



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
KENYA PRIMARY EDUCATION EQUITY IN LEARNING PROGRAM (KPEELP)

Title : **CONSULTANCY FOR STRENGTHENING THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM CBC (KPEELP- P176867)**

Contract No : **KE-MOE-457359-CS-CQS**

Project ID : **P176867**

Duration : **1 YEAR**

Procurement Method : **CONSULTANT QUALIFICATION-BASED SELECTION (CQS)**

TERMS OF REFERENCE (TOR)

1.0 BACKGROUND

The Government through the Ministry of Education (MoE) and the World Bank have designed a five - year Kenya Primary Education Equity in Learning Program (KPEELP) project beginning the financial year 2022/23. The project aim is to address the prevailing inequities in school participation and learning outcomes that present the largest constraints to improvements in the human capital formation that have contributed to variations in subnational Human Capital Index (HCI) in Kenya. Considered as a critical step towards achievement of the National Education Sector Strategic Plan II (NESSP II 2022 - 2026), the Program is expected to lead to the higher order outcome of improved human capital for higher productivity and growth in Kenya

KPEELP support is through a hybrid approach comprising the World Bank’s Program for Results (PforR) and Investment Project Financing (IPF) financing instruments. The Programme for Result (PforR) is grounded in the Government’s NESSP II (2022 to 2026). NESSP II includes four pillars that are critical for addressing inequities in access to quality basic education:

- (i) access and participation;
- (ii) equity and inclusiveness;
- (iii) quality and relevance; and
- (iv) governance and accountability.

Concerning regional access and quality, NESSP II aims to address regional disparities in access, and improvement in learning outcomes across the country. NESSP II also emphasizes girls’ education and refugees’ education as cross cutting issues. NESSP II has a total of 14 subprograms, which include subprograms for tertiary level education and regulatory bodies. For basic education, there are eight core subprograms:

- (i) governance and accountability;
- (ii) pre-primary education;
- (iii) primary education;
- (iv) secondary education;
- (v) inclusive education for learners and trainees;
- (vi) teacher education development, professional development, and management;
- (vii) quality assurance and standards; and

- (viii) cross cutting and contemporary issues including girl's education and refugees.

The Project Development Objective (PDO) is to reduce regional disparities in learning outcomes, improve the retention of girls in upper primary education and strengthen implementation of key initiated reforms to improve learning. The operation is expected to directly benefit approximately 6 million learners in primary education, 50,000 refugee children, 20,000 diploma students, and about 200,000 primary school teachers.

The interventions in the project will target three main components;

The main results areas for the Program are:

Result Area 1: Equalize learning opportunities by improving learning outcomes in target counties and for refugee populations.

- (i) Component 1.1: results-based school grants
- (ii) Component 1.2: improving teacher deployment in public primary schools with the highest teacher shortage;
- (iii) Component 1.3: supporting school meals for vulnerable learners; and
- (iv) Component 1.4: conducting NASMLA Grade 3 in low performing counties.

Result Area 2: Improve the Participation of Girls in Schooling, including in refugee holding counties.

- (i) Component 2.1: removing financial barriers to school attendance and meeting the basic education needs of girls and boys from poor and vulnerable population
- (ii) Component 2.2: strengthening the supply chain for menstrual hygiene products to ensure that girls' attendance in school will not be interrupted by lack of sanitary towels;
- (iii) Component 2.3: tracking girls at risk of dropping out and facilitating the reentry of enrolled girls who drop out due to pregnancy, child labour, early marriages, through NEMIS.

Result Area 3: Strengthen Capacity for Implementing Initiated Reforms.

- (i) Component 3.1: 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.
- (ii) Component 3.2: capacity strengthening of the teacher training colleges to ensure that their graduates have acquired the core competencies

- (iii) Component 3.3: establish standards and tools for quality assurance of preschools that are fully aligned with the CBC's objective of improving basic education quality.
- (iv) Component 3.4: construction of new classrooms in existing schools as per the needs-based school infrastructure investment plan.

