PROJECT INFORMATION DOCUMENT (PID)
APPRAISAL STAGE

Report No.: PIDA12212

Project Name	Kenya GPE Primary Education Development Project (P146797)
Region	AFRICA
Country	Kenya
Sector(s)	Primary education (100%)
Theme(s)	Education for all (60%), Education for the knowledge economy (40%)
Lending Instrument	Investment Project Financing
Project ID	P146797
Borrower(s)	Ministry of Finance
Implementing Agency	Ministry of Education
Environmental Category	B-Partial Assessment
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Decision	

I. Project Context

Country Context

1. Kenya, located in the African Great Lakes region of East Africa, covers a territory of 581,309 km2 and has a population of about 43.18 million (in 2012). The Kenyan population is diverse and includes most major ethno-racial and linguistic groups found in Africa with an estimated 42 different communities. The country has a young population, with 73% of residents aged below 30 years because of rapid population growth (from 2.9 million to 40 million inhabitants over the last century). Kenya life expectancy has increased by two decades. The fertility and infant mortality rates have been cut in half. School enrollment, at both the primary and secondary level, has doubled.

2. During the last decade, Kenya has emerged as one of a growing number of success stories on the African continent. The economy has seen much expansion, as evidenced by strong performance in tourism, infrastructure, higher education and telecommunications. Kenya has the largest economy in East Africa and between 2002 and 2011 its economy grew by 4.6 percent per year on average. The robust growth recorded during 2003-2007 can be attributed to the global boom that increased the demand for Kenyan exports, as well as to the reforms implemented by the Government. The situation reversed during 2008-2012 due to global turbulence, the negative

electoral shocks and severe drought conditions, which curtailed Kenya's growth potential. However, the economic stimulus program implemented in 2009-2010 cushioned the economy from a complete recession, resulting in growth rates above the world average but below Sub-Saharan Africa (SSA). Macroeconomic instability experienced in 2011 has been contained. The average overall inflation for 2012 was 9.6% as compared to 14% recorded in 2011. Stability in international oil prices and prudent fiscal and monetary policies are expected to yield single digit inflation levels of about 5% in the medium term. Growth impetus is expected to continue gradually and surpass the SSA average in the medium term.

3. Kenya is now a middle income country. Kenya in September 2014 became a low-middle income country following the rebasing of its National Accounts, including gross domestic product and Gross National Income. Kenya is currently the 5th largest economy in Sub-Saharan Africa behind Nigeria, South Africa, Angola and Sudan. The economic growth during 2013 was revised upwards from 4.7% to 5.7%, but challenges of poverty and income inequalities remain. 40% of Kenyans still living in absolute poverty, and a Human Development Index (HDI) of 0.535, putting the country at position 147 out of 186 – one of the lowest in the world.

4. Kenya's net Official Development Assistance (ODA) as percent of Gross National Income (GNI) is about 6% compared to that of the other countries in the East Africa Community (EAC). Given challenges in access to development partner financial support since 1990s, Kenya's self-reliance on internal revenues helps to maintain a strong revenue performance in the country. Total domestic revenues finances 80% of the annual budget, leaving Kenya in a good position to use fiscal policy for both short and long-term growth objectives and to position the State as a key provider of public services.

5. The national budget has doubled in real terms since 2002-2003, and pushed the size of the Government sector to one third of the economy. Composition of expenditures has also undergone a significant shift towards development spending. Having doubled since 2005, it reached 9% of GDP in 2011-2012, mainly for infrastructure, particularly energy and roads, which account for 75% of the budget in the sector. The education sector accounts for 30% of the total recurrent budget equivalent to 6.4% of GDP. The education sector receives over 20% of the budget on average and 70% is spent on salaries. Smarter spending in the human resources development sector is required, particularly education, since public investments in this sector need to look beyond the objective of getting children into school and providing inputs; there needs to be a focus on the quality of service delivery.

