



**MINISTRY OF EDUCATION
STATE DEPARTMENT FOR BASIC EDUCATION
KENYA PRIMARY EDUCATION EQUITY IN LEARNING (KPEEL) PROGRAM**

Title: Technical Assistant (Individual) for communication in implementation of a Communication Strategy for the Kenya Primary Education Equity in Learning (KPEEL) Program

Duration: 1 Year

1.0 Background Information

The Ministry of Education received funding from international development association (IDA), the Global partnership for Education, and the LEGO Foundation and is implementing the Kenya Primary Education Equity in Learning Program. The Program operation includes an **Investment Project Financing (IPF) component** which supports activities under Program management, policy dialogue, communication, monitoring and evaluation, safeguards and fiduciary, verification, key technical assistance and capacity building for adequate implementation of the initiated reforms and other systems strengthening activities. The component also supports whole-of-government coordination and policy dialogue on refugee education issues. The component will also support the implementation of Kenya's existing refugee education commitments. The main implementing agencies for the IPF component are the Ministry of Education and the Teachers Service Commission. The Teachers Service Commission is the technical agency that will implement activities for development of robust teacher management systems.

1.1 Program Development Objective

The Program Development Objective (PDO) is “to reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen systems for delivering equitable education outcomes.” The main results areas for the operation are:

- a) Equalize learning opportunities: improve learning outcomes in target counties and for refugee populations;
- b) Improve girls' participation in schooling, including in refugee hosting counties; and
- c) Strengthen reform implementation capacity.

Progress towards the PDO will be measured through the following PDO indicators:

- a) Increase in the share of students achieving higher order competencies in literacy and numeracy (Level 4) in the NASMLA Grade 3 assessment, in Counties falling into the lowest quintile of performers, including in refugee populations.
- b) Improved retention of poor and vulnerable girls, including in refugee populations, in upper primary (Grades 7-8); and
- c) Successful rollout of the Competency Based Curriculum (CBC) and CBC's formative assessment reforms in basic education.

The operation is expected to directly benefit the following beneficiaries over its four years of implementation:

- a) About 6.6 million learners in primary education (school grants, girl's education interventions, school infrastructure development and school meals), including about 221,529 children in refugee hosting countries.
- b) About 117,900 refugee children in camp-based primary schools.
- c) Approximately 20,000 diploma teacher trainees in PTTCs.
- d) About 200,000 primary school teachers.

1.2 Program Results Areas

The KPEEL Program has three Results Areas as listed below;

1.2.1 Results Area 1: Equalize learning opportunities: improve learning outcomes in target counties

This results area will focus on strengthening the school level conditions for teaching and learning to narrow learning gaps between schools in high performing counties and those in low-performing counties. Specifically, Results Area 1 will address low learning achievement in the target schools by focusing on four key interventions aimed at improving the school environment for effective teaching and learning. These include: (i) results-based school grants, (ii) improving teacher deployment in public primary schools with the highest teacher shortage; (iii) supporting school meals for vulnerable learners; and (iv) conducting NASMLA Grade 3 in low performing counties.

- The 50 camp-based refugee schools, many of which are hosted by low performing counties such as Turkana and Garissa in North Eastern Kenya, are included in the target schools under this result area.
- The National Council for Nomadic Education in Kenya (NACONEK) will implement the provision of School Meals Programme to the vulnerable learners; support MoE in the supervision of the school grants interventions in the camp-based refugee primary schools; and create awareness among refugees of the importance of basic education and their right to access education.
- Teacher deployment in public primary schools with the highest teacher shortage will be implemented by TSC while KNEC will conduct NASMLA Grade 3 in low performing counties.

1.2.2 Results Area 2: Improve the Participation of Girls in Schooling

Under this results area, three key challenges will be addressed to improve girls' retention in upper primary, completion of the primary education cycle, and transition to secondary education. These are: (i) removing financial barriers to school attendance and meeting the basic education needs of girls and boys from poor and vulnerable population (including learners with disabilities and refugee children); and (ii) tracking girls at risk of dropping out of school and facilitating the re-entry of enrolled girls who drop out due to pregnancy, child labour, early marriages, through NEMIS. The program will also provide psychosocial support and mentorship to learners who will be readmitted back to schools. The main implementing agency for this result area is MoE and NACONEK.