2.0 PROJECT DESCRIPTION

The project aims at reducing regional disparities in learning outcomes, improve the retention of girls in upper primary education, and strengthen implementation of key initiated reforms to improve learning. The main results areas for the Operation and corresponding implementing agencies are:

- a) Equalize learning opportunities: improve learning outcomes in target counties; The implementing agency for the school grant will be MoE. The National Council for Nomadic Education in Kenya (NACONEK) school meals unit will implement the provision of School Meal Program 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.
- b) Improve the participation of girls in schooling. The main implementing agency for this result area is MoE and NACONEK.
- c) Strengthen capacity for implementing initiated reforms that will be implemented by MoE, KICD and KNEC.

3.0 SYSTEM REFORM SUPPORT TO KICD

The GoK with the support of World bank has supported the development, introduction and roll-out of a Competency-Based Curriculum that is currently at Grade 8. This has been successfully accomplished through concerted efforts from varied stakeholders. The Institute is set to develop and roll out a Competency-Based Curriculum for grades 10 to 12 beginning 2026 to 2028 while drawing from lessons learnt during development and introduction of Primary and Junior school curriculum.

KPEELP will provide KICD financial assistance to continue the reform of the curriculum by developing the CBC for senior secondary education (grades 10 to 12) and Teacher education.

To this effect, during the FY year 2022/2023, KPEELP financed the development of the scope and sequence charts for Grade 10 -12, curriculum designs for grade 10 and Curriculum support materials for grades 4 and 6 including digitized and adapted for special needs learners. For purposes of continuity, it is prudent to engage the services of a consultant who understands the CBC from Early Years Education (EYE), Primary School, Junior school and Senior School. This is based on the need to link CBC for Early Years Education (EYE), CBC for Upper Primary and junior school (Grades 4 to 9) and Senior School (Grades 10 to 12). The development of Curriculum support materials in indigenous languages for marginalized and vulnerable groups is also supported.

During the FY year 2023/2024, KICD will develop curriculum designs for grade 11, develop curriculum support materials including digitising and adapting for grades 5 and 7. Teacher Education curriculum support materials will also be developed. Further the Institute will finalize on curriculum support materials for indigenous languages for grades 2 and 3.

In the FY 2024/2025 KICD will develop curriculum designs for grade 12, develop, digitize and adapt curriculum support materials for grade 8, and for teacher education programmes, Grade 4 and 5 indigenous materials will be developed for the vulnerable and Marginalized Groups.

In the FY 2025/2026 KICD will develop and adapt curriculum support materials for grade 9, develop teacher education programmes, and finalize on curriculum support materials for indigenous languages for grade 6 for the Vulnerable and Marginalized Communities.

The consultancy will therefore focus to support KICD on the key objectives of the system reform.

4.0 OBJECTIVES OF CONSULTANCY

The objective of the consultancy is to strengthen institutional capacity of KICD to implement Competency Based Curriculum (CBC). The sub objectives aligned to the main objective include:

- i) Review of the Basic Education Curriculum Framework (KICD, 2017).*
- ii) Provision of technical support to KICD on development of curriculum designs specifically for grades 10 to 12, based on global best practices.*
- iii) Review of the Monitoring and Evaluation framework in line with the emerging trends and lessons learnt from CBC implementation.*

- iv) *Supporting KICD to design and develop curriculum support materials in Teacher Education, based on Global Best Practices*
- v) *Provision of technical support on digitization of content and curriculum support materials including content and materials for learners with special needs.*

5.0 SELECTION OF CONSULTANTS

One multi-skilled consulting firm will be contracted to provide Technical Assistance based on the objective above. The selection will be Consultant Qualification-Based Selection (CQS) will be used in selection of the firm through competitive evaluation of Expressions of Interest (EoI) submitted by interested firms and Request for Proposals (RFPs) submitted by shortlisted firms.

6.0 SCOPE OF WORK

Under the guidance of KICD, the consultancy firm shall be expected to undertake the tasks specified in the objectives under 4.0 above.