6. With its medium-term Vision 2030 development strategy, Kenya has set the goal to become a newly industrializing, middle-income country by 2030 through the continuous implementation of flagship projects in four broad sectors; new investments in roads and energy will reduce domestic transaction costs, making business more profitable. After the peaceful 2014 elections and smooth transition to a new administration, the governance agenda in the 2010 Con stitution and the institutional reforms envisaged to be undertaken by the new government underpin the Vision's medium term growth projections. The Government is further committed to achieving international development commitments such as the Millennium Development Goals (MDGs) and Education for All (EFA). 20% of national revenue will be spent at subnational level which is expected to reduce, if well spent, the administrative share of the budget in favor of spurring growth through investments in human capital and infrastructure.

7. Kenya puts human resource development, particularly education at the center of its development strategy, since, despite notable improvements, Kenyans, particularly the poor, still face challenges in getting adequate public services including education and health. Kenya's Vision 2030 and the related Medium Term Plan (MTP) strive to develop a globally competitive quality education, training and research for sustainable development. The social pillar of Vision 2030 has at its core 'investing in the people of Kenya' with a focus on health, education, children, youth and sports, among other welfare improving programs. This includes government's commitment to address access, equity, quality, and relevance of social service delivery, as well as putting great emphasis on the links between education and training, technology and entrepreneurial skill development and the labor market. Vision 2030 targets the creation of 3.5 million jobs and a reduction in the poverty incidence from 46% in 2005 to 28% in 2030, and an increase in the human development index from 0.47 in 2005 to 0.7 in 2030. It places great emphasis on education, as the primary means of upward social mobility, national cohesion and socioeconomic development.

Sectoral and institutional Context

8. School Enrolment, Retention and Completion. Kenya has made good overall progress in expanding access to education with the introduction of Free Primary Education (FPE) in 2003. The enrolment in primary education increased from 8.56 million in 2008 to 9.99 million in 2012 with 4.97 million and 5.03 million girls and boys respectively. Primary education enrolment grew at 3.2% and secondary education at 9% annually from 2009 to 2013. The gross enrolment rate (GER) was 119.6% in 2013, and the net enrolment rate (NER) was 95.9% in 2013 based on Ministry of Education Science and Technology (MoEST) administrative data. Despite a slight drop between Standard 1 and 4, Kenya maintains high retention rates up to Standard 6, but experiences significant drop-out rates in Standard 7 and 8. The completion rate for primary schooling is estimated at 76% (2012).

9. Public and Private Provision. The provision of basic education is predominantly by the public sector but private schools are increasingly providing alternatives especially in urban areas such as Nairobi and Mombasa. The number of private primary schools has grown rapidly from 1441 in 2002 to 8719 schools in 2011 (Economic Survey 2006 and 2014). Net enrollment in private primary schools jumped from 3.8% to 8.9% between 1997 and 2006. Low cost day and boarding schools are also receiving increased attention. In particular, low cost private schools have become the main education providers for children from the most disadvantaged background in informal urban settlements.

10. Changing Institutional Arrangements. Institutional arrangements in the education sector are changing with the implementation of the 2010 Constitution. County governments are now responsible for providing early childhood education and running village polytechnics, while at the national level the Ministry of Education, Science and Technology (MoEST) retains responsibility for education policy, standards, curricula, examinations and the granting of university charters. It also provides basic education, and manages public universities and other institutions of research and higher learning. The Teachers Service Commission (TSC) no longer reports to the MoEST, but now operates as an autonomous government agency. In the past TSC was responsible for teacher management and the MoEST for teacher professional development, but this delineation is no longer as clear cut.

