



**REPUBLIC OF KENYA  
MINISTRY OF EDUCATION**

**STATE DEPARTMENT FOR TECHNICAL, VOCATIONAL EDUCATION AND TRAINING**

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**EAST AFRICA SKILLS FOR TRANSFORMATION AND REGIONAL INTEGRATION  
PROJECT (EASTRIP)**

**TERMS OF REFERENCE (ToRs) FOR TECHNICAL ASSISTANCE TO CONDUCT SKILLS  
MAPPING FOR EASTRIP SKILL AREAS**

**PROJECT BACKGROUND**

The Government of Kenya received financing from the World Bank towards meeting the cost of implementing the East Africa Skills for Transformation and Regional Integration Project (EASTRIP) in Kenya through the Ministry of Education (MoE). The project, whose Project Development Objective (PDO) is to increase the access and improve the quality of TVET programs in selected regional flagship TVET institutes and to support regional integration in East Africa was approved on October 30, 2018 and is expected to close on **December, 31st 2026**

In Kenya, the selected Regional Flagship TVET Institutes are; KenGen Geothermal Institute (Geothermal, Oil and Gas), Kenya Institute of Building & Highways Technology (Infrastructure Roads & Highways), The Kisumu National Polytechnic (Manufacturing-Textile and garment making), The Meru National Polytechnic (Building Technology) and The Kenya Coast Polytechnic (Blue Economy & Marine Technology).

Overall, the project aims to benefit the following groups of beneficiaries:

- a) Students enrolled in selected Regional Flagship TVET Institutes and their partner institutions (non-project TVET institutes) in the country and across the region.
- b) Employers and targeted industries that will have access to a skilled workforce matched with their needs and standards.
- c) Faculty and staff from the selected Regional Flagship TVET Institutes whose academic, technical, management, and pedagogical skills will be upgraded and who will function in an improved teaching environment with upgraded facilities and can exchange knowledge and staff with other EASTRIP flagship TVET institutes and countries.
- d) Students, faculty and staff in non-project TVET institutes partnering with the selected flagship TVET institutes who will benefit from knowledge sharing in good TVET management, program development, and instructional practices and from sharing of standards, curriculum, and training facilities.
- e) Public and private TVET institutes within the East Africa region that will have access to a network of specialized trainers, a framework of core curricular competencies, quality assurance

standards, and state-of-the-art facilities for up-to-date training of the workforce in priority sectors in the region.

By the end of the six-year investment period, all the 16 flagship institutes under the project will have at least doubled their capacity and be able to collectively enroll 20,000 students on an annual basis in both long-term and short-term training programs in the targeted disciplines. Cumulatively, the project will have directly benefitted close to 60,000 students.

It is also projected that at least 30 percent of the enrollment will be female students. At least 310 staff will benefit from industrial attachment programs and 230 staff will benefit from foreign exchange program at the end of the project.

Furthermore, the project will indirectly benefit all students who are enrolled in the flagship institutes due to the improved management, teaching, and infrastructure. Finally, the project will benefit students and faculty who are in non-project TVET institutes that have partnership arrangements with the flagship TVET institutes. Employers in the targeted industries will also benefit from an expanded and more qualified pool of skilled labor.

### **Project Components**

The PDO and results will be achieved through financing and implementation of activities grouped under the following three components and priority sectors i.e. transport, energy, manufacturing including agro-processing, and ICT.

#### **Component 1: Strengthen Selected Regional Flagship TVET Institutes Development**

This component is designed to strengthen the capacity of the selected Regional Flagship TVET Institutes to produce high-quality skills for the regional sector markets in railway, highway, port management, energy, light manufacturing, and ICT. Training programs will be developed based on standards and qualifications recognized by the industries operating in the East Africa regional or international markets. Each flagship TVET institute will have a specific specialization with a set of training qualifications and enable students from countries across the East Africa region to join the programs. This will reduce the cost of skills provision through economies of scale.

Transformation of these flagship TVET institutes to serve the regional markets and corridors will require action along the following lines: (a) understanding the demand-side skills requirements of the regional markets and identifying specific skills and qualifications that the TVET institute will focus on; (b) understanding the capacity gaps in the TVET institute in terms of faculty, curriculum, provision of training facilities, and governance and management; (c) rallying the institutional and national support for the institutes for their new roles as the regional flagship TVET institutes; and (d) developing and implementing the institutes' 5-Year Strategic Investment Plans (SIPs) in close collaboration with industries that would ensure the provision of key inputs for the institutes transformation and delivery of skills.

