provisions will be incorporated in the ESMF to ensure that the appropriate preventive or mitigation measures are formulated and executed.
Indigenous Peoples OP/BP 4.10	Yes	Policy is triggered because the Project will be implemented in counties where beneficiaries may be



classified as underserved, vulnerable and marginalized groups. In this regard, a Vulnerable and Marginalized Groups Framework (VMGF) will be prepared.

The project will not involve land acquisition leading to involuntary resettlement or restrictions of access to resources and livelihoods. The renovations or rehabilitation will be within existing school facilities

Involuntary Resettlement OP/BP 4.12 No

Safety of Dams OP/BP 4.37 No

Projects on International Waterways OP/BP 7.50 No

Projects in Disputed Areas OP/BP 7.60 No

**E. Safeguard Preparation Plan**

Tentative target date for preparing the Appraisal Stage PID/ISDS

Time frame for launching and completing the safeguard-related studies that may be needed. The specific studies and their timing should be specified in the Appraisal Stage PID/ISDS

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**APPROVAL**

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