11. Persisting inequality in education outcomes. While the growth of the private sector has

potentially helped reduce the strain on public resources, it also poses the risk of increasing socio-economic stratification between schools. Kenya has already had a long streak of regional disparities in learning outcomes. Primary completion rates, along with those for enrolment, are much lower in the arid/semi-arid land areas, and other vulnerable areas in coastal regions and urban slums. National and regional assessments including National Systems for Monitoring Learning Achievements (NASMLA) and Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) consistently reveal Northeastern and Western regions as underperformers over the years (KNEC 2011, 2012). UWEZO results in 2011 show the bottom 5 positions are all taken by the arid counties. At the household level, children from poorer households systematically achieve lower competency levels, on all tests and across all ages (UWEZO 2012, 2013). The top performers in Kenya Certificate of Primary Education (KCPE) have also traditionally been dominated by pupils from high-cost private schools (KNEC 2011-13).

12. Vulnerable and Marginalized Groups. It is estimated that Kenya has 2 million out-of-school children in basic education. These include children with disabilities and children from internally displaced and hard to reach population. Close to 60% of the out-of-school children are found in the hard-to-reach and hard-to-stay counties. There are 14 Arid and Semi-Arid Land (ASAL) counties identified by the Commission on Revenue Allocation (CRA) that are mainly occupied by hunters and gatherers and pastoralists who have not fully benefited from formal education because of their life style that necessitates mobility. Apart from the low enrollment, these areas are also characterized by high school dropout, early marriages of girls, inadequate teachers, poor road and infrastructure, inadequate hospitals (life expectancy is estimated at 42 years), and very low annual rainfall (less than 200mm). Unless special efforts are made to reach these communities, they will continue to lag behind.

13. Learning Achievements. The rapid expansion of the education system is increasingly affecting Kenya's capacity to maintain and improve the quality of education. Challenges include (i) low competency levels in early grade mathematics and reading; and (ii) declining KCPE results in public schools. This is confirmed by UWEZO Kenya's 2011-2012 numeracy and literacy survey findings, which indicate that children in Kenya are not adequately learning due to various factors and that learning levels are poorest in arid and western Kenya counties. Similarly, the Kenya National Examinations Council's (KNEC) assessment of Standard 3 learners in numeracy and literacy (National Systems for Monitoring Learning Achievements - NASMLA) in 2010 reported low attainment. Correspondingly, poor reading proficiency was reported by the Early Grade Reading Assessment (EGRA) study, which found that 14% of pupils tested in English, 19% in Kiswahili, 15% in Gikuyu and 20% in Dholuo in their last term of Standard 3 could not read a single word correctly (Piper, 2010).

14. Low learning achievement in Early Grade Mathematics. Kenya Vision 2030 places great emphasis on the role of mathematics education. Yet, evidence suggests that Kenyan children are not achieving minimum levels of numeracy. The Early Grade Mathematics Assessment (EGMA) study as part of the Primary Math and Reading Initiative (PRIMR) pilot indicates low levels of competencies. For example, 30% of students at the beginning of Grade 2 cannot do simple subtraction in the 5 counties that the test was administered. In a more representative sample, UWEZO survey findings throughout 2009, 2011 and 2012 indicate that less than a third of children enrolled in grade 3 have basic grade 2 level numeracy skills. Furthermore, the learning curve has been flat. Among children approaching the end of the primary school cycle, a significant number still do not possess foundational grade 2 level skills. In 2011, 16 and 11 percent of class 7 and 8

children could not do simple divisions respectively. Perhaps an even more problematic observation is the fact that there are large regional disparities of competency. Both the best and worst performing districts in the East Africa's UWEZO assessments are all in Kenya. In 2011 for example, only 5 of out 10 grade 3 children in North Eastern province could perform grade 2 subtractions, compared to 7 out of 10 in Nairobi and Central province. Learning achievement levels shown in the EGMA study also vary significantly between rural and urban counties and between public and private (even low cost private) schools.