The component will finance the development and implementation of institute-specific SIPs. Drawing on international 'best practices' of TVET institutional reform, SIP guidelines will be developed to promote a virtuous and sustainable cycle of demand-driven TVET program development and implementation, along five interrelated subcomponents: (a) strengthening governance and management, (b) institutionalizing industrial linkages at TVET institute and program levels, (c) developing market-relevant and competency-based training programs (modularized if possible), (d) training managers and teachers/trainers to upgrade their technical knowledge and practical skills, as well as to promote student-centered pedagogy and ICT competency, (e) providing key training equipment and facilities, and (f)

providing outreach and support for non-project national TVET institutes to maximize the spillover effects of the Project.

Moreover, contents of the training as well as procurement of equipment will incorporate the potential impact of climate change such as droughts, flooding, and extreme precipitation through creating and teaching a disaster recovery plan and special protocol for the machine operation in case lack of water and flooding affect the training center as well as machines.

The Project will explicitly encourage innovation and use of technology in the delivery of training and in promoting innovation and in-house production. These include potentially the use of Fab Lab30 models, smart classrooms, project-based learning, virtual reality technology, and provision of simulation training facilities such as the simulation power transmission station to provide the students and faculty a work environment close to real life to maximize the training impact.

### **Component 2: Creating National TVET enabling environments**

An inadequate national enabling policy environment is a critical constraint to service delivery at the TVET institutes. For example, for the students and faculty to move across countries, ministries of education need to develop policies and guidelines on mutual recognition of qualifications. In addition, for the institutes to develop new programs, the capacity in the national TVET accreditation body will need to be strengthened so that national standards are available and efficient processes can be used to approve the programs.

Therefore, under this component, the project will finance the development of policy and guidelines to facilitate student, graduate, and faculty mobility and industrial partnership and strengthen the capacity of national agencies that are responsible for the approval of occupational standards, model curriculum, and accreditation of TVET programs. The project will finance interventions in four subcomponents: (a) strengthening national TVET quality assurance, as it relates to the regional flagship TVET institutes, (b) capacity building for TVET policy development and implementation, (c) promoting regional integration, and (d) facilitating national project coordination and M&E. In addition, countries will implement annual regional skills competitions following the WorldSkills31 model.

### **Component 3: Enhancing Regional Collaboration in TVET and Project Coordination**

This component seeks to harmonize standards and mutual recognition of qualifications for priority occupations, facilitate students and staff mobility through exchange programs and foster Regional Project Coordination and M&E.

In order to strengthen TVET systems the national component is expected to conduct TVET skills mapping to inform the development of OS , curriculum and assessment system through technical assistance.

### **General Objective**

To identify skills available, skills gaps and mismatches of TVET graduates in order to determine future skills demand in Kenya.

### **Specific Objectives**

1. Identify and map the current skills being trained in Kenya.
2. Identify and map the skills gaps and mismatches.
3. Establish and quantify the current and future skills demand for occupations in the areas in the country.
4. Determine the level of employability of TVET graduates in the skill areas

## 5. Determine future skills anticipation in the skills areas

### Scope of Assignment

The primary output of this technical assistance will be to carry out mapping of skills of TVET graduates, Training programmes and enrolment, Occupations in the industry, Skills gap and mismatches in the industry, TVET graduates' employability and future skills anticipation in the EASTRIP priority areas. The consultant is required to scan all levels of skills qualifications in EASTRIP skill areas.

### Timeframe and Reporting

The expected consultancy duration is **6 Months** starting from **the date of the contract signing**. The consultant will report to the EASTRIP National Project Coordinator at the Ministry of Education; State Department for Technical Vocational Education and Training.

### Deliverables

	<b>Activity</b>	<b>Deliverables</b>	<b>Timelines</b>	<b>% Payment</b>
1	Develop an inception report illustrating the methodology, plan and timelines for the assignment	Inception report showing clearly how the following shall be captured: <ol style="list-style-type: none"> <li>1. Identification and mapping of the current skills being trained in RFTIs.</li> <li>2. Identification and mapping of skills gaps and mismatches.</li> <li>3. Establishing and quantifying the current and future skills demand for occupations in the five (5) skills areas in the country.</li> <li>4. Determination of the level of employability of TVET graduates in the skill areas</li> <li>5. Determination of future skills anticipation in the skills areas</li> </ol>	End of 1 months	20%
2	Carry out a skills mapping in the five (5) RFTIs	Skills Mapping progress report	End of 2 months	40%
3	Carry out a skills analysis in the industries of the priority sectors	Preliminary report on the labour market (Bureau of Statistics, Ministry of Labour, World Bank, UNESCO report, FKE, TVET agencies), and industries	End of 3 months	
5	Presentation of the draft report to key stakeholders	Stakeholder engagement and acceptance report	End of 4 months	20%

6	Final Skills Mapping report	Final report showing: <ol style="list-style-type: none"> <li>1. Current skills being acquired by the enrolled trainees</li> <li>2. Skills gaps and mismatches</li> <li>3. Current and future skills demand</li> <li>4. Level of TVET graduate's employability</li> <li>5. An inventory of future skills anticipation in the skills areas</li> </ol>	End of 5 ½ months	20%
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**Note:**

