



**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION**

TITLE:	Consultancy for Carrying out an End Term Project Evaluation for The Kenya Secondary Education Quality Improvement Project (SEQIP)
CONTRACT NO:	MOE/SEQIP/CQS/01/2024-2025
PROCUREMENT METHOD:	SELECTION BASED ON CONSULTANTS' QUALIFICATIONS (CQS)

TERMS OF REFERENCE

1. BACKGROUND:

The Government of Kenya (GoK) through the Ministry of Education received a credit from the World Bank worth €175.5 M (USD 200 M Equivalent) to implement the Secondary Education Quality Improvement Project (SEQIP). This is a seven-year project that is aimed at improving completion of a full cycle of quality basic education focusing on retention of learners in the upper Primary and transition from Primary to Secondary Education in the targeted areas. This especially is benefitting learners from economically disadvantaged backgrounds and who are prone to vulnerabilities that lead to low school participation to and dropping out of school. These often include girls and children with special needs and disabilities. The project became effective on 7th December, 2017 and was to end in 31st December, 2023. However, some project interventions such as provision of scholarships for two cohorts of 9000 learners each from the 2020 and 2021 KCPE candidates, required more time to complete. Therefore, the project duration was extended for one year.

Overall, the project beneficiaries of the include: approximately 600,000 students in upper primary grades 7 and 8; 600,000 students in the four grades of secondary level, Form 1–4; 18,000 scholarship beneficiaries; about 37,5000 learners in the upper primary to benefit from social support; about 1,000 secondary schools and 3,000 primary schools to benefit from improved school environment and about 17,000 primary and 8,500 secondary science, Mathematics, and English (SME) teachers in the targeted schools. These beneficiaries are from 7,852 public primary schools and 2,147 public secondary schools in the targeted 135 Sub counties across 30 counties, which have been identified based on their high incidence of poverty, low retention rates at primary level, and low transition rates from primary to secondary level.

The project interventions are in key areas of the sub-sector and are organized in four (04) components as described below:

Component 1: Improving Quality of Teaching in Targeted Areas

This component addresses the critical concerns that constrain teaching and learning, using Results-Based Financing (RBF) modality. Identified key contributors to poor learning outcomes include insufficiency in the quantity, quality, and classroom practices, as well as availability of textbooks.

To address these constraints, three subcomponents were proposed; Reducing teacher shortages in Science, Mathematics and English in both primary and secondary schools in the targeted Areas; Enhancing teacher's professional development to improve the quality of classroom instruction and address the performance gaps; And provision of textbooks in a timely and a cost-effective way which is a key input for effective instruction in an environment that lacks instructional materials.

Component 2: Improving Retention in upper Primary School and Transition to Secondary School in target areas.

This component is aimed at improving retention of learners in the upper primary (grades 7 & 8) and transition from primary to secondary education in the targeted areas. Through Investment Project Financing (IPF) modality, the component is supporting provision of school infrastructure and ICT-enabled training facilities for education managers. In primary schools, the project is financing construction of sanitation facilities. In targeted secondary schools the project is providing additional classrooms and science laboratories. In Special Schools in targeted areas, the project is supporting provision of special facilities which include; sanitation, water packages, classrooms and laboratories.

In this component the project is also supporting;

- i. Advocacy And Social Support, Gender Sensitization Programme to enhance retention of learners in the upper Primary (grades 7 &8), and specifically girls who are likely to drop out; and
- ii. The Scholarships, Mentorship, Social Support And Gender Sensitization Programme to enable 18,000 learners from poor and vulnerable children from targeted areas and who are bright and needy, to transition from primary to secondary education.

Advocacy, social support, Gender Sensitization, Scholarship provision and Student mentorship activities are being implemented through a Results-Based Financing (RBF) model.

Component 3: System Reform Support.

This component is complementing the Government's on-going efforts in improving the quality of education through curriculum reforms. These includes implementation of the Competency-Based Curriculum (CBC), which is a major change from the teacher-centered and content-based one under the 8-4-4 system and the institution of new student assessment systems. This shift requires: capacity building of school managers, teachers, national and sub-national education administrators and development of new teaching-learning materials. Support for these activities is being provided through two subcomponents; one focusing on CBC development and introduction in a phased-out approach for selected grades, and the other on strengthening of Monitoring Learner Progress as envisage in the Competency- Based Assessment (CBA) Framework and examination administration.