15. Falling learning achievement levels in public schools. The influx of incoming pupils after the FPE introduces complex changes in Kenya's primary education system. Evidence suggests that the FPE successfully encouraged pupils from poorer socio-economic groups to enroll in primary schools in general. However, there was no increase in net enrollment in public schools. Instead, FPE has induced a large increase in demand for private schools as richer households chose to exit the public system. A plausible explanation for this shift in demand is the quality decline in public schools, as evidenced by the large KCPE test-score gap between public and private schools, which widened after the FPE.

16. Hindrances to Learning. Low learning achievement can potentially be traced back to several factors:
(i) Low levels of teacher effort: The 2012/13 Service Delivery Indicator (SDI) study found that in Kenya, teacher absenteeism is a serious problem. Based on the representative survey sample, out of every 100 teachers, 16 were absent, 27 were in school but not teaching and 2 were in class and not teaching. As a result, on average only less than half of scheduled class time was actually spent on learning and teaching tasks. Beside the issues of inadequate accountability and incentive mechanisms, gaps in teacher's supervision could be a contributing factor. According to PRIMR field research, Teacher Advisory (TAC) tutors, who are tasked with visiting teachers for professional support purposes, rarely do so in practice. Shortages of education field officers led to the situation that TAC tutors play a variety of roles and hence their teacher support role is compromised in the eyes of the teachers.
(ii) Low teacher pedagogical competency: While teachers' content knowledge in Mathematics is reasonably adequate, pedagogical knowledge appears much lower. The SDI data shows that 85% of teachers possess the minimum knowledge of grade 4 math curriculum (mastered at least 70% of the math assessment) but none can do so in the pedagogy assessment. It is also found that student's math learning outcomes are strongly correlated with teacher's time on task and pedagogy scores but not with teacher's mathematics score. Echoing this result, according to the UWEZO report (2010), teacher trainers expressed their inadequacies with respects to how to train teachers to teach basic mathematical concepts. Other issues at the teacher preparation stage also include: (i) college lecturers usually come from secondary schools and so are often not trained specifically for primary schools or teacher training; (ii) the Primary Teacher Education (PTE) Curriculum is overloaded leaving little time to focus on pedagogical skills/practicum for teaching language and mathematics; (iii) gaps exist between PTE and the primary school reading and mathematics curricula; and (iv) the current curriculum overly uses a teacher centered approach rather than learner centered.
(iii) Insufficient and unequal distribution of resources. Kenya has, since 2003, instituted capitation grants to provide schools with funding for acquiring textbooks and learning materials. The capitation grant has not changed for the last ten years although commitment to increase it was recently announced. Even these limited resources are not allocated equally. SDI data suggest that the actual capitation received in 2011 varies between 40% and 200% of the regulated amount, with more than 50% public schools receiving less than 86% of the allocated fund. Both student teacher

