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REPUBLIC OF KENYA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



REPUBLIC OF KENYA

PROJECT PROPOSAL

EDUCATION SECTOR

**GOK/USAID Free Primary Support Programme: Improvement of
Physical facilities in NEP**

SUBMITTED UNDER THE KENYA-USAID COOPERATION

*Submitted by the Ministry of Education, Science and Technology and supported by
By the GOVERNMENT OF KENYA*

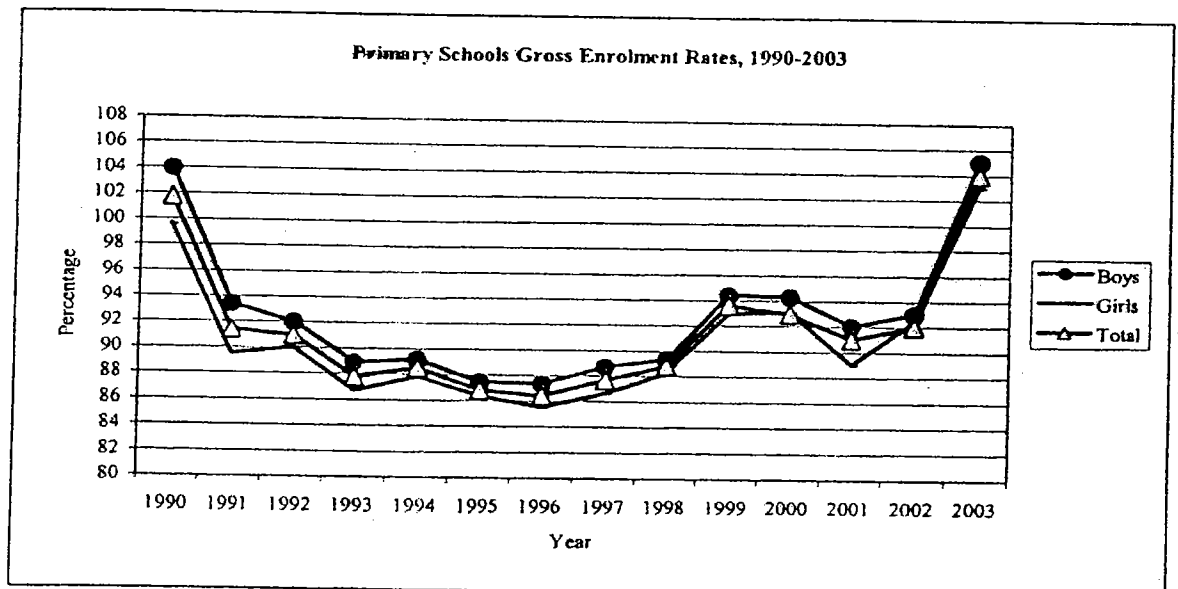
**Submitting Authority:
Permanent Secretary,
Ministry of Education, Science and Technology**

September 2004

Project Name	GOK/USAID Free Primary Support Programme:Improvement of physical facilities in NEP		
Project Areas	All districts of North Eastern province, Kenya.		
Project Implementation Summary			
Project Area/Scope Description	Activity	Estimated Cost(KSh)	Estimated Cost (US\$)
Districts:Wajir,Garissa, Mandera and Ijara.	1.Sensitization/Capacity building	3,524,497	
Target school age population 381,328	2.Construction and equipping of 249 classrooms	77,746,257	
2003 Gross Enrolment 60,817	3.Construction of 17 Dormitories,697 double decker beds and beddings	22,546,415	
Gross Enrolment Ratio 15.9%	4.Construction of 413 pit latrines	6,997,164	
Net Enrolment Ratio 13.7%	5.Construction of 5 Dining Hall/Kitchen and equipment	4,664,775	
Out of School age population	6.Water facilities:-60 water tanks	11,755,234	
	7.Construction of 10 Ramps	2,202,810	
	8.Monitoring evaluation	12,477,238	*
	9.Construction of 10 Staff Houses	8,085,610	
	SUB-TOTAL	150,000,000	
	10.GOK/Community Contribution (10% of the project cost) * to cater for: (a) Volunteer Community Labour (b) Environmental Upgrading/Lanscaping (c) Mobilization of out-of-school children and youth-back to school (d) Project Sustenance (e) Management and Administrative overheads (f)Fuel Supplement SUB-TOTAL	15,000,000	
	TOTAL	165,000,000	
* Due to the Current drought in North- Eastern Province it is not possible for the GOK and Community to meet the prepered 10% contribution. Most of the communities are receiving food relief.			

