



KENYA INSTITUTE OF CURRICULUM DEVELOPMENT

TITLE: CONSULTANCY FOR DEVELOPMENT AND INTRODUCTION OF A COMPETENCY BASED CURRICULUM FOR GRADES 4 TO 9 UNDER THE SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP- P160083):

CONTRACT NO: MOE/KICD/SEQIP/EOI/01/2017-2018

PROCUREMENT METHOD: QUALITY AND COST-BASED SELECTION (QCBS) METHOD

Project ID: SEQIP-P160083

Duration: 120 Days

TERMS OF REFERENCE

1.0 Background

The Government of Kenya through the Ministry of Education and the World Bank have designed a six- year project aimed at improving retention in the upper primary education and increased transition in Secondary Education for the vulnerable children living in the Marginalized areas.

The 6-year project aims to provide specific interventions in Key areas of the sub-sector and is intended to provide catalytic funding to improve transition from primary to secondary education in targeted areas, and system readiness for implementing education reforms. The Project Development Objective (PDO) is to improve student learning in secondary education and transition from primary to secondary education in targeted areas. The PDO will be measured through three key project performance indicators namely: (i) average student test score in science subjects at Form 2 at public schools in targeted sub-counties; (ii) average student test score in mathematics at Form 2 at public schools in targeted sub-counties; and (iii) transition from primary to secondary education in targeted sub-counties. Overall, implementation of the proposed project will be the responsibility of the Ministry of Education (MoE) state department of Basic Education.

The key performance indicators are: (i) Increased retention at upper primary levels in targeted areas; (ii) Increased transition from primary to secondary in targeted areas, and (iii) Satisfactory completion of competency-based curricula pilots in selected grades. The interventions in the project will target four main components;

Component 1: Improving Quality of Teaching in Targeted Areas

- (i) Subcomponent 1.1: Reducing teacher shortage
- (ii) Subcomponent 1.2: Enhancing teacher professional development
- (iii) Subcomponent 1.3: Provision of textbooks

Component 2: Improving retention in upper primary school and transition to secondary schools in targeted areas

- (i) Subcomponent 2.1: Improving school infrastructure
- (ii) Subcomponent 2.2: Improving retention in upper primary school and transition to secondary school of poor and vulnerable students

Component 3: System reform support

- (i) Subcomponent 3.1: Development and introduction of a competency-based curriculum
- (ii) Subcomponent 3.2: Strengthening of national system for monitoring learning progress and national examinations

Component 4: Project management, coordination, monitoring and evaluation

- (i) Subcomponent 4.1: Project management, coordination, and communication
- (ii) Subcomponent 4.2: Research and monitoring and evaluation

2.0 Project Description

The proposed project will be implemented by multiple education agencies including Ministry of Education (MoE) Headquarters, Teachers Service Commission (TSC), Kenya Institute of Curriculum Development, Kenya Institute of Special Education (KISE), Kenya Institute of Education Management (KEMI), Centre for Mathematics, Sciences and Technology Education in Africa (CEMASTE) and the Kenya National Examinations Council (KNEC). KICD's major role is to develop curriculum and curriculum support materials for all levels of education apart from the university, retooling of teachers on the new curriculum, monitoring and evaluation of the curriculum implementation process and evaluation of curricula and curriculum support materials. The development of curriculum is undertaken through panels, whose membership is also drawn from the Directorate of Quality Assurance and Standards (MoE), the KNEC, KISE, teacher training institutions and practising teachers registered and employed by TSC. KEMI, CEMASTE and TSC in addition to the other agencies mentioned will play a critical role in building the capacity of teachers through retooling and continuous professional development before and during the implementation of the competency-based curriculum as well as in the monitoring and evaluation. KNEC will develop tools for assessment of the new curriculum and capacity build the teachers on the

3.0 System Reform Support

The GoK has supported the development and introduction of a competency-based curriculum for Early Years Education (EYE). This was successfully accomplished through concerted efforts from varied stakeholders. The curriculum was piloted in 470 schools in 47 counties from PP1 to grade 2 in 2017. In 2018 the second phase of the pilot covers the whole country and is from PP1 to grade 3 in schools which piloted in 2017 and up to grade 2 in all the other schools. The Institute is set to develop and roll out a competency-based curriculum for grades 4 to 6 in 2018 and grades 7 to 9 in 2020 drawing from lessons learnt during development and introduction of EYE curriculum.