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ratio and student textbook ratios show high degree of disparities, and are significantly higher in rural schools than in urban public schools. Beside public funds, SDI data also show that parental contribution varies substantially among schools and is insufficient to offset the shortfall in capitation grant. If anything, there is a slight positive (but insignificant) correlation between the amount of parent contribution and the total amount of capitation funds that the school received.
(iv) Lack of instructional related resources: One of the immediate consequences of the insufficient funding is its impacts on textbook availability. Textbooks, once vetted by the Kenya Institute of Curriculum Development (KICD), are listed in the Orange Book and sold by the publishers directly to schools. In some cases, books are reaching the schools but then are damaged through usage or taken to be sold at the market. With the increasing textbook price, currently the yearly capitation grant can only cover 2 out of 6 required textbooks for primary students. In many schools, the textbook stock is not well maintained (wear and tear and more worriedly the textbook theft prevalence), resulting in on average three students sharing one textbook, with few students being able to take textbooks home for further reference. Students do not have sufficient textbooks and other learning materials to adequately learn in classrooms. Based on SDI data, the current student/textbook ratio for math is 2:6 and the ratio is higher for public and rural schools. Teacher reference materials are also in very short supply and often non-existent.
(v) Lack of support and accountability at the system level and ineffective management at the school level. Curriculum implementation is not carried out adequately across schools, with rural schools suffering most from teachers absent from class teaching. Formally all teachers are civil servants employed by the Teacher Service Commission and most of their monetary and non-monetary incentives are decided centrally in spite of one's performance in teaching and the consequent learning achievement thereof. While well performing schools pay a lot of attention to curriculum delivery, weaker schools do not have a mechanism to provide adequate learning resources and monitor syllabus coverage, and incentivize increased teacher efforts. The School Boards of Management (SBM), while serving as the local accountability bodies, have weak capacity to monitor the school administration for prudent resource utilization, teacher efforts and student learning. Based on SDI data, while most schools have a SBM present, 40% have no SBM meetings open to the public to receive complaints and/or feedback from parents, teachers, and community members (25% in public schools).
(vi) Lack of systematic data to inform planning, implementation and monitoring. Finally education data, crucial for resource allocation, accountability and transparency, is weak. While administrative data, Education Management Information System (EMIS) is collected, the quality and coverage is highly variable. The national reports, which are often based on aggregation of administrative data and the situation on the ground (when a survey is done) often diverge. There is also a lack of data linking inputs with outcomes. The focus of many data systems is either on inputs or outcomes, not on measures that the service providers can be accountable for. In addition, despite recent evidence on problematic performance in early grades, national standardized assessments only happen at the end of the primary cycle (KCPE), which limits the system's ability to identify problems and provide early feedback on learning and teaching.

17. Kenya's National Education Sector Plan (2013-2018). The National Education Sector Plan (NESP) 2013-2018 has been developed to implement the new policy and legal frameworks published in 2012 and 2013 to align the education sector with the Kenya Constitution 2010. The NESP is also the implementation strategy for education sector second MTP related to the Vision 2030. The NESP is presented in three volumes. Volume one presents basic education program rationale and approach while volume two presents the basic education Implementation Plan. Volume three is dedicated to Technical and Vocational Education and Training (TVET), university

and Science, Technology and Innovation (STI) investment opportunities.

18. The sector plan as set out in NESP emphasizes a holistic and balanced development of the entire education sector. The NESP Implementation Plan focuses on the urgent need to enroll all students in basic education, raise literacy and numeracy levels, reduce existing disparities, and improve the quality of education with a focus on teacher quality, school level leadership, more effective applications of teacher training in the classroom, increasing resources to the education sector, and targeting improvements and monitoring key results. The overarching goal of NESP is to enhance quality of basic education for Kenya's sustainable development. The NESP identifies six priority investment areas. These are: (i) sector governance and accountability; (ii access to free and compulsory basic education; (iii) education quality; (iv) equity and inclusion; relevance; and (v) social competencies and values.

19. The proposed Global Partnership for Education (GPE) project has been conceived to support selected key strategy elements of the NESP: Component one of the Project is dedicated to improving the foundations of learning by enhancing early grade mathematics competencies – thereby complementing efforts of the GoK through the TUSOME (Let's Read!) initiative to improve early grade reading. Both initiatives together will go a long way to lay the foundation of enhancing quality of basic education, the overarching goal of the NESP. Component two of the GPE Project aims at strengthening management and accountability at school level thus contributing to the NESP priority (i). Further to this, component three of the GPE project will strengthen capacity for evidence-based education sector policy development at the national level.

20. Education Development Partner Coordination Group (EDPCG). The Education Development Partners' Group (EDPCG) was formed to support the Ministry of Education, Science and Technology in the successful implementation of the Education Sector Plan. The main objective of the EDPCG is to ensure that support to the Education and Training Sector in Kenya by the development partners is provided in a predictable and coordinated manner and aligned in support of the Governments overall education and training strategies and Policies. Specifically, EDPCG strives to encourage strong government-led donor coordination, promote coordinated policy dialogue and technical support on strategic issues in education with the government, the private sector, and civil society, and to ensure that development partners' support to education is increasingly provided to the Government of Kenya (GoK) in a predictable, harmonized and coordinated manner.

