System Capacity Grant Annual Progress Report Template

Status: Accepted

Country	Grant ID	Grant Agent	Grant Effectiveness/Start Date
Kenya	GPE0000886	SCG	05/10/2023

Grant Amount	Timeframe Examined in this Report		Date of Report Submission
3,800,000 (USD)	**From Date**	**To Date**	10/30/2024
	05/09/2023	05/08/2024	

Area(s) and activity group(s) covered by grant

Window 1: Strengthen gender-responsive planning and policy development for system-wide impact

- Strengthening evidence-based diagnosis of critical implementation bottlenecks and identifying potentially scalable, transformative solutions

Window 2: Mobilize coordinated action and financing to enable transformative change

- Strengthening sector coordination, including local education groups, joint sector reviews and monitoring the effectiveness of the country-level partnership

Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale

- Training and support for government staff and central and decentralized levels, including on the uptake and use of data and evidence

Implementation Progress

Overall Project Progress this Reporting Period

Overall progress this reporting period [1]	Previous Rating
Satisfactory (S)	NA

Detailed Description including factors that lead to an upgrade/downgrade in the rating

Under KPEEL Program, MoE has established a Technical Working Group for the coordination and collaboration on girls' education, particularly addressing teenage pregnancies and re-entry to school. Preliminary work has been done towards the review of the gender policy in basic education including desk review for identification of gaps to be filled. This will pave way for the development of the gender equality module for training teacher trainees. In June 2023, the multi-agency TWG, including MOE, TSC, MOE SAGAs, and Development Partners, conducted end-year sector review field visits to assess the implementation of NESSP 2018-2022. A stakeholders' feedback meeting on the Joint Sector Review (JSR) was held in September 2023 to develop the 2022/2023 JSR report. The report was approved, disseminated, and used to inform the NESSP 2023-2027. Consequently, the NESSP 2023-2027 was officially launched on June 6, 2024

KICD carried the curriculum review and the combination and / or merger of some subjects to form a learning and training on rationalization of curriculum designs which helped in realizing the number of learning areas recommended by the Presidential Working Party on Education Reforms (PWPER) for the different levels of learning.

KNEC upgraded the CBA administrative portal and online item portal from January 5-15, 2024, adding Grade 8 and improving functionality. Future upgrades will enable teachers to post assessment items.

Configuration of NEMIS to accommodate categorization of SNE learners was concluded and is making impact in management of the data, capitation funds disbarment and tracking of learners in school attendance.

Though initial delays were experienced during implementation of specific activities using System Capacity Support Grants (SCG), implementation is now on course and most of these activities have been rolled out and implementation should be completed early in 2025. TSC is reviewing data for recruitment, promotion, transfer and deployment of teachers to see whether any gaps exist in these processes which will inform development of an action plan to address any gender gaps/inequalities identified.

The rapid assessment on implementation of school grants is also underway. However, virtual engagement of head teachers of schools implementing the intervention has provided useful insights on how the schools are progressing.

Grant Implementation Progress, by Grant Window

Grant Window	Level of Progress this Reporting Period [2]	Previous Rating
Window 1: Strengthen gender-responsive planning and policy development for system-wide impact	Satisfactory (S)	NA

Detailed Description:

This section presents activities, achievements and ongoing activities under the GPE System Capacity Grant, during the reporting period, July 2023 – July 2024. These include:-

1.1. TSC to review teacher recruitment, management, and development processes, and develop an action plan to address any gender gaps/inequalities identified.
TSC has developed a detailed proposal to facilitate implementation of this intervention which among others includes;
-Reviewing data for recruitment, promotion, transfer and deployment of teachers to see whether there any gaps exist in these processes.
-Reviewing policies on teacher recruitment, promotion of teachers, transfer and deployment of teachers to align them to address contemporary and emerging issues.
- Developing an action plan to address any gender gaps/inequalities identified.
The proposed dates for the implementation of the review activities cited above is 9th to 27th September, 2024.