I. SITUATION ANALYSIS

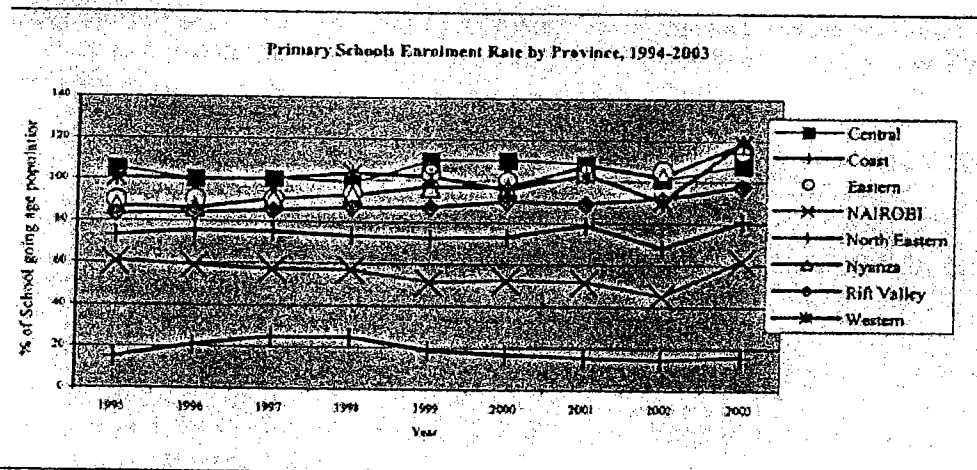
1. The child's right to primary education is universally agreed to be the basis of sustainable human development. It is for this reason that the international community is committed to ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete free primary education of good quality. In realization of the foregoing the Kenya Government in January 2003 declared Primary Education Free.
2. Kenya has currently 18,022 public and about 1,751 private schools spread in the 72 districts and 4 municipalities within 8 provinces under education administrative units. The country covers an expansive area of 564,000 square kilometers with diverse topology and climatic conditions. There are about 42 main ethnic languages with unique cultural backgrounds and practices.
3. The implementation of the Free Primary Education resulted into a tremendous increase of enrolment in public primary schools of 1.3 million children. The enrolment in 2003 stood at 7.2 million pupils. The figure below shows the trend in enrolment in the last decade. Though there had been a decline in enrolment levels from 1990 to 2002, with FPE, the community response was overwhelming with GER rising from as low as 88% in 1998 to 104% in 2003. Statistics available show that the Net Enrolment for 1999 was 67% - increasing to 84% in 2003, depicting that nationally, about 16% of the school-going age children are not accessing primary education.



4. The free and compulsory primary school education is being financed mainly by re-allocation of the Government budget to primary education with significant external assistance from development partners. This external support has eased pressure on Government, but much still remains to be done to realize out objective. The government has also formulated an economic recovery plan to reverse the general economic decline that started nearly two decades ago. The centerpiece of the plan is poverty reduction, since 57% of the populations live in poverty. Indeed, the free primary education policy is but one of our strategies of poverty reduction. It is designed to empower all families to acquire knowledge and skills for productive employment in the long run.