Component 4: Project Management, Coordination and Monitoring and Evaluation

This component supports and finances effective project management through two subcomponents; (i) project management, coordination, and communication; and (ii) research, and monitoring and evaluation. The activities in the component involve; (i) preparation and execution of annual work plans and budget (AWP&B), procurement plans and capacity building plans; (ii) project monitoring, reporting and evaluation; (iii) assessment and research to inform policy (v)

development and implementation of a communication strategy for the project in general; (vi) capacity building of the Project Management and Implementation for effective project implementation including efficient fiduciary and safeguards implementation and reporting.

Theory of Change

The Project Development Objective is to improve student learning in Secondary Education and transition from upper primary to secondary education in the targeted areas. The Ministry of Education hoped to achieve this objective by actualizing the four component of the project. To improve student learning the project targeted on; improving the quality of teaching through Teacher Professional Development (TPD) and support through the School Based Teacher Support System (SBTSS), and provision of textbooks to a textbook-student ratio of 1:1 for Sciences, Mathematics and English for primary grades 7 and 8 and for secondary Forms 1 to 4. In addition the project is supporting reforms in curriculum and assessment to ensure relevance alignment to the requirements of the 21st Century in knowledge and skills. To retain learners in upper primary education, the project focused on social support, gender sensitization and a mentorship programme. The social support in this case entailed provision of sanitary pads to enhance attendance and retention of girls in schooling. The project further supported provision of Elimu Scholarships to enhance transition and retention in secondary education of learners from economically disadvantaged and vulnerable backgrounds. The project also implemented interventions to improve the learning environment through provision of additional sanitation facilities in primary schools and provision of new classrooms and laboratories in secondary schools. This was expected to also contribute to improved student learning and create space and demand for secondary schooling.

2. THE PURPOSE OF THE EVALUATION

The purpose of this evaluation is to assess the relevance, efficiency, effectiveness, cost-effectiveness, processes, achievements and sustainability of the SEQIP. In addition, the evaluator is required to identify lessons learned, best practices, and to provide recommendations for improving performance and management of education programs.

3. OBJECTIVES:

The evaluator is required to assess/ examine the overall impact and effectiveness of SEQIP. The specific objectives include:

- i. To conduct a comprehensive evaluation of the project, including its outcomes, outputs, and processes. In these respects the evaluator is expected to:
 - Assess the project's performance and achievements vis-à-vis the project's overall objectives and targets as outlined in the project's results framework.
 - Assess the impact of the project interventions on the various sub-national level beneficiaries. Each of the detailed key questions and issues will be analysed in a participatory, collaborative and systems-based approach using appropriate key review criteria.
 - analyse the capacity of the management structures of the implementing agencies and County Project Implementation Committees to implement the project activities as well as the monitoring and evaluation system.

- ii. To generate lessons learned, best practices, and challenges encountered during project implementation activities and the outcomes achieved that will be useful for similar future projects in the education sector. Based on the findings and conclusions from the assessment of the project's achievements, the review will identify lessons learned.
- iii. To make specific recommendations for major stakeholder groups anchored on the conclusions the different stakeholder groups will develop based on their own recommendations and insights.
- iv. To prepare an action plan for major stakeholder groups to promote sustainability and long-term impact on the beneficiary communities.
- v. To analyse the sustainability of project interventions and their potential for replication in similar contexts. In particular the evaluator will be expected to assess the project's role in influencing national policy.
- vi. To prepare a final project report that consolidates all evaluation findings and provides recommendations for future interventions.