1.2. Training of County Directors of Education, KICD, and KNEC to integrate gender aspects in AWPBs including for CBC and CBA.
• The development of a module for gender responsive planning and budgeting across the sector and undertaking capacity development on gender-responsive planning and budgeting across the sector MOE and SAGAs has been scheduled in the current FY.

1.3. Develop a gender equality module to train teacher trainees in target TTCs on gender equality in basic education.

The gender equality module to train teacher trainees will be developed once the gender policy is in place and has been scheduled for the current FY.

1.4. Establish a multi-agency National Technical Working Group (TWG) for coordination and collaboration on girls' education, particularly addressing teenage pregnancies and re-entry to school.

MoE completed the nomination and appointment of a technical working team (TWT) comprising Ministry directorates, TSC, KICD, KNEC, NCPD, State Department for Gender and Affirmative Action with clear TORs and representation from the National Technical Working group (NTWG) which is already in existence and where MoE is a member. The NTWG focuses on ending teenage pregnancies and adolescent health and has representation with clear TORs for the Steering Committee, NTWG, County, Sub County levels.
• The NTWG develops the training module/training guide addressing teenage pregnancies, Adolescent Health (HIV &AIDS)and GBV, the tripple threat and

• NTWG sensitized County commissioners , DCCs, chiefs and community representatives.
• NTWG supports a theme in Music Festivals on ending teenage pregnancies. and sensitized national adjudicators.
• NTWG has also supported 124 teenage mothers with scholarships.

MoE in collaboration with the inter-ministerial committee on addressing: child protection, adolescent health, and teenage pregnancy has developed TORs for the technical working team (TWT).

1.5 Review of the gender policy in basic education.

MoE has developed a concept note and a desk review for gaps identification involving the evaluation of 2015 gender policy for education and training and synthesis of research studies and gender reports in Kenya. From this exercise, a zero draft of the reviewed gender policy has been developed.

Grant Window	**Level of Progress this Reporting Period** 2	**Previous Rating**
Window 2: Mobilize coordinated action and financing to enable transformative change	Satisfactory (S)	NA

Detailed Description:
The following activities have been implemented with the corresponding achievements.

2.1. Conduct annual joint sector reviews, as per ToRs agreed with the EDPCG, and involve key stakeholder groups.

In June 2023, the multi-agency TWG, including MOE, TSC, MOE SAGAs, and Development Partners, conducted end-year sector review field visits to assess the implementation of NESSP 2018-2022. A stakeholders' feedback meeting on the Joint Sector Review (JSR) was held in September 2023 to develop the 2022/2023 JSR report. The report was approved, disseminated, and used to inform the NESSP 2023-2027. Preparation for the 2023/24 JSR is currently ongoing.

2.2. Support review and updating/development of the National Education Sector Strategy.

The Multi-agency Technical Working Group developed NESSP 2023-2027. The NESSP 2023-2027 was officially launched on June 6, 2024, at KICD. The strategic plan is available in the MoE website and can be accessible using the link: https://education.go.ke/sites/default/files/2024-07/NATIONAL%20EDUCATION%20STRATEGIC%20PLAN%202023-2027-compressed_removed.pdf

2.3. Analyze NEMIS data and annual publication of quality education data on key education indicators.

Through the SCG, the program has achieved several milestones. The system provided essential data on the number of learners and learning institutions to support capitation and facilitated data lakes for disbursing school infrastructural funds.
Link: https://nemis.education.go.ke/advancequestionnaires.aspx

It supplied student datasets for the purchase and distribution of books, generated data for WASH, deworming, and health awareness campaigns, and supported climate change initiatives with indicators for tree growing and growth monitoring in schools.
Link: https://elimutrees.education.go.ke/home

NEMIS also contributed data to the school meals program managed by NACONEK and the World Food Program (WFP) and supported the First Lady's Mazingira Awards (FLAMA) by providing information for climate-smart practices.
Link: https://awards.flama.go.ke/register

Additionally, it enabled online access to KCPE and KCSE results , managed Form-1 selection and real-time secondary school placements, and conducted data analysis to inform learner transition rates, gender mainstreaming, and regional performance indexes.