II. PROBLEM ANALYSIS

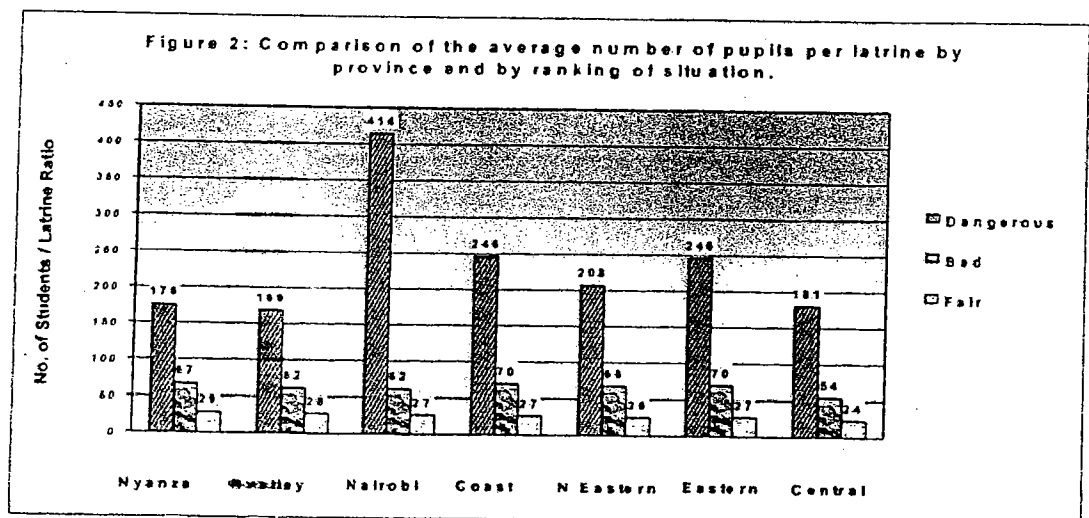
5. However, given the constraints in the budgetary support, the government provides only funds for teaching and learning materials. Many schools are over crowded and lack critical facilities such as desks, toilets and classrooms exposing the pupils to a poor learning environment. In this respect there is need for support in Educational planning and administration, supervision and management, guidance and counseling, expansion and rehabilitation, of educational physical infrastructure and coping with the challenges of the HIV/AIDS pandemic and dire poverty.
6. The Government appreciates the support it has so far received from Development partners for FPE. However there is need for enhanced funding in order to ensure smooth implementation of free primary education and making the right to Education a reality for all children.
7. Regional disparities in Enrolment: Kenya is faced with regional and gender disparities in participation in education especially at the primary school level. The figure below illustrates the evolution of regional disparities in primary school enrolment over the period 1994-2003.



Source: Ministry of Education, Science and Technology

Enrolment in North Eastern Province remained lower than in other provinces throughout the 1990s and have continued up to 2003. Some of the reasons for this are the high poverty rate in the province, insecurity, persistent droughts, and cultural and religious beliefs that control social behavior. The Province also had the highest poverty rate over the period 1994-2000.

8. Sanitation Situation in Schools: The figure below compares the average number of pupils per latrine by province as in three ranks. Fair refers to the average of the class of schools which have a ratio of less than 40 pupils per latrine, bad are the average in the class of schools that have between 40-100 and dangerous are the average of the class of schools that have beyond 100 pupils per latrine.



Further analysis shows that the majority of schools lie in the class termed as dangerous, with Nairobi, Coast, Eastern and North Eastern having the worst affected schools. The Field visits shows that:-

- Even the provinces with relatively better pupil/latrine averages have schools with over 100 pupils per latrine
 - Even the schools with latrines, the condition of these latrines varies from fair to poor to even dangerous
 - Most do not have even the simplest hand washing facilities
 - In a significant number of schools the toilets for boys and girls are not separate and are instead constructed close together.
9. Various studies have shown that lack of sanitary facilities impacts negatively more on girls than with boys. For instance findings during the focal group discussion held with girls highlighted the girl's reluctance to continue school in the absence of adequate sanitation facilities. In ASAL areas, there is hardly any natural vegetation cover even around the school and girls who are faced

by the need to answer the call of nature find themselves in very difficult situations. Poor water quality in schools is rampant with the children bearing heavy disease burden.

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10. Status of classrooms: Although the National pupils classroom ratio is 34:1, there are disparities in availability of physical classrooms in all the districts of the country. The situation is worsened by the fact that more than half of the classrooms are temporary structures with 30% of the pupils learning in open environments in the poverty stricken districts. Overcrowding is prevalent in urban areas and schools in North Eastern and some districts in Coast Provinces.

III. OBJECTIVES

11. The overall objective of the programme is to undertake appropriate interventions for improvement of learning environment for quality education provision in public primary schools in North Eastern Province.