7.0 DELIVERABLES

- i) An inception report and work plan with timelines on undertaking of all the tasks in the TOR;
- ii) Reviewed Basic Education Curriculum Framework;
- iii) A detailed report on the Technical Support to KICD on the development of Curriculum designs for Senior School (Grade 10 -12) ;
- v) Reviewed monitoring and evaluation Framework;
- vi) A detailed report on the technical support to KICD on developing curriculum support materials in Teacher Education, based on Global Best Practices;
- vii) A detailed report on the technical support to KICD on digitization of content and curriculum support materials including content and materials for learners with special needs.

8.0 WORK PLAN AND TIME FRAME:

The assignment is expected to take an estimated period of one (1) year, upon signing of the contract as provided in the table : -

S/No	Activities	Project Deliverables	Performance Indicator	Estimated number of days	Review and Approvals Required
1.	Developing the inception report for the TA	An inception report and work plan with timelines on undertaking all the tasks in the TORs	Inception report	10 days	KICD
2.	Technical support in reviewing the Basic Education Curriculum framework	Reviewed Basic Education Curriculum Framework	Basic Education Curriculum Framework	15 days	KICD
3.	Technical support in developing curriculum designs in Senior school	Report on technical support in developing curriculum designs for senior school	No. of designs for Senior school	80 days	KICD
4.	Technical support in reviewing a monitoring and evaluation framework	Monitoring and evaluation framework	Monitoring and Evaluation Framework	20 days	KICD
5.	Technical support in developing Curriculum support Materials for Teacher Education	Curriculum support materials for Teacher Education developed	No. of materials developed for Teacher Education	30 days	KICD
6.	Technical support on digitization of content and curriculum support materials including content and materials for learners with special needs	Digitized content and curriculum support materials for learners with special needs	No. of digitized content and curriculum support materials for learners with special needs	30 days	KICD

9.0 ELIGIBILITY REQUIREMENTS FOR THE CONSULTANCY FIRM:

- i. The core team should be comprised of at least 5 qualified professionals with no less than a Master's Degree in Education and Research in Education in the following areas:
 - a) Education Management Specialist/ Competency Based Advisor;
 - b) **2 (Two)** Curriculum development Specialists/Subject Specialists;
 - c) Education Technology (Edtech) Specialist;
 - d) Monitoring and Evaluation Specialist.
- ii. The firm shall demonstrate evidence (contracts and recommendations from past clients)) of having supported national curriculum development/review and development of curriculum support materials in other contexts; preferably the African context.
- iii. The firm shall show documented (contracts and recommendations from past clients)) experience in designing Competency Based Curriculum (CBC);
- iv. The firm shall demonstrate the capacity in terms of resources/materials, its competencies and time to support KICD in design, implementation and evaluation of CBC;
- v. The firm shall demonstrate capacity to support KICD in digitization of curriculum designs and curriculum support materials including provision for learners with special needs.
- vi. Strong interpersonal, communication, analytical and report writing skills;
- vii. Must be committed to adhering to the agreed timelines and the provisions of the KICD Act, 2013.

The **locally registered firms (Kenyan Firms)** to submit the following statutory documents: -

- I. Copy of Company Registration Certificates (registered company incorporated in Kenya under the Companies Act CAP 486).
- II. Copy of Valid Tax Compliance Certificate,
- III. Copy of company's list of directors, beneficial owners, name of proprietor or names of partners (Copy of CR12) issued within the last one year and showing the list of directors
- IV. In case of Joint venture, attach joint venture agreement

FOR FOREIGN FIRMS, PROVIDE EQUIVALENT OF THE ABOVE WHERE APPLICABLE.

6.0 TEAM COMPOSITIONS AND QUALIFICATIONS REQUIRED FOR THE KEY EXPERTS:

The team will comprise of the following key experts:

1) Education Management Specialist/ Competency Based Curriculum advisor

who will be the lead expert with a Doctorate specializing in Curriculum development and over 10 years of relevant professional experience, particularly in the area of Competency Based Curriculum development and assessment, proven professional experience in design, development and implementation of CBC.

2) 2 (Two) Curriculum development Specialists/Subject Specialists

Holders of a Masters or corresponding degrees with a minimum of ten (10) years' in any of the specialized field e.g. Science and Mathematics, Technical studies, Humanities, Sports, performing Arts, Teacher Education and Languages.

