



**MINISTRY OF EDUCATION, SCIENCE
AND TECHNOLOGY**

**GLOBAL PARTNERSHIP FOR
EDUCATION**

**KENYA PRIMARY EDUCATION
DEVELOPMENT (PRIEDE) PROJECT**

This will be achieved through:

- a) Analysis of cost effective models for expansion of education for disadvantaged groups (in ASAL, NFE, SNE children), adequacy and utilization of capitation grants and teacher productivity.
- b) Development of a New Education Standards document to strengthen the capacity of ESQAC to undertake its mandated.

Key results include:

- (i) the percentage of primary schools submitting EMIS data,
- (ii) the availability of a sector diagnostic covering access, equity and efficiency, and
- (iii) The initiation of the preparation of the next five year Education Sector Plan.

**Component 4: Overall Project Coordination,
Communication and Monitoring and Evaluation.**

This will be done through:

- (i) management of the project including establishment of a Project Coordination Unit to implement and manage the project, as well as implementation units at County levels,
- (ii) preparation of annual and semi-annual work-plans for project implementation;
- (iii) monitoring and evaluation which will among other activities include; baseline studies, mid and end-term evaluation studies, impact evaluation and documentation of good practices for sharing of lessons;
- (iv) capacity building for implementing units at all levels; and
- (v) Dissemination of project information on the website at national level and also through other print and electronic media. The MoEST will host county-level information on its website.

PROJECT BENEFICIARIES

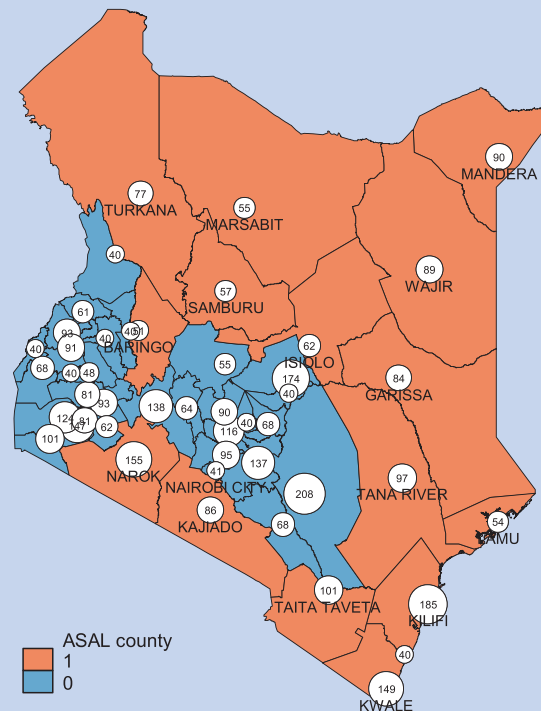
The project will benefit a number of beneficiaries and build capacity of government staff and institutions involved in the implementation. Specifically, it will directly benefit:

1. 6 million pupils in grade 1 and 2 who will benefit from improved early grade mathematics textbooks
2. 40,000 teachers who will benefit from new methodologies

of early grade mathematics instruction through improved in-service training and regular pedagogical supervision and support

3. 1.3 million pupils in participating schools who will benefit from more effective and present teachers as well as improved teaching-learning inputs;
4. Head teachers and Boards of Management (BoMs) who will receive guidance and support in school improvement planning and be empowered to implement plans to improve their school performance
5. Parents and Communities whose aspirations will be met through greater information and enhanced responsibility in school management for improving quality of education.
6. Education system administrators who will benefit from improved information and accountability through up to date EMIS data and school audit.

**NUMBER OF TARGETED SCHOOLS PER
COUNTY FOR COMPONENT 2**



PREAMBLE

The Kenya Primary Education Development (PRIEDE) project is an intervention that will enhance access and provision of quality education in Kenya. In particular, it targets to improve early grade mathematics competencies among learners and strengthen management systems at school and National levels.

The PRIEDE Project is funded to the tune of 88.4 million USD by the Global Partnership for Education (GPE) and supervised by the World Bank. The funding is aimed at helping Kenya to address key challenges in primary education and provide catalytic funding to help Kenya address areas not yet fully covered by other initiatives.

The project activities are aligned with:

- a) Government's strategic objective of providing quality basic education for Kenya's sustainable development,
- b) the GPE goals:
 - (i) Ensuring that all children master basic literacy and numeracy by early grades; and
 - (ii) Building national systems that have capacity and integrity to deliver, support and assess education quality.
- c) World Bank's Strategies on
 - (i) Poverty reduction and boosting shared prosperity.
 - (ii) Education Strategy – Learning for All (LfA), which promotes investment in education, early, smartly and for all.
- d) The PRIEDE project also draws from the National Education Sector Plan (NESP) 2013-2018 which focuses on improving the quality of primary education, through:
 - (i) improvement of schooling outcomes and impact of sector investment;
 - (ii) development of relevant skills;
 - (iii) improved learning outcomes and
 - (iv) improved efficiency and effectiveness in use of available resources.
- e) The project is in line with the GPE focus by targeting resources to the most marginalized groups, including schools with children with disabilities, schools in rural and nomadic

communities in the ASAL with low female enrolment as well as schools in urban poor settlements.

The Project is being implemented by the Ministry of Education, Science and Technology together with the Teachers Service Commission and the Kenya National Examinations Council as sub-implementing agencies.

Key Pillars of the Project

1. The GPE PRIEDE project signals a *re-engagement* between the Development Partners and the Government of Kenya in supporting programmes in the education sector.
2. The project is *implemented within government systems* and policies and seeks to strengthen existing institutional delivery systems.
3. The project is designed to *enhance community participation* in the education sector.

PROJECT DEVELOPMENT OBJECTIVES

The project aims to:

- (i) improve early grade mathematics competencies among learners and
- (ii) strengthen management systems at school and national levels.

PROJECT COMPONENTS

Component 1: Improving Early Grade Mathematics Competencies

This will be done through:

1. Improving teacher competencies for developing early grade numeracy (Grades 1 and 2)
2. Provision of instructional materials
3. Enhancing teacher pedagogical support and supervision
4. Sensitizing pre-service training college leadership and educators to innovative practices in reading and mathematics and
5. EGM management and coordination

The key results of this component include:

- (i) number of Grade 1 and Grade 2 EGM textbooks distributed

to schools;

- (ii) number of teachers trained in EGM instructional techniques under the Project;
- (iii) number of classroom observations conducted by TAC tutors

Component 2: Strengthening School Management and Accountability

This will be done through:

1. Provision of KCPE school specific analysis to inform planning at the school level
2. Teacher Appraisal and Development (TAD)
3. School Improvement Programme (SIP)
4. Enhancing financial management and accountability at the school level
5. Strengthening school audit

Key results of this component include

- (i) number of participating schools receiving KCPE analysis reports;
- (ii) percentage of teachers in participating schools completing professional competency assessment;
- (iii) number of participating schools submitting satisfactory SIPs;
- (iv) number of participating schools receiving annual school grant allocations; and
- (v) number of participating schools audited.

Component 3: Strengthening Capacity For Evidence - Based Policy Development at National Level

This will be done through:

1. Strengthening Data/EMIS in education to enhance availability and reliability
2. Enhancing systems for monitoring pupil learning achievement (NASMLA) for standard 3
3. Enhancing capacity for evidence based policy development. with respect to system equity, efficiency and quality at the national level.