The specific objectives of the programme are:

- a) To undertake a needs assessment of classroom and toilet facilities of existing primary schools and surrounding target population
- b) To sensitize and mobilize communities on education development activities in support of free primary education
- c) To rehabilitate existing physical facilities so as improve the learning environment of the disadvantaged communities
- d) To construct physical facilities in needy areas of the community so as to increase access
- e) To mobilize resources and provide a platform for dialogue and sharing of experiences towards improving provision of quality and accelerated learning within the disadvantaged population.

IV. TARGET BENEFICIARIES

12. The Programme Targets to cover all the four districts in North Eastern Province in the country. In 2003 the province had a total enrolment of 60,817 in the 212 primary schools. The enrolment increased by 19.1% in 2003 to 72,417 pupils in 2004 with the girls constituting only 32.2% of the enrolment. Despite the implementation of Free Primary Education in 2003, the enrolment levels have continued to be very low:- with the gross enrolment ratio being 15.9%. The access indicators for each school catchments area are to form the basis for the programme intervention and prioritization.

2003 PRIMARY SCHOOLS GROSS RATE AND NET ENROLMENT RATE, NORTH EASTERN PROVINCE

DISTRICT	NO OF SCHOOLS	2003 GROSS ENROLMENT			2003 SCHOOL AGE POPULATION (6-13)			2003 GROSS ENROLMENT RATE (%)			2003 NET ENROLMENT (%)				
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	GIRLS	TOTAL
GARISSA	49	8,654	4,201	12,858	79,354	67,068	146,422	14.8	6.3	8.8	12.9			7.4	10.4
IJARA	29	3,112	1,259	4,371				14.8	6.3	8.8	12.9			7.4	10.4
MANDERA	65	17,663	7,466	25,129	55,541	47,344	102,885	31.8	15.8	24.4	24.2			12.8	19
WAJIR	69	12,259	6,200	18,459	72,947	59,073	132,021	16.8	10.5	14	12.7			8.7	10.9
TOTAL	212	41,688	19,129	60,817	207,843	173,485	381,328	20.1	11	15.9	16.9			9.9	13.7

13. Analysis of the classroom status in North Eastern Provinces shows that 37.8% of the primary schools classrooms require construction or rehabilitation. These are classes whose pupils are either learning in a temporary structure or under trees; and hence impacts negatively on the learning especially during the rainy or very hot seasons. The toilets requirement for most of the schools is 59.8% with Ijara and Mandera districts reporting the highest needs of 89.5% and 64% respectively.

NUMBER AND CONDITIONS OF CLASSROOMS AND TOILETS IN NORTH EASTERN PROVINCE, 2003

FACILITY	CONDITION	GARISSA	IJARA	MANDERA	WAJIR	NORTH EASTERN
CLASSROOMS	PERMANENT	357	100	364	402	1223
	TEMPORARY /OPEN AIR	103	85	389	165	742
	% CLASSROOM EQUIPMENT	22.4	45.9	51.7	29.1	37.8
STUDENT TOILETS	PERMANENT	184	11	187	120	502
	TEMPORARY/OPEN AIR	152	94	332	168	746
	% TOILET EQUIPMENT	45.2	89.5	64	58.3	59.8