Analysis of NEMIS data has informed the development of the draft 2021/2022 statistical booklet.

2.4 Conduct a Public Expenditure Tracking Survey of key government spending on basic education.

Grant Window	**Level of Progress this Reporting Period** [2]	**Previous Rating**
Window 3: Strengthen capacity, adapt, and learn, to implement and drive results at scale	Satisfactory (S)	NA

Detailed Description:
The following activities have been implemented with the corresponding achievements.

3.1. Capacity building of school boards of management/parents ' association on school management and accountability and sensitization on key reforms such as the shift to focus on retention and learning outcomes and CBC and CBA.

3.1.1. Training of Board of Management (BOM) secretaries.
The Kenya Education Management Institute (KEMI) conducted a training under the Kenya Primary Education Equity and Learning (KPEEL) Program, with the aim of enhancing the leadership capabilities of heads of institutions in Junior schools across Kenya who are secretaries to the Boards of Management. This approach underscored the fact that the heads of institutions are the critical technical advisers to the BOMs in the school. The training of the heads of institutions was perceived as a first step towards broader training of the entire board members in the Junior Schools.
This training initiative focused on equipping the school leaders with essential leadership and governance skills to effectively manage and improve their institutions. The program had several key objectives which included enhancing the capacity of institutional leaders in resource management and accountability, promoting evidence-based decision-making and ensuring the effective implementation of curriculum-based reforms. The training adopted a multi-agency approach with contributions from the Ministry of Education, Teachers Service Commission (TSC), Kenya Institute of Curriculum Development (KICD) and Kenya National Examinations Council (KNEC) ensuring a comprehensive and well-rounded program.
Participants were drawn from Junior Schools in all the forty-seven (47) counties, reflecting a broad geographic distribution and addressing the unique challenges faced by school leaders in different areas. The program also included all the 50 refugee-based camp schools in Dadaab and Kakuma. The training program registered 20,228 participants. Statistics indicated that 74.3 percent of the participants were male, and 1.17 percent of the total had disabilities.
The training content covered critical areas such as instructional leadership, financial management and accountability, school governance, curriculum delivery support, environmental and social safeguards and strategic planning among other areas. The methodology included a blend approach with two day face-to-face sessions and online support sessions with training resources accessible via a Learning Management System (LMS). This facilitated continuous learning and reference to training materials beyond the initial training period. Key findings from the program indicated significant improvements in participants' leadership skills and their ability to implement school improvement plans effectively.
Feedback from participants was overwhelmingly positive, highlighting the relevance and practical application of the training content.

The training was conducted after a multi-agency consolidation of content that entailed the review of the training manual earlier developed by the institute to reflect current trends and reforms in the education sector as well as aligning the training program to the recommendations of the presidential working party. The content development also involved a fact-finding situational analysis through practical visitations to schools in Nakuru County to establish the real situations in the schools. The training materials were further piloted in Nairobi County and further reviewed from the feedback obtained from the piloted group.

3.1.2. Government Support Efforts

The government through its effort to improve governance in schools has started training school committees managing Junior Schools. This effort has seen the government through Kenya Education Management Institute (KEMI) ; its capacity building agency train executive members of the committees. A total of 21,572 board members have been trained from 13 counties. The training targeted four (4) members out of the seventeen (17) members of the primary school board members who are managing the Junior Schools. This limited numbers are due to the limited resources available from government to undertake this training.

3.1.3. Conclusion

The need for the training of Boards of Management in the schools is a critical component of enhancing accountability in schools for enhanced learner outcomes. For this reason, there is a need for increased efforts and enhanced financing to ensure effective training is undertaken. Despite the government's efforts in this direction, it is worth noting that training only four (4) members out of seventeen (17) is not adequate. The government is determined however to train all the board members as envisaged in the KPEEL Program.

