



MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

KENYA PRIMARY EDUCATION DEVELOPMENT (PRIEDE) PROJECT

TERMS OF REFERENCE

CONSULTANCY FOR DEVELOPING A NATIONAL EDUCATION QUALITY ASSURANCE AND STANDARDS FRAMEWORK AND TOOLS

CONTRACT NO: MOE/GPE/CQS/02/2017-2018

PROCUREMENT SELECTION BASED ON CONSULTANT'S QUALIFICATIONS (CQS)

A. Background

1. The Ministry of Education (MoE) received a grant from the Global Partnership for Education (GPE) under the supervision of the World Bank to support development of the primary education sub-sector in Kenya. The project's development objective is to strengthen management systems at national and school level. The four year project aims to provide specific interventions in key areas of the sub-sector and has four components as described below;
 - *Component 1:* Improving Early Grade Mathematics competencies. This component supports the scaling up, across Kenya, of the early grade mathematics (EGM) Methodology piloted under the Primary Mathematics and Reading (PRIMR) Initiative with the support of USAID and DFID. The focus of the scale up is on schools located in rural areas, pockets of urban poverty and counties in the arid and semi-arid lands (ASAL), which tend to be those performing poorly in mathematics.
 - *Component 2:* Strengthening school management and accountability. This component constitutes a pilot project to improve school performance through strengthened school management and accountability for results in the delivery of primary education. The pilot targets low performing schools (i.e. those schools whose Kenya Certificate of Primary Education (KCPE) scores in 2012 and 2013 were below the average of 242 for public primary schools), in each county and ASAL counties in particular.
 - *Component 3:* Capacity building for evidence-based policy development at national level. This includes (i) strengthening the data/ Education Management Information

- System (EMIS) in primary education to make data more available, reliable and integrated; (ii) enhancing the system for monitoring student learning achievement; and (iii) enhancing the capacity to develop policies on equity, efficiency and quality at the national level.
- *Component 4:* This covers key project management functions including coordination, communication and result monitoring and evaluation

Developing and maintaining standards and promoting quality education remains a major challenge across education systems throughout the world. Existing research literature suggests a strong link between the quality of provision and retention rates. If parents and learners do not perceive the value of going to school and staying in school, they will leave. It is also known that if learners understand and clearly perceive the link between schooling and obtaining a job, the incentive to remain in school increases.

Towards enhancing education quality in Kenya, the National Education Sector Plan (NESP 2013)) proposes establishment of new systems for audit of performance and, greater participation of key stakeholders (particularly parents, school heads and communities) in Institutional- based Quality Assurance (IQA). This is expected to inform continuous institutional development through action research. The concerns of NESP (2013- 2018) are further exemplified by the constitutional requirement for broad- based participation and collaborations and, the global drive towards self-evaluation for accountability and continuous development of education institutions. On- going reforms at the MoE such as the revamping of EMIS and the Competency- based curriculum framework also highlight the need for an in- depth evaluation to re- define the functions and structure of the Directorate of Quality Assurance and Standards (DQAS).

As observed by NESP (MoE, 2013), development of a National Education Quality Assurance and Standards Framework (NEQASF) is expected to clearly define the legal foundation for effective implementation of Institutional Quality Assurance (IQA) and Participatory Monitoring and Evaluation (PM&E). A NEQASF will also strengthen collaborations between staff of the DQAS and other relevant education institutions by assigning clear roles and responsibilities and thereby ensuring accountability at the school level. The framework's development will equally ensure greater compliance with basic education and training policies/guidelines. In addition to the NEQASF there is also a need to develop the framework's costed implementation plan and relevant guidelines and tools. These will be aligned with the relevant national legal and policy provisions as well as the NESP and relevant international obligations that support the paradigm shift.

B. Rationale

The Constitution of Kenya 2010, Chapter 4(53-1b) states that every child has the right to free and compulsory basic education. The Basic Education Act 2013 as well as the Sessional Paper No. 4 of 2017 stipulates the mandate of Quality Assurance and Standards as entailing the setting of standards, monitoring of compliance with the standards, monitoring of the outcomes after compliance and enforcing the standards where there is non-compliance.