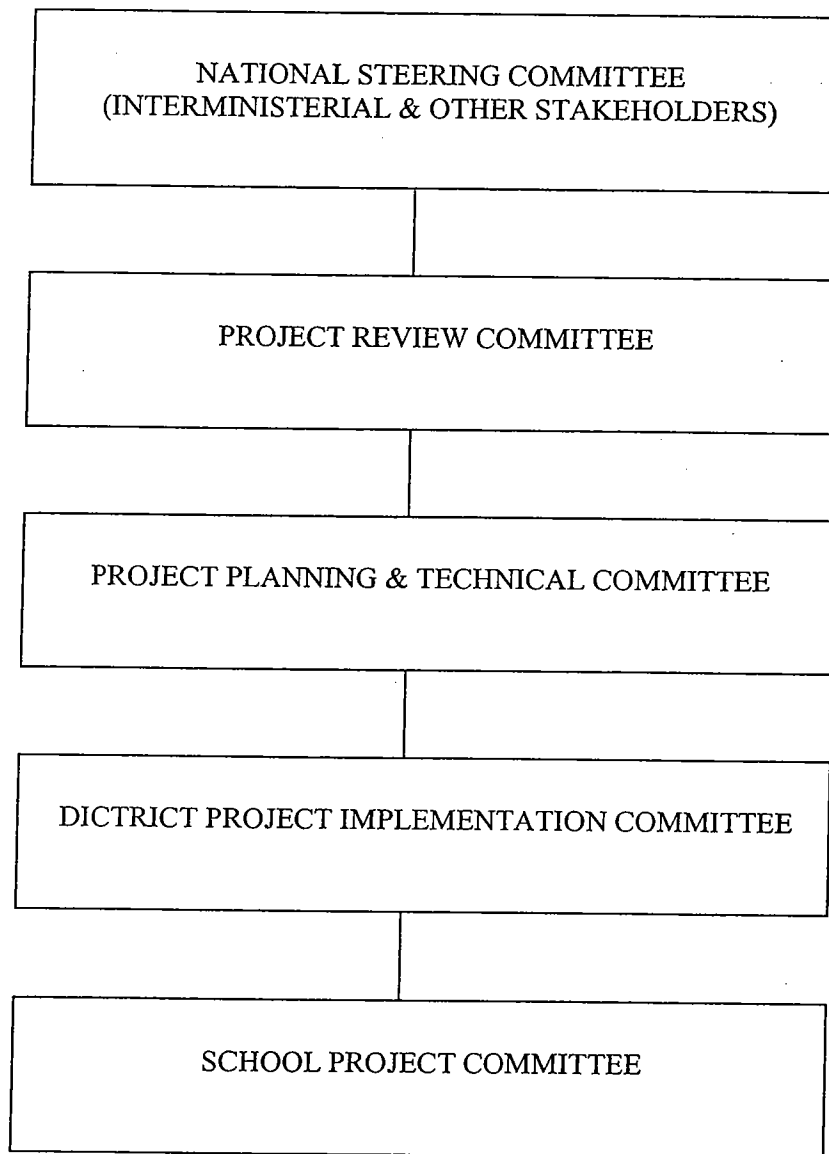
V. ORGANIZATION MANAGEMENT STRUCTURE OF THE PROJECT

14. A national committee shall be established to coordinate the project on improvement of physical facilities in primary schools of North Eastern Province under the USAID funding. Project supervision will be ideal to ensure compliance of the various actors at all levels. The Ministry has an elaborate administrative structure at the districts level that is adequate in implementation with proper guidelines and supervision from the headquarters.

Emphasis will be laid on achievement of common supervisory and professional support services. The committee will provide the guidelines for project implementation both at National and district level. The District Education Officer is to be the client of the project on behalf of the District Education Board and the Ministry. The District Architect will provide the technical supervision of the project to ensure quality of the construction works.

15. The Procurement of the construction works will follow the laid down government procedures and will be carried out at the district level. The school management committees will play a crucial role at the school level in ensuring the successful completion of the projects.

VI. IMPLEMENTATION STRUCTURE FOR THE PROJECT



VII. MEMBERSHIP AND TERMS OF REFERENCE:

NATIONAL STEERING COMMITTEE (Inter-Ministerial & Inter-Project)

MEMBERS:

1. Permanent Secretary/MOEST –Chair
2. Country Director USAID
3. PS or Representative Ministry of Planning
4. PS or Representative Ministry of Roads and Public Works
5. PS or Representative Ministry of Water Development
6. PS or Representative Ministry of Health
7. PS or Representative Office of the President (Special Programmes)
8. Director of Education
9. Deputy Secretary Administration (Ministry of Education Science and Technology)
10. Director KIE
11. Director KESI
12. Director KISE
13. Secretary General –KNATCOM for UNESCO
14. Chief Inspector of Schools
15. SDDE Primary Education
16. SDDE Secondary Education
17. SDDE Policy Formulation and Project
18. SDDE University Education
19. SDDE Field and Other Services
20. Chief Finance Officer
21. Principal Accounts Controller
22. Project Coordinators for MOEST/Development Partners including: USAID, WB, HRH- SAUDI ARABIA

TERMS OF REFERENCE FOR THE NATIONAL STEERING COMMITTEE:

- (a) Approve Quarterly Project Progress Reports and the Project Completion Report
- (b) Approve Project Statements of Expenditure (SOE's)
- (c) Approve and forward to ADF documents requiring USAID approval
- (d) Approve criteria for selection and lists of institutions to be supported.
- (e) Advise on Policy issues arising from the implementation of the Project.