3) Education Technology (Edtech) Specialist

Holder of a Master's Degree in Educational Technology with a minimum of ten (10) years' experience in development and content digitization and adaptation of materials for use by learners with disabilities.

4) Monitoring and Evaluation Specialist

A Holder of a relevant post-graduate university degree in Monitoring and evaluation, at least 10 years' experience in monitoring and evaluation in education projects/programs.

11.0WHAT THE CONSULTANT SHOULD SUBMIT

- a) A proposal demonstrating understanding of the scope of work, and proposed work-plan indicating timelines against deliverables;
- b) CVs of the Team Leader and core team of at least 8 members;
- c) A quotation indicating the cost of the assignment; (Not to be submitted at EOI stage after notification of EOI shortlisting and invitation for participation in Technical and financial stage (RFP).
- d) Profile indicating previous consultancies and references.

12.0 KICD INPUT AND COUNTERPART PERSONNEL

- i. Information on the KPEELP Project and overall implementation of CBC by Kenya Institute of Curriculum Development (KICD);
- ii. A copy of the Basic Education Curriculum Framework (BECF) (KICD,2017) and any other relevant documents.
- iii. Previous Monitoring and Evaluation reports for the various levels for the previous years.
- iv. Staff, rooms and facilities for workshops and meetings.

13.0 PAYMENT SCHEDULE

<i>S/No.</i>	<i>Deliverables</i>	<i>Payments</i>
1.	<i>Upon submission and adoption of an inception report and work plan with timelines on undertaking of all the tasks in the TOR</i>	10%
2.	<i>Upon submission and adoption of a comprehensive report on Review of the Basic Education Curriculum Framework (KICD,2017)</i>	10%
3.	<i>Upon submission and adoption of a comprehensive detailed report on the Technical Support to KICD on the development of Curriculum designs for Senior School (Grade 10 -12) ;</i>	30%
4.	<i>Upon submission and adoption of a comprehensive report on reviewing a monitoring and evaluation framework</i>	10%
5.	<i>Upon submission and adoption of a comprehensive report on design and development of curriculum support materials in Teacher Education, based on Global Best Practices.</i>	10%
6.	<i>Upon submission and adoption of a comprehensive report on digitization of content and curriculum support materials including content and materials for learners with special needs.</i>	10%
7.	<i>Upon submission and adoption of a comprehensive detailed final report</i>	20%

14.0 REPORTING

- i) The consulting firm and KICD will agree on the dates for regular meetings. It is estimated that at least one such meeting will take place every three (3) months throughout the assignment but the frequency may increase depending on the on-going activity.
- ii) The firm will work closely with KICD and report to the Chief Executive Officer (CEO), KICD.
- iii) The consulting firm will submit reports and documents to the CEO and the KICD KPEELP technical working team focal person as may be required from time to time

15.0 METHODOLOGY

The firm must provide, in the Request for Proposals (RFP), a clear detailed description of:

- i. The methodology to be employed in undertaking the assignment for the three phases: -
 - a. Design
 - b. Implementation strategy and work plan.
 - c. Monitoring and Evaluation schedule
- ii. The matrix of personnel in each phase that will be required to complete the assignment in the specified time.

b). Expression of Interest (EOIs) accompanied with detailed CVs and copies of relevant documents and testimonials should be submitted in plain sealed envelope clearly marked with the contract reference number and title of the consultancy in two sets.

16.0 APPLICATION PROCEDURE

Applications accompanied by detailed CVs and copies of relevant documents and testimonials should be submitted in a plain sealed envelope clearly marked and sent to the address below:

CONSULTANCY: CONSULTANCY FOR STRENGTHENING THE IMPLEMENTATION OF COMPETENCY BASED CURRICULUM CBC (KPEELP- P176867):

And sent to the address below:

The Principal
Secretary, Ministry of
Education
State Department for
Basic Education, Attn:
Head of Supply Chain
Management
Postal Address: P.O. Box 30040, Nairobi, Kenya
Code: 00100
Tel -020-318581
Email: ppo@education.go.ke