4. DELIVERABLES:

The consultant is, expected to lead, accomplish and submit the following deliverables to the MoE within the agreed timeframe and budget:

4.1 An inception report on how the evaluation will be, conducted for **SEQIP**.

Items to address:

- 4.1.1 Understanding of the issues and questions raised in the evaluation criteria
 - 4.1.2 Data sources; how to assess the questions in the evaluation criteria
 - 4.1.3 Research methodology, including suggested sample and size
 - 4.1.4 Schedule of activities and traveling (timeline)
 - 4.1.5 Proposal for a learning event/validation of evaluation findings
 - 4.1.6 Detailed budget
 - 4.1.7 Appropriate validated draft data collection tools (e.g. methodological guidelines, group interview questions)
- 4.2 Feedback for all Stakeholders - Raw data in any of the following statistical packages (STATA, SPSS, SPro) and also transcribed qualitative scripts
- 4.3 A draft evaluation report (in MS Office), including annexes and PowerPoint presentation of preliminary findings in English.
- 4.4 Final evaluation report (in MS Office and PDF), including annexes and PowerPoint presentation of preliminary findings in English.
- 4.5 An action plan for major stakeholder groups to promote sustainability and long-term impact on the beneficiary communities.
- 4.6 PowerPoint presentation of the findings

5. SCOPE AND REVIEW CRITERIA

The Evaluator is expected to evaluate SEQIP based on the following thematic areas/criteria:

5.1 Project context and development objectives:

- 5.1.1 Develop a clear story line of the project's context and rationale (derived from country and sector context and operational issues identified in the PAD). Include a summary of the country and sector context and national priorities relevant to the issues the project was designed to address.

- 5.1.2 Review the project's theory of change or results framework- how these results were envisioned to be achieved in the PAD and the follow-on restructuring paper, and highlight significant changes that were introduced during implementation-including changes adopted during restructuring. The evaluation then needs to assess achievement in respect to each PDO level indicator and intermediate indicator separately. The assessment and conclusion for each indicator (whether met or not or partially met) must be supported by hard evidence and data.
- 5.1.3 List and summarize the project components, including the estimated and actual resource allocation for each component (in US\$ millions)-actual costs at project end. The estimated and actual component costs add up to the estimated and actual total project costs, respectively. If they do not, the reason for the difference needs to be noted.

5.2 Significant changes during implementation:

- 5.2.1 If the PDOs, key associated outcome targets, PDO indicators, and components were revised through restructuring, the evaluation report needs to state (a) the date of revision(s), and (b) the key change(s). Please refer to the approved restructuring paper. The evaluator needs to describe how each change affected the theory of change or results framework and the originally expected outcomes and their targets.
- 5.2.2 Other Changes: The evaluation report needs to describe any other significant changes to the scope and scale, implementation arrangements and schedule, funding allocations, reallocation of funds among components, and give the date(s) of revision(s), as well as the rationale for each changes and their implication for the original theory of change or results framework-for all changes, the evaluator needs to state the reason(s) for them and indicate whether they were formally approved through no objections or restructuring. The evaluator needs to describe how each change affected the theory of change or results framework and the originally expected outcomes and their targets.

6. OUTCOME:

- 6.1 Assess the extent to which the project's PDO indicators were achieved or are expected to be achieved if by any chance a PDO indicator has not been fully achieved by the end line assessment date.
- 6.2 Assess the extent to which the achievement or partial achievement of the PDO indicators can be directly attributed/or not to the project's activities or interventions.

7. RELEVANCE OF THE PDO:

- 7.1 Assess the extent to which the PDO and the PDO indicators are relevant (or not) and consistent with the current Government strategies and policies and or priorities at the time when the project is closing.
- 7.2 Review the country and sector context in the PAD, and compare to the current context, and identify any major changes over time in relation to the project's objectives and outcomes.

8. UNINTENDED POSITIVE OR NEGATIVE OUTCOMES OF THE PROJECT:

- 8.1 Capture other achievements by the project that are not captured in the results framework.

8.2 Capture any unintended negative consequences, and the measures being taken to mitigate these negative consequences.

9. EFFICIENCY/VALUE FOR MONEY:

9.1 Demonstrate whether the costs involved in achieving the project's objectives were reasonable in comparison with both the benefits to the target beneficiaries and the 'norms' ("value for money"). The evaluation report needs to review the underlying assumptions about costs and benefits of the project as was envisaged in the economic analysis of the project in the PAD. The value for money for the construction works will be a critical input to this section of the evaluation report.