PROJECT REVIEW COMMITTEE

MEMBERS:

1. Director of Education - Chair
2. Deputy Secretary Administration
3. Chief Inspector of Schools
4. SDDE -Primary Education
5. SDDE -Policy Formulation & Projects
6. Chief Finance Officer
7. Principal Accounts Controller
8. Chief Economist
9. Project Coordinator -Primary Division (PE) Division
10. Deputy Project Coordinator & Secretary -PE Division

11. USAID Project Coordinator
12. USAID Construction Advisor
13. USAID Financial Controller

OTHER MINISTRIES' REPRESENTATIVES:

14. Ministry of Roads and Public Works -Project Architect
15. Office of the President -National Project Coordinator - ALRMP
16. Ministry of Planning –GOK/USAID Desk Officer
17. Ministry of Health –Public Health Officer
18. Ministry of Water –Water Engineer

TERMS OF REFERENCE FOR THE PROJECT REVIEW COMMITTEE:

- (a) Approve project work plans and budgets.
- (b) Approve disbursements of funds for project activities
- (c) Monitor project progress
- (d) Advise on policy issues arising from the implementation of the project
- (e) Harmonize and coordinate GOK/Development initiatives for maximum impact.
- (f) Approve Terms of Reference for consultancies
- (g) Approve Monitoring and Evaluation tools and reports
- (h) Approve training modules
- (i) Approve and forward to the National Steering Committee (NSC) documents requiring NSC and USAID approval

TECHNICAL AND PLANNING COMMITTEE MEMBERS:

1. Project Coordinator - Chair
2. Representative from USAID
3. Deputy Project Coordinator - Secretary
4. MOR & PW Representative -Project Architect
5. Representative from Inspectorate
6. Representative from PFP Division
7. Representative from Planning

Support Team

8. Project Accountant
9. Secretary
- 10&11 Two ICT Interns
12. Driver

TERMS OF REFERENCE FOR THE TECHNICAL AND PLANNING COMMITTEE:

- (a) Develop training programmes and modules for the district teams, school committees, PTAs and communities
- (b) Establish the district project teams
- (c) Develop selection criteria for project schools
- (d) Develop work plans
- (e) Monitor and evaluate project implementation and related activities

(f) Establish implementation and reporting systems

**DISTRICT PROJECT IMPLEMENTATION COMMITTEE
MEMBERS:**

1. Chair- District Commissioner (DC)
2. Project Coordinator and Secretary- District Education Officer (DEO)
3. District Development Officer
4. Drought Management Officer (DMO/ALRMP)
5. Area MPs
6. One member representing women
7. One member representing faith based organisation

Signatories:

1. District Commissioner (DC)
2. District Education Officer (DEO)
3. Faith Based Organisation (FBO) member

**TERMS OF REFERENCE FOR THE DISTRICT PROJECT
IMPLEMENTATION COMMITTEE:**

- (a) Oversee formation of project school committees
- (b) Undertake needs assessment
- (c) Develop prioritized and costed District Work Plans
- (d) Oversee the tendering for procurement of construction services and related activities
- (e) Supervise actual implementation of project in line with government tendering and civil works procedures
- (f) Prepare and submit detailed and timely accounts together with copies of paid vouchers, bank statements and cash book to the project coordinator on the use of project funds disbursed to them
- (g) Ensure schools prepare and submit timely accounts to project coordinator through the DEO
- (h) Advise the coordinator of emerging issues during implementation
- (i) Monitor the progress of the progress of the school projects within their jurisdiction

**SCHOOL PROJECT COMMITTEE
MEMBERS:**

1. Head teacher
2. Chair of School Management Committee
3. Treasurer of School Management Committee
4. Area Councilor
5. Area Chief
6. Senior teacher
7. AEO or Zonal Inspector
8. Parents' Representative
9. Women Representative
10. Religious Representative