The Medium Term Plan 11 of Vision 2030 continues to elaborate quality education as the driver of the social pillar. In addition Kenya is envisaged to provide quality education that will give every Kenyan a chance in a competitive world of work. The NESP and MoE's Strategic Plan 2013-2018 further spell out the goals, objectives as well as the strategies of quality assurance and standards which puts the directorate at the epitome of the Ministry. For effective execution of this mandate a framework is required to clearly define the legal foundation for effective implementation of Institutional Quality Assurance (IQA) and Participatory Monitoring and Evaluation (PM&E) as well strengthen collaborations between staff of the DQAS and other relevant education institutions.

C. Objective of the Consultancy

The overall goal of the consultancy is to improve service delivery at school level and the quality of learning outcomes based on evidence and good practices. Specifically, the consultancy seeks to:

- i. Conduct an in-depth evaluation of the DQAS' mandate and functions within the existing constitutional dispensation and related legislation;
- ii. Conduct an in-depth evaluation of the current status of standards in basic education institutions;
- iii. Develop a National Education Quality Assurance and Standards Framework (NEQASF) and its costed operational plan;
- iv. Develop operational guidelines and tools on quality standards and assessment procedures in the basic Education sub- sector,
- v. Building on the revamping of EMIS, develop ICT enabled mechanisms for monitoring, reporting and feedback on education quality to the National, County and School levels.

D. Scope and Tasks of the Assignment:

The Consultant shall support the MoE to undertake the following specific tasks:

- i. Conduct a comprehensive literature review of existing legal, strategy and policy documents on the Directorate's mandate and functions;
- ii. Review existing guidelines and tools on quality, standards and assessment procedures in the basic Education sub- sector, and their working mechanisms;
- iii. Review existing collaboration mechanisms amongst Quality Assurance and Standards (QA&S) officers, Curriculum Support Officers (CSOs) and the Directorate of School Audit;
- iv. Based on a desk review, prepare a detailed inception report to include the following:
 - a) Formulated tools and questions for the consultancy.
 - b) Developed approach and methodology options to undertake the assignment.
 - c) A detailed work plan on how the consultancy will be carried out. This should confirm the teams composition, their qualifications, roles and responsibilities;
 - d) Formulated stakeholder consultation tools and approaches.
 - e) The proposed NEQASF structure and format.

- f) The proposed NEQASF operational plan, tools and guidelines.
- v. Review quality assurance standards mechanisms in selected private schools in Kenya(including international schools).
 - vi. Conduct a desk review of similar consultancies carried out in Kenya and globally focusing on good practices in quality assurance mechanisms such as Office for Standards in Education(OFSTED) UK.
 - vii. Conduct in-depth stakeholder’s consultations at the National, County and Schools level. This will include Education agencies and commissions; County Education Officers; Boards of Management; Parents Associations; KESSHA and KEPSHA; head teachers and selected teachers; Teachers Service Commission and CSOs; Selected private schools; Development Partners; and the Ministry of Health.
 - viii. Based on the findings, develop the following:
 - A NEQASF for basic education institutions and its costed operational plan ;
 - ICT enabled guidelines and tools on quality standards and assessment procedures in the basic Education subsector;
 - Quality Assurance protocols including grievance redress mechanisms
 - Develop ICT enabled mechanisms and a platform for real time monitoring, reporting and feedback at the National, County and School level.
 - Develop Sub County specific and school specific quality assurance and standards dashboard.
 - ix. Present the above documents to stakeholders for discussion and validation at consultative stakeholder’s workshops.
 - x. Revise the above documents based on the feedback received.