3.2. Review teacher education policy to align with the new CBTE.

The review of the education policy was scheduled to be undertaken after the completion of the Presidential Working Party Report on Education Reform (PWPER) and the related Sessional Papers. The activity has been scheduled to be undertaken in the second quarter of FY 2024/2025

3.3. Develop a learning management platform for teacher education (CBET), leveraging the Kenya education cloud.

The learning management platform is planned to be developed in the current FY once the establishment of the ICT-enabled learning resources(I-Hubs) is completed.

3.4. Conduct rapid assessment or evaluation to provide a timely understanding of what works under the school grants intervention, particularly about the proposed integrated remediation approach, and adjust the remedial intervention as needed.

-Funds to implement the intervention were released to participating schools which are currently implementing the priorities in the approved SIPs. The priorities under implementation are drawn from the areas of focus which are; Enhance teacher support and supervision for effective curriculum implementation, enhance monitoring of learner progress, improve school environment and enhance provision of learning resources, Improve learner school attendance and strengthen school management and accountability.

-Virtual engagement with head teachers through WhatsApp Groups as well as monitoring during the Implementation Support Mission (ISM) in March 2024 revealed that schools are on course in the implementation of the priorities in the approved SIP (Photos attached).

- An online tool to collect monitoring data for the RBSG from target schools is being developed by KPEELP and the RBSG Rapid Assessment is scheduled to take place in January 2025 when most schools will have completed implementation of the year 1 priorities in the SIP.

3.5. Review the CBC and implement adjustment of CBC and CBA based on the evaluation.

KICD

The Kenya Institute of Curriculum Development (KICD) rationalized the PP1 - grade 9 curriculum designs in different learning areas under the Competency Based Curriculum (CBC) in line with the recommendations of the Presidential Working Party for Education Reforms (PWPER) in 2023. The process involved the training of 216 panelists on the review and rationalization of the curriculum designs. The

activity involved developing scopes and sequence charts linking the core competencies, values and PCIs to the learning experiences and outlining outcomes that were relevant and achievable within the learning levels to address overlaps, overloads and complexities of content.
The following Learning Areas were reviewed:-
• PP1 – PP2 - Languages Activities, Mathematical Activities, Creative Arts, Environmental Activities and Religious Education (CRE, IRE, HRE).
• Lower Primary (Grade 1 – 3) : Mathematics, Environmental, Creative Arts, Kiswahili, English, Religious Education(CRE, IRE, HRE), Indigenous Languages.
• Upper Primary (Grade 4 – 6) : Mathematics, Science and Technology, Creative Arts, Kiswahili, English, Agriculture, Religious Education(CRE, IRE, HRE), social studies, Mandarin.
• Junior school Grade 7 -9 : Mathematics, Integrated Science, Creative Arts and sports, Kiswahili, English, Agriculture, Religious Education(CRE, IRE, HRE), Pre-technical studies, social studies.

• Learning areas for learners with special needs, including the hearing, visually, and physically impaired including; seven (7) learning areas in PP1 - PP2, nine (9) in lower primary, two (2) learning areas in upper primary, and three (3) learning areas in Junior School.

Curriculum designs for Grade 10 were also adapted to cater to learners with special needs.

KNEC
Activities and achievements by the Kenya National Examinations Council (KNEC) include the following:-
• KNEC updated the online based CBA administrative portal between 5th to 15th January 2024 to include Grade 8 and to improve its functionality and include feedback from users. The online item portal for CBA was also upgraded to allow teachers access assessment items from the portal. KNEC will undertake future upgrade to allow teachers to post assessment items in the portal.
Lastly, KNEC developed the Terms of Reference (ToR) for the Technical Assistance (TA) consultancy on capacity building for Competency-Based Assessment (CBA) in Basic Education and forwarded them to the Ministry of Education (MoE). These ToRs will be used to advertise the consultancy opportunity and to facilitate the awarding of the contract.