SEQIP will provide KICD financial assistance to continue the reform of the curriculum by developing the new CBC and related support materials for upper primary education (grades 4 to 6) and lower secondary education (grades 7 to 9). To this effect, during the academic year 2018, SEQIP will finance the development of the scope and sequence charts and curriculum designs for grade 4-6 and the development of related support materials for grade 4. For purposes of continuity, it is prudent to engage the services of a consultant who understands the CBC for Early Years Education (EYE). This is based on the need to link CBC for EYE to CBC for middle school (Grades 4 to 9).

During the academic year 2019, KICD will roll out the new curriculum for grade 4 and will develop the support materials and train teachers for grade 5. During the academic year 2020, KICD will roll out the new curriculum for grade 5 and will develop, prepare, and produce training materials; train trainers; and train teachers for grade 6. During the academic year 2021, KICD will roll out the new curriculum for grade 6 and will develop support materials and train teachers on the CBC for grade 7. During the academic year 2022, KICD will roll out the CBC in grade 7 and develop support materials and train teachers for grade 8. During the academic year 2023, KICD will roll out the CBC in grade 8 and develop support material as well as train teachers for grade 9. The consultancy will focus on the key objectives of the system reform.

4.0 Objectives of the Consultancy

The objectives of the consultancy are to:

- i. Review the ongoing interventions for Competency Based Curriculum(CBC) for grades 1 to 3 to inform planning and execution for the CBC for grades 4 to 9;
- ii. Based on global good practices and evidence for effective CBC, provide technical skills on CBC curriculum development and assessment to KICD specifically for grades 4 to 9;
- iii. Develop training modules or manuals on competency-based curriculum for training of curriculum developers and other educational stakeholders on development of a CBC specifically for grades 4 to 9. The training manuals should also be ICT based for uploading on the KICD e-cloud to facilitate self-learning by the developers as need arises;
- iv. Train relevant panellists of grades 4 to 9 in learning areas in languages, humanities, STEM, performing and visual arts.
- v. Support KICD in developing a detailed and costed roll out plan for CBC in grades 4 to 9;
- vi. Formulate a monitoring and evaluation process and tools for the CBC roll out, and train curriculum developers on the same;
- vii. Based on global good practices and evidence, support KICD and KNEC in the development and testing of relevant assessments framework and tools for Competency Based Curriculum in grades 4 to 9; and

- viii. Support KICD to align the CBC and assessment to Primary teacher training colleges grades to the proposed CBC for pre-service primary teacher training.

5.0 Selection of Consultants

One consulting firm will be contracted to provide technical advice on development and introduction of a Competency Based Curriculum (CBC) for grades 4 to 9. The selection will be done 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 guidance of the KICD Chief Executive Officer, the consultant shall:

- i. Examine the sub-component 3.1 and determine the requirements that must be met to support its objectives (develop a CBC for grades 4 to 9; roll out CBC for grades 4 to 9 in respective years starting in year 2019 for grade 4);
- ii. Train curriculum developers at KICD on CBC;
- iii. Together with KICD curriculum developers, train panels for all learning areas in middle school (grades 4 to 9);
- iv. Guide development of scope and sequence charts for all learning areas in middle school (grades 4 to 9);
- v. Guide development of curriculum designs for all learning areas in middle school (grades 4 to 9);
- vi. Guide curriculum developers on monitoring and evaluation of the implementation process;
- vii. Provide expertise on assessment of Competency Based Curriculum;
- viii. Guide and support KICD on the induction and orientation of teachers of Grades 4 to 9 on CBC.

7.0 Consultancy Deliverables

- i. Report on reviewed status of Grades 1-3 and recommendations on way forward for grade 4-9 based on the status
- ii. An inception report and work plan with timelines on undertaking of all the tasks in the TOR; - Technical support deliverable
- iii. Training manual and or modules in print and electronic formats
- iv. A detailed and costed workplan including timelines on development and roll out of CBC in grades 4 to 9
- v. A detailed report of all trainings done and the subsequent monitoring and evaluation of the process
- vi. CBC Scope and sequence charts for all learning areas for grades 4 to 9;
- vii. CBC designs for all learning areas for grades 4 to 9;
- viii. A detailed final report on all the activities leading to, and including development and roll out of the CBC in grades 4 to 9; monitoring and evaluation of the implementations.
- ix. Induction manuals for teachers in print and electronic format.