1.2.3 Results Area 3: Strengthen Capacity for Implementing Initiated Reforms

This results area will strengthen the implementation of initiated reforms to improve learning for all. The major reform is the implementation of the CBC and CBA in basic education. The success of these reforms will require complementary actions in a number of critical areas. The first action pertains to better utilization of NEMIS data for filling information gaps in CBC implementation, specifically in respect to the allocation of capitation grants, mapping of school needs, and development budget

allocations. The second action is capacity strengthening of the teacher training colleges to ensure that their graduates have acquired the core competencies including retooling of tutors and establishment of ICT enabled learning resource centers, to ensure teachers implement the CBC and CBA. The third action is to establish standards and tools for quality assurance of preschools that are fully aligned with the CBC's objective of improving basic education quality. Finally, the construction of new classrooms in existing schools as per the needs-based school infrastructure investment plan will address the CBC's requirement for improved learning conditions in schools. Activities under this result area will be implemented by MoE, KICD and KNEC.

1.2.4 The Program will also support KNEC to conduct and disseminate NASMLA for Grade 3 in 2023 and 2026, which will also inform the PDO indicator for learning outcomes. Moreover, the program will support Kenya's quest to join and participate in international assessment, in particular, OECD's Program for International Student Assessment for Development (PISA-D) as envisaged in the NESSP 2018-2022. The implementing agency for the learning assessments is KNEC. Considering the need for robust technical assistance and capacity building of the implementing institutions to carry out the reforms and sustain reform momentum to ensure achievement of objectives, support will be provided through the IPF component and some of the capacity building actions will be reflected in the PAP.

2. Objective of this Consultancy

The main objective of this assignment is to provide high-level technical education advisory support to the Project Coordination unit including the Office of The Cabinet Secretary, Ministry of Education to ensure all Ministerial engagements, policy positions, and public statements on KPEEL are accurate, evidence-based, and aligned with national reforms and the KPEEL results framework. The TA will lead on synthesizing evidence and translating complex education reforms into technically sound messages across all components including: foundational literacy and numeracy (FLN), teacher education and deployment, girls' education, refugee education/Education in Emergencies (EiE), CBC/CBA implementation, school meals, inclusive education, learning assessments (NASMLA, PISA-D), and data systems (NEMIS, results-based grants). The role ensures that all messaging is strategically aligned with the Office of the MoE Cabinet Secretary's, technically precise on education equity, and diplomatically delivered to high-level stakeholders and overall implementation of the communication strategy of the KPEEL Program which includes periodical messaging on Program activities to the Public as well as publishing quarterly newsletters / magazines for the Program.

3. Scope of Work

Under the guidance of the Office of the Cabinet Secretary and in coordination with the KPEEL Program Coordination Unit (PCU) and relevant stakeholders (TSC, KNEC, KICD, NACONEK), the TA will undertake the following tasks:

3.1 Technical Policy Advisory

- i. Provide evidence-based advice and support to the Office of the Cabinet Secretary on KPEEL policy priorities, policy options analysis and sequencing, including implications for budget, regulation, and implementation.
- ii. Translate NESSP II (2023–2027), KPEEL PAD, and CBC/CBA policy into concise, decision-ready briefs and talking points grounded in data.
- iii. Develop and maintain a KPEEL “technical message house” aligning PDO indicators with Office of The Cabinet Secretary's priorities and national events.

3.2 Continuously update and synthesize National and Global Trends on:

- i. Foundational Literacy and Numeracy (FLN)
- i. *Teacher Education, Deployment, and Professional Development*
- ii. Girls' Education and Safeguarding
- iii. Refugee Education and Education in Emergencies (EiE)
- iv. Assessment, Data and Accountability
- v. Inclusive Education and School Meals
- vi. Systems Strengthening and Quality Assurance
- vii. Technical Content for High-Level Engagements

3.3. Periodic messaging of KPEEL Program and implementation of a communication strategy for the Program as well developing quarterly newsletters/ Magazines for the Program

- I) Review the KPEEL communication strategy and ensure its implementation.
- II) Provide periodic messaging of the status of the KPEEL Program implementation to the relevant stakeholders
- III) Facilitate publication of the KPEEL Program quarterly newsletters.