3.6. Conduct a capacity assessment survey of the Educational Assessment Resource Centres Coordinators (EARCs) for SNE and develop a costed plan to strengthen their capacity.

The Ministry of Education, through the Directorate of Special Needs, conducted a needs assessment for ten Regional Educational Assessment and Resource Centres across the country. The assessment aimed to identify specific gaps at each centre to guide leadership in planning interventions and preparing a roadmap for mitigation measures.

Lessons, innovative/promising practices

Review of CBC and adjustments of CBC and CBA based on the evaluation.

KICD
The KICD was able to rationalize curriculum designs for several levels spanning from PP1, PP2 and grades 1 to 9. This was realized after coming up with innovative ways of using available resources in such a way that the allocated amount meant to rationalize and review the curriculum for the lower levels of learning was used to extend the activity to higher levels of learning. In this case, it was realized that innovative use of resources can lead to realization of more than the intended outputs.
It was also emerged that it is possible to combine several learning areas into one learning area like for the case of Creative Activities which accommodates several subjects.

KNEC
• Developing an online teacher training portal which is still in progress would be of importance because it will allow KNEC to reach many teachers.

• Developing an online assessment portal where teachers can post test items from their school and at the same time access the ones posted by the other teachers would be of great help.
• Institutionalizing a repository and establishment of assessment resource centre at the existing KNEC facilities will enable KNEC to improve on its engagement with all stakeholders nationally, regionally and internationally.

Impact stories

Data management
Through the development of the SNE module, heads of institutions can upload the learners information as per their specific categories of disability and define the school type as per the category. Education field officers can also track learners enrolment and advise on gaps efficiently. MoE is now able to disburse funds to SNE schools based on uploaded data which has resulted to reduced incidents of schools missing capitation funds.

KICD
Rationalized curriculum designs enabled to innovatively merge / combine different learning areas into one hence easing the overloaded curriculum for both teachers and learners. This helped in realizing the number of learning areas recommended by the Presidential Working Party on Education Reforms (PWPER) for the different levels of learning.

Tangible Outputs, Knowledge Products, Results Framework and other Supporting Documentation

#	File Name	Document Type	Description

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

Financial Reporting & Grant Management

Financial Reporting on GPE Grant

Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
1,000,000	922,796.35	92.28	On Track

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
1,000,000	922,796.35

Management Performance

Level of management performance

Satisfactory (S)

Detailed Description

Overally, the grant performance management has had few shortcomings, however the implementation has yielded most of the desired outputs to be realized. For example, initial delays in disbursement of the Results Based School Grants affected implementation of the School Improvement Program interventions which led to a delay in conducting a rapid assessment or evaluation to provide a timely understanding of what works under the school grants intervention.

Revisions to the grant

This period, have there been any revisions to the grant other than those submitted to the Secretariat for their approval?

No

How likely is that the grant agent will submit a request for revision to the Secretariat in the next 12 months for their approval?

Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description

1 Highly Unsatisfactory- The grant has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory - The grant has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory - The grant has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory - The grant is expected to achieve most of its major outputs efficiently with moderate shortcomings or delays. Satisfactory – The grant is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory - The grant is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

2 Highly Unsatisfactory – The window has major shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is unlikely. Unsatisfactory – The window has significant shortcomings or delays that limit or jeopardize the achievement of one or more outputs and a resolution is uncertain. Moderately Unsatisfactory – The window has moderate shortcomings or delays that limit or jeopardize the achievement of one or more outputs but a resolution is likely. Moderately Satisfactory – The window is expected to achieve most of its major outputs efficiently with moderate shortcomings. Satisfactory – The window is expected to achieve almost all of its major outputs efficiently with only minor shortcomings or delays. Highly Satisfactory – The window is expected to achieve or exceed all of the major outputs efficiently without significant shortcomings or delays.

3 tooltip