21. A number of agencies and organizations under the EDPCG (i.e. the Local Education Group) have supported the development of the NESP and the coordination is effective. The group includes United Nations agencies, multilateral partners, bilateral partners, MoEST, and the Civil Society organizations under the umbrella body Elimu Yetu Coalition.

22. Renewed Operational Engagement. The Constitution of Kenya (2010), which has the Bill of Rights at its core, and the longer term Kenya Vision 2030 framework have expressed the need for the education and training sector to create a better fit for purpose. Recent reforms in the education sector are guided by the Sessional Paper No.14 of 2012 entitled 'Reforming Education and Training Sectors in Kenya'; and several new education acts are now in place including the Basic Education Act, the TVET Act, the Universities Act, and the Science and Technology Act. Other acts that are pertinent to the sector include the Kenya Institute for Curriculum Development (KICD) Act, and the Kenya National Examination Council (KNEC) Act. A new five year National

Education Sector Plan (NESP, 2013-2018) has been developed. These initiatives offer directions in modernizing and strengthening the country’s education and training system. This coupled with reimbursement of ineligible funds from the earlier fraud and corruption, which in 2010 stopped partner support to the Kenya Education Sector Support Program, has opened the path for a fresh period of renewed policy and operational engagement with the Government.

23. New GPE funding will help Kenya to address key challenges in primary education and rebuild the country’s credibility. The project is intended to provide catalytic funding to help Kenya address areas not yet fully covered by other initiatives, drawing on the experience and lessons learnt from past projects. Specifically, the GPE project will contribute to:
a. Improving early grade learning competencies by focusing on the scaling up of the Early Grade Mathematics intervention piloted under PRIMR. The decision to scale up is based on encouraging evidence from rigorous impact evaluations of the pilot.
b. Strengthening systems (at school and national levels) for improving primary education service delivery. It is expected that well-functioning school management committees (comprising the head teacher, parents and other key stakeholders) will be able to mobilize and/or utilize resources effectively to improve learning conditions through notably, measures to reduce teacher and student absenteeism, thereby increasing teacher-student contact time in the classroom. Significant improvement in student learning was observed in schools where such measures have emerged from a particip atory decision making process, and accountability for the use of resources strengthened through oversight by community stakeholders (village elders, parents, and students) . In this component, schools serving vulnerable groups will deliberately be targeted for the project interventions.

24. Extensive consultation and participation of the local education group (EDPCG) was conducted to ensure that the project concept and detailed design build on the existing programs and can be implemented in a coordinated manner. Successful implementation of this project will pave the way for the larger development partners’ community to integrate their support using the government system.

II. Proposed Development Objectives

The project development objectives are to improve early grade mathematics competency and to strengthen management systems at school and national levels.

III. Project Description

Component Name

Improving early grade mathematics competencies

Comments (optional)

Component 1 will support national roll out of the early grade mathematics (EGM) methodology, which was piloted in Kenya under the Primary Research Initiative in Mathematics and Reading (PRIMR) with the support of USAID and DFID. The methodology will be introduced to about 28,000 schools (with 20% Project schools with double streams), 62,000 teachers, 28,000 head teachers, 200 Primary Teacher Training Center (PTTC) educators, principals and board members from 22 public PTTCs, and approximately 6 million pupils in Grades 1 and 2. The overall goal being to help teachers improve students' ability to master basic numeracy skills, the component will finance the implementation of a comprehensive program to increase teacher competency, provide adequate instructional materials, and strengthen

Component Name

Strengthening school management and accountability

Comments (optional)

Component 2 will be a program for improving delivering of education through strengthening the management and accountability at school level, to be piloted in a selected number of schools. The integrated set of interventions include: (i) provision of school specific analysis of KCPE result to inform planning at the school level; (ii) appraisal of teacher competency in knowledge, pedagogical practice and engagement; (iii) support and capacity building for school improvement planning, with enhanced participation of stakeholders; (iv) enhanced financing to schools linked to achievement of management and accountability milestones; (v) strengthening school audit; and (vi) monitoring of pilot results.