4. Consultancy Deliverables

- An inception report/work plan with timelines on undertaking all the tasks in the TOR
- KPEEL ministerial technical brief pack
- Periodic technical briefs on FLN, teacher deployment/TPD, girls' education, refugee/EiE, CBC/CBA, inclusive education, school meals, assessments, and data use (minimum one thematic brief per month).
- NASMLA technical interpretation pack and county learning profiles following each release.
- Office of the Cabinet Secretary's data dashboard and quarterly update slides aligned to PDO indicators.
- Policy briefs for key decisions (e.g., deployment strategies, re-entry enforcement, inclusion standards).
- Prepare technically robust statements, Q&A, and data packs for the CS's national and county engagements (e.g., Jamhuri Day, Mashujaa Day, budget and parliamentary sessions, International Day of the Girl Child, World Refugee Day, NASMLA releases). These include Speeches and remarks focused on policy substance, evidence, and results, in English and Kiswahili, and where relevant localized summaries for refugee-hosting contexts.
- Contribute to KPEEL reporting with clear articulation of technical results and policy implications.
- KPEEL Program Communication Strategy.
- Periodic messages of KPEEL Program implementation.
- Reports on implementation of the KPEEL Program Communication Strategy.
- Quarterly newsletters/magazines for KPEEL Program.

5. Work Modalities, Level of Effort and Duty Station

- The assignment is expected to take **one year** starting April 20256 to March 2027.
- Level of Effort will be Full-time during the contract period, based in Nairobi with travel to counties and refugee-hosting areas as required.
- Availability for national and international events, parliamentary appearances, and short-notice time-sensitive briefings..
- Availability for the Implementation Support Missions as well as technical discussions for the KPEEL Program.

- Participation in the preparations of the National Steering Committee and its attendance .

6. Reporting and Supervision Arrangements

- The Advisor will report to the Office of the Cabinet Secretary and the National KPEEL Program Coordinator in the Ministry of Education as well as Head , DPCAD.
- Close collaboration is expected with the relevant MoE Directorates, TSC, KNEC, KICD, NACONEK, KEMI, KISE, KIB, CEMASTEIA , the Council of Governors, and the Government Spokesperson’s Office.

7. Qualification and experience of individual consultant

- i. A PhD in Education
- ii. More than Twenty (20) years’ progressively responsible experience in education systems reform, policy, and delivery.
- iii. High-level report and speech writing focused on technical education content for senior decision-makers.
- iv. Demonstrated teacher education experience and knowledge of Kenya’s PTTC/TPD systems.
- v. Strong experience in Foundational Literacy and Numeracy programming and assessment
- vi. Experience designing/assessing FLN, inclusion, and girls’ retention interventions at scale.
- vii. Proven track record in promoting girls’ education, including re-entry policy implementation and safeguarding.
- viii. Experience with refugee education and/or Education in Emergencies in Kenya or comparable contexts.
- ix. Demonstrated stakeholder coordination across MoE, TSC, KNEC, KICD, NACONEK, counties, and development partners.
- x. Deep technical understanding of CBC/CBA, NASMLA, PISA(-D), NEMIS, results-based school grants, and school meals in Kenya.
- xi. Experience working with development partners (World Bank, Global Affairs Canada, African Development Bank, UKAID/FCDO, etc)

Additional required competencies:

- i. Strong quantitative and qualitative analysis skills; ability to interpret assessments and administrative data for policy.
- ii. Knowledge of GoK public administration, Cabinet and parliamentary processes, and county governance.
- iii. Excellent communication in English (and if possible Kiswahili); ability to produce accessible, evidence-based materials for diverse audiences.
- iv. High ethical standards, discretion with sensitive information, and eligibility for necessary government clearances.
- v. Publication record or technical authorship in relevant education domains is an added advantage.
- vi. Ability to work independently, with little supervision.

8. What the consultant should submit

- A technical proposal demonstrating understanding of the scope of work, proposed work plan indicating timelines against deliverables.
- A Profile/CV stating qualifications and work experience.
- Documented evidence indicating previous similar assignments engaged in.

- Attach copies of Academic and Professional Certificates.
- Personal identification Number (PIN)
- KRA Compliance Certificate

9. Client's Input and Counterpart Personnel

- The consultant will be provided with relevant and existing information on the KPEEL Program (including the existing Communication Strategy) by the National KPEEL Program Coordinator.
- The Office of the Cabinet Secretary will facilitate a 2-day working session with PCU and education stakeholders to discuss and update on areas of communication strategy priorities

10. Proposed payment schedule

The Ministry of Education will invite and negotiate with the successful bidder.

11. Application Criteria

The position will be advertised in the national dailies. The procurement method shall be competitive Individual Consultant Selection (ICS) as provided for in the World Bank Procurement regulations.

Further information can be obtained at the address below during office hours i.e., 0800 to 1700 hours.

Expressions of interest must be delivered in a written form to the address below in person, by mail or by email by **19th March, 2026 at 11.00 a.m.**

The address referred to above is:

The Principal Secretary

Attn: Head of Supply Chain Management Services

State Department for Basic Education

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