E. Roles of the Ministry of Education

The MoE will constitute a NEQASF Technical Committee in addition to the following:

- a) Provide, at no cost, the following documents:
 - A complete set of guidelines and regulations on quality standards and assessment procedures in the basic education sub- sector
 - Sessional Paper No. 4 of 2017
 - The Odhiambo Task Force Report
 - The National Education Sector Plan
 - Kenya Vision 2030
 - The Basic Education Act 2013
 - The Handbook for Inspection of Educational Institutions 2000
 - The Quality Index; Guidelines for Quality Assurance and Standards Assessment of schools in Kenya
 - The Constitution of Kenya 2010

- Teachers Service Commission Act 2012
 - Kenya National Examinations Council Act 2012
 - Kenya Institute of Curriculum Development Act 2012
 - The Ministry of Education Strategic Plan 2013-2018
 - Baseline study report on Early Grade Mathematics (2016)
 - SAQMEC 4 report
 - Monitoring of learner achievement in class 3 in literacy and numeracy in Kenya: summary of findings and recommendations KNEC 2016 NASMLA
- b) Convene technical committee meetings as and when required to promptly review and accept the following but not limited to:
- i. Review and accept the inception report, work-plan and instruments
 - ii. Review and accept the drafts and final framework, guidelines and tools
 - iii. Review and accept draft and final NEQASF reports.
- c) Facilitate stakeholder consultations by issuing letters/communications to relevant agencies, Counties, schools and other key informants
- d) Independently monitor execution of the work plan
- e) Convene senior management meetings to receive and validate the consultancy deliverables
- f) Create public awareness on the exercise.

F. Key Deliverables and Timelines

The key deliverables and indicative timeline for the assignment is provided in the table below:

S. No.	Key Deliverables	Time-line
1.	Contract signed	Two weeks from award of contract
2.	First technical committee meeting to interpret the TORs	One week from signing of contract
3.	A complete set of all guidelines and regulations on quality assurance and standards assessment procedures in the basic education sub sector	Within one week from signing of contract
4.	Inception report with interpretation of ToRs, work plan and instruments.	4 weeks from the date of signing contract.
5.	Second Technical committee meeting to review and	Six weeks after signing of contract

	accept inception report	
6.	Desk review of existing policy documents on the DQAS' mandate and functions; existing operational guidelines and tools on quality standards and assessment procedures in basic Education and, possible collaboration mechanisms amongst QA&S officers, CSOs and the schools audit.	Weeks 4 to 6 following the submission of acceptable final inception report.
7.	Piloting of instruments	Two weeks after acceptance of inception report
8.	Third technical committee meeting to review report of piloting instruments	One week after presentation of piloting report
9.	Mid-term report on the progress	Six weeks after piloting and submission of acceptable report
11.	Drafts and final framework, guidelines and tools.	Within 10 to 12 weeks of acceptance of inception report
12.	Convene senior management meetings to receive and validate the consultancy deliverables	Within one week of presentation of each deliverable
13.	Development of ICT enabled mechanisms for real time monitoring and feedback.	4 week after development of documents.
14.	County and National level validation workshops.	4 weeks after development of ICT enabled mechanisms
15.	Review of drafted documents in view of feedback from stakeholders.	2 to 3 weeks after the validation conferences.
16.	Submission of Final Report and documents addressed by the objectives of the study as given in the ToRs.	1 month after review of the documents.

G. Approach and Methodology

The consulting firm shall provide an appropriate approach and methodology for carrying out the task for validation by the MoE.

H. Key Competences and Experience required

The consulting firm must have hard evidence of at least 10 years of experience in conducting similar national and international level assignments. The team should comprise:

- i. A Team Leader who must be a holder of PhD in Education, with at least 15 years' relevant professional experience, preferably in Education Planning, Economics or Social Sciences.
- ii. Two education experts in possession of a post graduate degree in Education with at least ten years' relevant professional experience, preferably in Education Planning, Economics or Social Sciences;
- iii. A Business Processes Developer in possession of a post graduate degree in business administration or related disciplines with at least ten years' relevant professional experience, preferably in the private sector;
- iv. A Statistician with a minimum of Bachelor's degree in Statistics or Mathematics with proficiency in statistical packages. He/ she must have at least five years' experience, including on analysis in the education sector.
- v. A Logistics Coordinator with at least a Bachelor's degree in Social Sciences, or a related field and 7 years' cumulative experience in logistics or operational management as summarized below.