TERMS OF REFERENCE FOR THE SCHOOL PROJECT COMMITTEE:

- (a) Project implementation and coordination through the DEO
- (b) Mobilization of community support with assistance from the provincial and the district coordinators
- (c) Ownership and sustenance of the project
- (d) Outreach to out- of- school children including children with special needs
- (e) Collect and report data on new enrollment, improved retention and completion
- (f) Develop school work plans
- (g) On the ground supervision

VIII. COMMUNITY MOBILIZATION, PARTICIPATION, AND PROJECT SUSTAINABILITY

16. The purpose of community mobilization is to sensitize the community in order to facilitate ownership and sustainability of the project.

The communities of the institution covered by this project include the following among others: - PTAs, School Management committees, Faith Based Organizations, and women leaders, etc.

Community mobilization will be carried out by PRC, DPIC and local leaders. The Community will be involved from the onset of the project through the following ways: -

- Identification, prioritization and costing of needs.
- Contribution in terms of labour, expertise such as carpentry, masonry and plumbing etc.
- Supplementing locally available building materials in form of sand, ballast, timber etc.
- Day-to-Day supervisory service during construction or/and rehabilitation works.
- Supplement teaching and learning materials
- Preserve and conserve the environment by planting trees, grass and other vegetation. to prevent soil erosion
- Provide and maintain adequate and suitable proper drainage system
- Maintain and refurbish equipment and infrastructure
- Establish income-generating activities for purpose of sustaining the project
- Facilitate /enhance accessibility to the individual schools.
- Establish a voluntary method of sustaining the bursary support fund, e.g. revolving fund, fee payments in kind, provision of free labour etc.
- Ensure safety for all institutional property
- Come up with ways of mobilizing and bringing back to school the youth and out of school children.
- Improve the welfare of children with special needs and voluntarily take those children for assessment and to school

IX. MONITORING AND EVALUATION (M & E)

17. Monitoring and Evaluation (M &E) of the projects will enable the stakeholders assess the progress of the project and determine whether the implementation plan, procedures and specifications are being adhered to. It

also helps the stakeholders to find out whether the objectives are measuring to the desirable outcomes, with a view of coming up with appropriate interventions.

18. Monitoring and evaluation will involve data collection, analysis and report writing at various stages of project implementation. Lessons learnt from this exercise will be used to enhance implementation of the subsequent phases

M & E of the project activities will be carried out using the following: -

- Quarterly reports
- mid term review
- Supervision mission reports
- Project completion reports
- Observation and site visits
- Check lists and charts
- Construction work programmes
- Interview and assessment tools
- Statement of expenditure
- Proper books for accounts and auditing

Monitoring and evaluation will be the responsibility of the monitoring and evaluation component coordinator together with other M&E Specialist.

X. PROGRAMME MANAGEMENT, MONITORING AND EVALUATION

19. The programme will be nationally executed and co-ordinated by the Directorate in the Ministry of Education, Science and Technology. The departments of Planning and development and that of Policy and projects formulation are key actors in guiding the project implementation. During the implementation of the programme expertise and technical backstopping is to be sought from collaborating agencies that include the Ministry of Water Development and Ministry of Roads and Public Works and the Provincial Administration. The Office of the President, Arid Lands development programme will also play a crucial role in community mobilization for community support.
20. Monitoring and evaluation mechanisms will be based on the principles of results-based management within developed procedures and guidelines. Monitoring activities will include quarterly reports and meetings, annual programme component and project reports, field visits by the staff and coordinating bodies.
21. A regular review will be conducted within the implementation period in 2004/05 and end of programme evaluation to assess the programme results and provide direction for future programs. Thematic evaluations are also to be conducted.

XI. CONCLUSION

22. In support of the initiative of the Free Primary Education the Ministry of Education, Science and Technology will intensify improvement of education programmes towards improving the primary schools Net Enrolment Rate of 13.4% by 50%. Indeed to attain this targets is an uphill task given that

majority of the population of North Eastern Province lead a nomadic life with harsh climate and environment as well as insecurity. It is imperative that this will require a great deal of donor support in financing and technical assistance in education. Based on these propositions, the Ministry seeks for assistance from USAID to support the proposed programme implementation plan.