- i. *The consultant should present 10 hard copies and a soft copy to the EASTRIP project coordinator at the end of the consultancy*
- ii. *The final reports and related annexes shall be submitted to the client after endorsement by the stakeholders in validation workshops to be organized in liaison with the Ministry.*
- iii. *Kindly note that the two weeks difference between the time frame and the deliverable schedule is for making the necessary adjustment to the document before final submission. However, it's construed that the consultant will have submitted necessary documentation of the contract.*

**Team Composition, Qualifications, and Requirements**

Applying institution/ firm must meet the following criteria; to undertake this assignment, the consultancy firm will require to provide the following key experts amongst its consulting team:

- Minimum 8 years of working experience in conducting skills mapping
- Knowledge of the Kenya TVET and skills context
- Capable of recruiting national and international experts with a high level of relevant expertise in related fields
- Proven technical expertise and experience in TVET education research in Kenya
- Experience working with international organizations is an added bonus

**Consultancy Team Profiles**

To undertake this assignment, the consultancy firm will require to provide the following key experts amongst its consulting team: -

**a) Team Leader**

Should have experience of leading consultancy assignments involving development of frameworks. Overall responsibility of the team leader will be to guide the development of the inception report and design the delivery of the final deliverables of the assignment. He / she will coordinate the overall work and be responsible for the quality assurance of the deliverables. The team leader will provide guidance, technical support and oversight to the team of key experts and other short-term consultants throughout the assignment delivery period and specifically ensuring agreed methodologies and development of assigned tasks and deliverables before the set deadlines.

### **Qualifications:**

1. The Lead Consultant should have a minimum of a Master's degree with a major in a relevant discipline.
2. Experience in skill mapping and having done similar works in the last 5 years preferably in TVET sector.
3. Evidence of good analytical understanding of the process of skill mapping
4. Evidence of technical knowledge of current trends and systems in TVET sector
5. Demonstrate knowledge and understanding of Labour Market analysis.
6. Exceptional degree of integrity, judgment and tact
7. Understanding of Donor Funded Projects, policies and practices in the TVET Sub Sector.
8. Experience in stakeholders' engagement from various sectors ranging from the public sector, private sector, TVETs;
9. Excellent communication, presentation, report writing and analytical skills

### **b) TVET Specialist**

This key expert will be the TVET policy advisor to the core team of Specialists and ensure that the assignment is delivered in line with the Government of Kenya TVET policy and law.

He / She should have: -

- A master's degree in a TVET Technical discipline
- At least 3years of experience in working in TVET subsector.
- Demonstrated knowledge and understanding of the wide TVET sector, policy and laws in Kenya.
- Demonstrated knowledge and skills in TVET Reforms.
- General knowledge of infrastructure requirements of various TVET programmes
- General Knowledge and experience in costing of TVET programmes.

### **c) Strategic Planning Specialist**

The role of this specialist is to review the overall strategic plans for the RFTIs and assess the accommodation of the frameworks within the overall context of the Organisational Strategic Plans.

He / She should have: -

- A Master's degree in Business Administration, Development Economic, Project Planning and Management or a relevant field.
- At least three years of experience in management of technical assistance or consultancy assignment.
- Prior experience in strategic planning and organisational assessment.

### **d) Statistician Analyst**

The role of this specialist is to carry out data collection, data analysis, trend analysis and developing tools for data collection.

- A Master's degree in statistics or any relevant field.
- At least three years of experience in data collection, analysis, Research and Survey.
- At least three years of experience in monitoring and evaluation.

### **e) Human Resource Management Specialist**

This specialist should give support in the Human Resource Management requirement of the framework.

He / She should possess-

- A Master's degree in Human Resource Development.
- At least 3 years of experience in organisational design and restructuring.
- Experience in Change Management.
- General knowledge in Framework Development.
- Experience in review of organisation structures to ensure delivery of Strategic Planning/Education Planning and Management.

#### **Notes**

a) The successful consultant should be willing to work in an interactive and flexible manner with the National Project Coordination Unit (NPCU) and other key project implementing agencies (RFTIs).

b) A detailed curriculum vitae and testimonials of the Lead Consultant, Key Specialists and Back Stoppers shall be attached for reference.

#### **Obligations of the State Department for TVET**

Provide:

- Logistical support such as workshop venues during presentation of documents, introduction letters and other statutory correspondences.
- EASTRIP Project Appraisal Document (PAD)
- EASTRIP Project Operational Manual (POM)
- Regional Flagship TVET Institutes' Strategic Investment Plans (SIPs)

#### **Payment Schedule**

The payment shall be subject to verification and approval by the National Project Coordination Unit (NPCU) through a formal acceptance of the deliverables. The consultant shall receive part-payments on achievement of milestones/deliverables as prescribed in the deliverable above.