S. No.	Name of Position	Key qualification	Experience	Inputs Required [Person Months]
1.	Team leader	PhD in Education	A minimum of 15 years' in either Education Planning, Economics or Social Sciences	
2.	Education experts	Post graduate degree in Education	At least 10 years' preferably in Education Planning, Economics or Social Sciences	
3.	Business processes developer	Post graduate degree in business administration or related disciplines	At least 10 years' preferably in the private sector	
4.	Statistician	Bachelor's degree in Statistics or Mathematics with proficiency in statistical packages	Minimum of 5 years' including on analysis in the education sector	
5.	Logistics Coordinator	Bachelor's degree in Social Sciences, or a related field	7 cumulative years in logistics or operational management	

Once agreed, the consultant will neither change the team nor decrease the size of the team nor replace any member(s) without approval from the technical committee. In all such cases for approval, a replacement key expert shall have equal or better qualifications and experience.

Other terms on replacement of Experts or Sub-consultants

- i. If the client finds that any of the experts or sub-consultant has committed serious misconduct or has been charged with having committed a criminal action, or shall the client determine that the consultant's expert or sub-consultant have engaged in corrupt,

fraudulent, collusive, coercive or obstructive practice while performing the services, the consultant shall, at the client's written request, provide a replacement.

- ii. In the event that any of key experts, non- key experts or sub- consultants is found by the client to be incompetent or incapable in discharging assigned duties, the client, specifying the grounds therefore, may request the consultant to provide a replacement.
- iii. Any replacement of the removed experts or sub-consultants shall possess better qualifications and experience and shall be acceptable to the client.
- iv. Except as the client may otherwise agree, (i) the consultant shall bear all additional travel and other costs arising out of or incidental to any removal and/or replacement, and (ii) the remuneration to be paid for any of the experts provided as a replacement shall not exceed the remuneration which would have been payable to the experts replaced or removed.

I. Copyright and Confidentiality

All study material and data from the study will be the sole property of the MoE. No information on the study and information collected for the study will be shared with anyone without the written permission of MoE. The consultant shall carry out the above assignment in accordance with the highest standard of ethical competence, integrity and professionalism and having due regard to the nature and purpose of the assignment. The consultant will at all-time and for all purposes, regard as strictly confidential all knowledge and information not within public domain which may be acquired in the course of carrying out this assignment and shall not be directly or indirectly disclosed to any person whatsoever, except with the written permission of MoE.

J. Proposed Payment Schedule

1st Payment: Advance payment of 20% of the contract price upon signing of Contract and submission of acceptable inception report, Proforma Invoice and Advance Payment Bank Guarantee of the same amount;

2nd Payment: 40% of the Contract Price upon submission of acceptable mid-term report

Final Payment: 40% of the Contract Price upon submission of acceptable final report

K. Management Arrangement/Composition of the Unit

The core team of consultants will be based in Nairobi, Kenya. The Consultants will make provisions for his/her own transport and related costs.

L. Monitoring Deliverables

Within one month after the consulting firm is contracted, the firm will prepare a detailed work plan for the year in consultation with the technical committee and submit it to the MoE PS for approval. The report should preferably outline the proposed ways of working of the team and detail out a plan, outlining priority tasks for the first six months in areas where the technical

committee will need specific support. On the basis of this plan, it should list out the priority actions for the first three months.

The firm will prepare monthly progress report on activities and progress made with reference to the consultancy objectives. The monthly report will include: a) progress against each task with brief description of activities; b) a summary of any issues and concerns that need to be discussed; and c) a section outlining action plans for the next quarter. The report should also include an annex listing activities taken up in the last month. The reports will form the basis for a review and discussion on the progress of implementation by the MoE and the World Bank. The monthly report will be sent to the technical committee not later than the 7th day of the next reporting period.

M. Project Duration

The project is expected to take 24 weeks. Interested firms are hereby requested to submit Expression of Interest (EOI) together with their firm's profile to:

**The Principal Secretary,
State Department of Basic Education,
Ministry of Education
Jogoo House 'B' - Harambee Avenue
P.O. Box 30040-00100,
Nairobi, Kenya.**

By 4th September, 2017 at 11.00a.m. EAT.

The EOI's will be opened on 6th floor boardroom Room 625.