9.2 assess aspects of design and implementation of the project that either contributed to or reduced efficiency, including for examples delays in implementation of key activities, staff turn-over, procurement issues and delays, cost overruns, and planned vs. actual project timeframe (recognizing that delays are not always inefficient, and can in some instances result in net efficiency gains).

10. SUSTAINABILITY (IN THE PAD):

10.1 Assess the sustainability aspects of the project described in the PAD and briefly describe to what extent these aspects are relevant to the current context, and implementation status of the sustainability measures outlined in the PAD. This shall include but not limited to:

10.1.1 Development and implementation of a sustainability strategy;

10.1.2 Development of suitable organizational arrangements by public and/or private sector stakeholders;

10.1.3 Development of appropriate institutional capacity (systems, structures, staff expertise, etc.)

10.1.4 identification and involvement of champions (i.e., individuals in government and civil society who can promote sustainability of project outcomes);

10.1.5 Achieving social sustainability by mainstreaming project activities into the education sector policy, plans or activities;

10.1.6 Achieving stakeholders' consensus regarding courses of action on project activities;

10.2 Assess the ownership of objectives and achievements by the beneficiaries/stakeholders, policy support, institutional and management capacity, economic and financial factors, socio-cultural aspects, appropriate technology, and the cross-cutting issues of gender equality, environmental impact and good governance were appropriately accounted for.

11. ENVIRONMENTAL, SOCIAL, HEALTH AND SAFETY, HEALTH AND SAFETY SAFEGUARDS

Highlight the extent of compliance to the following:

a. Environmental, Social, Health and Safety, Health and Safety Safeguard Policies: Evaluate whether the project has complied with the Environmental, Social, Health and Safety safeguard policies and procedures.

b. Implementation of Mitigation Measures: Assess the effectiveness of the mitigation measures implemented during the project to address any identified Environmental, Social, Health and Safety risks.

- c. Environmental, Social, Health and Safety Impacts to examine both the positive and negative effects on the environment and local communities.
- d. Evaluate the effectiveness of stakeholder engagement and participation throughout the project's lifespan.
- e. Evaluate the efforts made to build the capacity of local institutions and organizations in implementing and maintaining Environmental, Social, Health and Safety safeguards.
- f. Identify and document the lessons learned and best practices from the project's implementation regarding Environmental, Social, Health and Safety safeguards highlighting successful approaches, innovative techniques, and strategies that can be replicated or adapted for future projects in the education sector or other relevant sectors.
- g. Assess the overall impact of the project consider whether the integration of Environmental, Social, Health and Safety safeguards has contributed to improved educational outcomes, such as increased enrollment, reduced dropout rates, improved student performance, and enhanced learning environments.
- h. Sustainability and Continuity: Evaluate the project's sustainability and its potential for long-term continuity. Assess whether the project has fostered the development of mechanisms, policies, or practices that will ensure the continued implementation of Environmental, Social, Health and Safety safeguards beyond the project's closure.
- i. Assess the adherence to project designs for infrastructure developments among them universal accessibility for learners with special needs.

12. KEY FACTORS THAT AFFECTED IMPLEMENTATION AND OUTCOME:

The evaluator needs to assess key factors that influenced the project's achievements or non-achievements during preparation and implementation. These includes:

- 1.2.1. actions taken to correct any factors that undermine project performance
- 1.2.2. stakeholders' engagement;
- 1.2.3. fiduciary;
- 1.2.4. Safeguards
- 1.2.5. policies/directives;
- 1.2.6. Project coordination and others.