Component Name

Building capacity for policy development

Comments (optional)

Component 3 will include (i) strengthening the data/EMIS system in primary education to make data more available, reliable and integrated; (ii) enhancing the system for monitoring student learning achievement; and (iv) enhancing the capacity to develop policies on equity, efficiency and quality at the national level.

Component Name

Project coordination, monitoring and evaluation

Comments (optional)

Component 4 covers key project management functions including coordination, communication and results monitoring and evaluation.

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IV. Financing *(in USD Million)*

Total Project Cost:	88.40	Total Bank Financing:	0.00
Financing Gap:	0.00		

For Loans/Credits/Others	**Amount**
Borrower	0.00
Education for All Supervising Entity	88.40
Total	88.40

V. Implementation

The project implementation will be mainstreamed into the government education management system. The primary responsibility of the project management rests with the Ministry of Education, Science and Technology. The Teachers Service Commission (TSC) will be responsible for the implementation of the teacher appraisal process at the school level. The KNEC will be responsible for the analysis of the KCPE results and the implementation of the national assessments of Grade 2 in mathematics and Grade 3 in core subjects as well as the dissemination of SACMEQIV. At the apex level, a Project Steering Committee chaired by the Cabinet Secretary and coordinated by the MoEST Principal Secretary and consisting of the TSC and KNEC Chief Executives and others key officials will be responsible for overseeing the progress and effectiveness of the project interventions.

The MoEST will establish a dedicated Project Coordination Unit (PCU) with no less than four full-time personnel to be responsible for the day-to-day project coordination and implementation. The PCU will be headed by a project coordinator, not below the level of Director, and three deputy coordinators at the rank of Deputy Director. One deputy coordinator will be in charge of Component 1 and the other deputy coordinator will be in charge of Component 2 and 3 respectively. Implementation of Component 1 will be coordinated with inputs from the Basic Education Directorate, Procurement/Supply team for the textbook procurement and from Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA) for the training and pedagogical supervision. Component 2 will be coordinated with inputs from Basic Education Directorate, KNEC and TSC and School Audit Department. Component 3 will be implemented by various concerned departments such as the Planning Directorate, the Policy Directorate, the Education Standards and Quality Assurance Council and the Basic Education Directorate. Counties will also play an important role in project implementation, management, monitoring and evaluation. Similar to PUC at the national level, County Project Coordination Unit will be established drawing personnel from within the mainstream education department of the County and only on exceptional basis the national PCU may provide consultants to the County PCUs.

The project implementation will be supported by dedicated functions such as procurement, financial management/disbursement, safeguard, communication and monitoring and evaluation. These functions will be carried out by full-time personnel contracted by the MoEST. The coordination unit will include Procurement Specialists, Financial Management Specialists, EGM and Teacher Training Specialists, Monitoring and Evaluation and EMIS Specialist, and other technical specialists.

VI. Safeguard Policies (including public consultation)

Safeguard Policies Triggered by the Project	**Yes**	**No**
Environmental Assessment OP/BP 4.01	✖	
Natural Habitats OP/BP 4.04		✖
Forests OP/BP 4.36		✖
Pest Management OP 4.09		✖
Physical Cultural Resources OP/BP 4.11		✖
Indigenous Peoples OP/BP 4.10	✖	
Involuntary Resettlement OP/BP 4.12		✖
Safety of Dams OP/BP 4.37		✖
Projects on International Waterways OP/BP 7.50		✖
Projects in Disputed Areas OP/BP 7.60		✖

Comments (optional)

VII. Contact point

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