- x. Guidelines for mentorship of teachers in middle school (Grades 4 to 9)

8.0 Work plan and Timeframe

The assignment is expected to take an estimated period of 120 days spread over a period of four (4) years, upon submission of an inception report to the presentation of the final draft to Project Management Unit as table provided:

S/NO.	Project Deliverables	Target Due Dates	Estimated No. of Days	Review and Approvals Required
1	Development and approval of TOR	January/February 2018	10 days	KICD/World Bank
2	Advertisement and evaluation of bid	February/March 2018	30 days	KICD/World Bank
3	Contract Award	April 2018	14 days	KICD/World Bank
4	An inception report and work plan with timelines on undertaking all the tasks in the TOR	April 2018	10 days after submission of an inception Report	KICD
5	Training KICD curriculum developers on CBC	April 2018	5 days	KICD
6	Training grades 4 to 6 Panellists on CBC	April 2018	5 days	KICD
7	Developing scope and sequence charts for CBC grades 4 to 6	May 2018	10 days	KICD
8	Developing CBC designs for grades 4 to 6.	May 2018	10 days	KICD
9	Editing CBC designs for grade 4 to 6	May/ June 2018	5 days	KICD
10	Training Grades 7 to 9 Panellists on CBC	March 2019	5 days	KICD
11	Developing scope and sequence charts for CBC grades 7 to 9	April 2019	10 days	KICD

12	Developing CBC designs for grades 7 to 9.	April 2019	10 days	KICD
13	Editing CBC designs for grade 7 to 9	May/ June 2019	5 days	KICD

9.0. Requirements for eligible potential firms:

- a) Must be registered as a legal entity
- b) Possess Tax Compliance certificate.
- c) Audited financial statements for the last three years.
- d) Implemented CBC curriculum for the last five (5) years (provide evidence).
- e) Implemented similar assignments undertaken (provide evidence).
- f) The lead consultant should have a minimum of 10 years of international Competency based curriculum experience
- g) Attach CVs and testimonials for the lead consultant.

10.0 Staff Requirements / Team Composition

- i. The consulting firm should have a (lead expert)with a Doctoral Degree 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, designing and implementing in-depth training programmes, ability to research, analyze, evaluate and synthesize complex information and data, proven ability to package clear and coherent technical reports, ability to facilitate multiple consultative for a and keen understanding of and experience in working with Government agencies, ministries and multiple stakeholders
- ii. Other key staff required include: a holder of doctoral or master’s degree in curriculum development, research monitoring and evaluation specialist.
- iii. Firms implementing programmes in the target project area will have an added advantage.

11.0 What the consultant should submit

- i. Certificate of incorporation
- ii. Valid tax compliance certificate
- iii. Valid business permit
- iv. A proposal demonstrating understanding of the scope of work, proposed work plan indicating timelines against deliverables.
- v. A quotation indicating the cost of each of the assignments as tabulated in the above table.
- vi. Profiles/CVs indicating number and qualifications of the relevant staff
- vii. Profiles/CVs indicating previous consultancies and references

12.0 KICD Input and Counterpart Personnel.

- i. The consultant will be provided with relevant and existing information on the SEQIP Project by Kenya Institute of Curriculum Development (KICD)
- ii. KICD will provide the consultant with a copy of the Basic Education Curriculum Framework (BECF)
- iii. KICD will facilitate a one- day review and validation workshop of the draft documents prepared by the consultant.
- iv. KICD will arrange, invite and facilitate panelists for meetings, workshops and or seminars.

13.0 Payment Schedule

This will be mutually agreed between the firm and KICD during negotiation but a proposed schedule is presented in the table provided:

S/N	Deliverables	Payment
1.	Upon submission and adoption of an inception report and work plan with timelines on undertaking of all the tasks in the TOR	10%
2.	Upon submission and adoption of a comprehensive detailed report on training of KICD curriculum developers; panellists of all the learning areas in grades 4 to 6; development of CBC scope and sequence charts for grades 4 to 6; and development of CBC designs for grades 4 to 6.	40%
3.	Upon submission and adoption of a comprehensive detailed report on training of panellists of all the learning areas in grades 7 to 9; development of CBC scope and sequence charts for grades 7 to 9; and development of CBC designs for grades 7 to 9.	40%
4.	Upon submission and adoption of a comprehensive detailed final report on the sub-component 3.1	10%

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 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 SEQIP technical working team focal person as may be required from time to time.

15.0 Methodology

a). The firm must provide, in the 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). 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.

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Reference: MOE/KICD/SEQIP/EOI/01/2017-2018;

And sent to the address below:

THE CHIEF EXECUTIVE OFFICER
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So as to reach him on or before (date to be indicated in EOI)

HEAD OF PROCUREMENT
FOR: DIRECTOR/CHIEF EXECUTIVE OFFICER