13. EFFECTIVE STAKEHOLDERS PARTICIPATION/PUBLIC INVOLVEMENT

Stakeholders are the individuals, groups, institutions or other bodies that have interest or stake in the outcome of this project. They include those for whom the project may have potential adversely affects. Examples of effective public involvement include:

- a) effective information dissemination, as follows:
- b) Implementation of appropriate outreach/public awareness campaigns;
- c) Consultation and stakeholder participation;
- d) Consulting and making use of the skills, experiences and knowledge of NGOs, community and local groups, the private and public sectors, and academic institutions in the design, implementation and evaluation of project activities;
- e) Project institutional networks well placed within the overall national or community organizational structures, for example, by building on the local decision-making structures, incorporating local knowledge, and devolving project management

responsibilities to the local organizations or communities as the project approaches closure;

- f) Fulfillment of commitments to local stakeholders.
- g) Effective and timely management of grievances

14. QUALITY OF PROJECT M&E (*appropriate data collection, adequate use of M&E information for project management, and ability to report in a timely fashion*);

Assess the extent to which M&E was used to systematically track project implementation progress and demonstrate results on the ground, and to support “evidence-based learning”. How the overall M&E was designed; was the designed M&E implemented; and was data collected utilized for planning and decision making-including to inform improvements in project performance. The evaluator needs to give examples to support findings and conclusion on the performance of M&E under the project.

15. RISK TO DEVELOPMENT OUTCOMES AND MITIGATION MEASURES ENVISAGED AT APPRAISAL (in the PAD)

- a. Assess each risk and associated mitigation measures listed in the PAD and briefly describe to what extent these were relevant and the current status.
- b. Assess and briefly highlight whether the PDO indicators achieved at the time of project completion will be maintained or not. If not, what are the ‘threats’ and mitigation measures.

16. LESSONS LEARNED

Highlight the critical key lessons learned to inform design of future projects. These shall be drawn on the sections above, especially key factors that affected project performance and achievements of outcomes/PDO indicators. The evaluator therefore, needs to assess the most significant (at most five) positive and negative lessons learned from the operation’s experience.

17. EXPERTISE REQUIRED FOR EVALUATION

I. Selection Process

The Consultant will be selected in accordance with the criteria laid down in “Selection Based on Consultants Qualification” (CQS) method set out in the World Bank’s “Procurement Regulations for IPF Borrowers- Procurement in Investment Projects Financing, July 2016 and revised Nov 2020, Fourth Edition” (“Procurement Regulations”),

II. Qualification & Eligibility Requirement for the Consultant

a) Academic

Item No.	Position/specialization	Relevant academic qualifications	Minimum years of relevant work experience
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1	Lead Consultant	-Master's degree in Project Management and Evaluation or its Equivalent. - Doctor of Philosophy (PhD) will be an added advantage	Ten (10) years' cumulative experience in carrying out Regional or National level project evaluations in education/ social sector;
2.	Lead Research Assistant	Master's degree in Education	5
3.	Research Assistant 1	Bachelor's degree in Project Monitoring and Evaluation or Data analysis	3
4.	Research Assistant 2	Bachelor's degree in Supply Chain Management, financial management	3
5.	Research Assistant 3	Bachelors degree in Environmental and social safeguards or equivalent	3

b) Experience

- i. Must have at least five years of continuous professional experience in the preparation of reviews and evaluations processes;
The Consultant should provide details (documentary evidence e.g. contract award or reference letter from the clients, stating scope of services and deliverables) of all such projects for the last 5 years or more during which they were completed.
- ii. Must have at least three years of professional experience in appreciative or asset-based approaches for design, monitoring and evaluation of projects;
- iii. Must have at least three years of professional experience in the planning, design, management, monitoring and review of development projects;

c) Policy and Legal Compliance

- i. The interested consultant shall be a tax registered national consultancy firm or officially registered not-for-profit organization (e.g. research institute, academic institution) incorporated for at least five (5) years, offering similar services and have completed at least five (5) similar project Evaluations in comparable organizations. The Consultant should possess good knowledge of the concepts, principles and approaches required for the assignment.

d) Additional skills required for the assignment

The consultant will be required to have or enlist the services of research assistants with at least a Master's degree in Education with five (05) years' progressive experience, at least three (03) years in bachelor degree in Project Monitoring and Evaluation, data analysis Education, Supply Chain Management, financial management and environmental and social safeguards

18. Roles and responsibilities

I. Independent Consultant

The Consultant will design the process to draw out the various viewpoints of the stakeholders on the expected review objectives. The designed process will guide all stakeholders in coming up with a shared assessment of the project achievements, lessons learned and recommendations. Specifically, the individual consultant responsibilities are to:

- a) develop the detailed design of the review process and the work plan
- b) review reports and documents to draw conclusive remarks and recommendations for the review process;
- c) ensure that concrete and specific outputs are developed in a participatory manner for each step of the review process;
- d) provide an external view during the generation of lessons learned and the development of recommendations;
- e) present the preliminary review output to the National Project Coordinator/technical committee
- f) To prepare the draft report, incorporate comments and finalize the review report.
- g) To hire and pay own staff, as deemed necessary, such as Project Monitoring and Evaluation, data analysis Education, Supply Chain Management, financial management and environmental and social safeguards.

II. Ministry of Education

The officers at the Project Coordination Units at the National, County and Sub-County offices are generally involved in the project's implementation. The Teacher's Service Commission is also a major Implementing Agency. Other Sub- Implementing Agencies include Kenya National Examinations Council (KNEC), Kenya Institute of Curriculum Development (KICD) and Centre for Mathematics, Science and Technology in Africa (CEMASTE). Equity Group Foundation (EGF) is a partner Agency supporting the Ministry in implementation of Scholarships, Mentorship, Social Support and Gender Sensitization Programme.

The Project Implementation Teams from all the implementing agencies will provide information for the review process and will support the Consultant in conducting the review. The main roles and responsibilities are:

- a) **Contract management:** Oversee the service provider by managing the consultancy contract; monitor adherence to specified deadlines
- b) Facilitating access to required information and background materials for desk review by the consultant in a timely manner;
- c) Read and provide comments on the inception report including the proposed research methodology, the information gathering techniques and the suggested target sites.
- d) Facilitate contacts with key beneficiaries and implementing agencies
- e) Supporting the evaluation team during field work and bring research team to the beneficiaries
- f) Review and comment on deliverables
- g) Provide guidance where necessary
- h) Approving all deliverables and facilitating payments for approved deliverables

III. TECHNICAL WORKING GROUP

This will be appointed by the Principal Secretary SDBE. It is the responsibility of this group to:

- a) Conduct preliminary analysis of findings, lessons learned and recommendations and give feedback
- b) Support the Consultant in conducting Workshops, if necessary;
- c) Provide feedback and help disseminate review results

19. INDICATIVE TIMESCALES AND DELIVERABLES

The consultant is, expected to lead, accomplish and submit the following deliverables for the MOE within the agreed timeframe and budget: The consultancy period for the M&E Specialist is estimated to be [75 days]. The Specialist will report to the DPCAD or National Project Coordinator and work closely with project staff and other key stakeholders,

Phase	Deliverable	Payment	Working days
Inception phase	Draft Inception report		
Tools development phase	Deliverable 1: final inception report including budget, methodology and qualitative research tools, approved by Principal Secretary State for Basic education	10%	10
Data collection phase	Desk review, interviews in and field visits	10%	30
Data analyses and report writing phase	Presentation of initial findings and draft of the report		15
Evaluation report phase	Deliverable 2: Draft Evaluation Report, for comment by project team and Internal Validation by the MOE senior Management Team	40%	15
	Deliverable 3: Final Evaluation Report	40%	5
Total		100%	75

20. INTELLECTUAL PROPERTY/ COPYRIGHT AND CONFIDENTIALITY

All materials, data and information from the End of Project Review shall be the sole property of the Ministry of Education (MoE). No materials, data or information on the End of Project Review shall be shared with anyone without the written permission of Principal Secretary State Department for Basic education. 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 shall at all times 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.

21. SUBMISSION OF APPLICATION

Interested candidates/institutions should submit on or before; to be indicated- bid documents (a technical and financial) obtained from MOE, Jogoo House B, Ground Floor Room 14. Attach Two samples of similar previous assignments. The financial proposal should outline their expected fees, costs of travel/field logistics, accommodation and meals.

Applications should be, submitted to:

Principal Secretary
State Department for Basic Education
Ministry of education
P. O Box 30400, 00100
NAIROBI
Email: scmsequip@education.go.ke

For further information, please contact the National Project Coordinator SEQIP Project /Procurement Officer email: scmsequip@education.go.ke