



**GOVERNMENT OF THE REPUBLIC OF KENYA**

**MINISTRY OF EDUCATION**

**SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR  
GRADE SIX (6) COMPETENCY BASED CURRICULUM (CBC) COURSE  
MATERIALS**

**2021 EDITION (REVISED)**

April 2021



**KENYA INSTITUTE OF CURRICULUM DEVELOPMENT  
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## DOCUMENT 1

### INVITATION TO SUBMIT COURSE MATERIALS FOR EVALUATION AND APPROVAL

The Kenya Institute of Curriculum Development (KICD) wishes to invite Publishers registered or legally represented in Kenya to download the ***Submission, Evaluation and Approval Procedures for Competency Based Curriculum Course Materials 2021*** Edition from the KICD Website. These Procedures will enable interested Publishers submit course materials proposals for evaluation and approval. Publishers are therefore invited to submit proposals for suitable Course materials to the KICD in accordance with the requirements and timetable established in the Procedures.

The ***Submission, Evaluation and Approval Procedures for Grade 6 Competency Based Curriculum Course Materials 2021*** Edition may be obtained from the KICD Website [www.kicd.ac.ke](http://www.kicd.ac.ke)

#### **Submissions are required for Primary level:**

For the purpose of logistics, Publishers wishing to submit materials are required to inform the Director KICD/CEO by **20<sup>th</sup> April, 2021**.

Publishers' submissions for any of the listed learning areas for evaluation and approval must be made not later than **12p.m(Noon) on 27<sup>th</sup> April 2021**. Each submission will be accompanied by the non-refundable appropriate evaluation fees per Course material proposal in Banker's Cheque drawn in favour of the Director, KICD.

Course materials received will be opened/announced in the presence of submitting Publishers who wish to attend at **2.00 p.m. on 27<sup>th</sup> April 2021** at the, KICD, Desai Road off Murang'a Road, Nairobi, KENYA. Any submissions coming after the deadline will not be received.

All enquiries should be directed to:

#### **The Director/ Chief Executive Officer**

Kenya Institute of Curriculum Development

P.O. Box 30231 – 00100

NAIROBI – Kenya

Tel: (254 020) 3749900 – 3, +254 729327334

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## DOCUMENT 2

### SUBMISSION, EVALUATION AND APPROVAL OF COMPETENCY BASED CURRICULUM COURSE MATERIAL TIMETABLE

NO	ACTIVITY	PROPOSED DATES	STATUS/NEW DATE
1	Formal invitation of Submission announcement to KPA and in the national print media	18 <sup>th</sup> March 2021	DONE
2	Publishers' Conference	22 <sup>nd</sup> March 2021	DONE
3	Notification of material submission by interested publishers	24 <sup>th</sup> March 2021	18 <sup>th</sup> April 2021
4	Deadline for clarification on Submission Procedures	25 <sup>th</sup> March 2021	20 <sup>th</sup> April 2021
	Deadline for submission of Publishers' proposals	15 <sup>th</sup> April 2021 (12 P.M)	27 <sup>th</sup> April 2021 (12:00 PM)
	Formal submission opening (one representative)	15 <sup>th</sup> April 2021 (2 P.M)	27 <sup>th</sup> April 2021 (2:00 PM)
8	Completion of Evaluation process	4 <sup>th</sup> May 2021	16 <sup>th</sup> May 2021
9	Approval of evaluation panel's recommendation by KICD Council	6 <sup>th</sup> - 12 <sup>th</sup> May 2021	16 <sup>th</sup> – 20 <sup>th</sup> May 2021
10	Release of Evaluation Results	14 <sup>th</sup> May 2021	21 <sup>st</sup> May 2021
11	Submission of corrected copies	23 <sup>rd</sup> June 2021	23 <sup>rd</sup> July 2021
12	Final date for receiving any appeals	21 <sup>st</sup> May 2021	28 <sup>th</sup> May 2021
13	Final date of KICD to respond to any appeals	28 <sup>th</sup> May 2021	4 <sup>th</sup> June 2021
14	Preparation, Publication and Printing of approved course materials by Publishers	24 <sup>th</sup> July to 23 <sup>rd</sup> September 2021	24 <sup>th</sup> July to 23 <sup>rd</sup> September 2021
15	Books distributed to schools	28 <sup>th</sup> September 2021 to 24 <sup>th</sup> December 2021	28 <sup>th</sup> September 2021 to 24 <sup>th</sup> December 2021

## DOCUMENT 3

### SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR GRADE 6 COMPETENCY BASED CURRICULUM COURSE MATERIALS

This document provides details under which Publishers will submit print course material proposals for evaluation and approval for Competency Based Curriculum for Primary Schools.

#### 1.0 Eligibility

Submissions will only be accepted from qualified Publishers. Qualified publishers are those who are legally incorporated and registered in Kenya and who can provide, a valid certificate of incorporation and legal operation<sup>1</sup>. There should be evidence to show that the Publisher has business premises (physical address, google maps locator).

#### 2.0 Definition of Approved Course materials for the Competency Based Curriculum

Approved course material status (Learner's Book and Teacher's Guide), is one which has been evaluated and approved by KICD in accordance with the specified procedures, methodology and evaluation criteria for the Competency Based Curriculum as contained in Documents 4 and 5.

#### 3.0 Duration of Approved Course Material Status

Any Course material which is awarded 'Approved' status as a result of the evaluation procedures will be **maintained** on the approved list for as long as there are no major changes in the referenced curriculum.

#### 4.0 The Maximum Number of Approved Print Course Material for any Learning Area

It is the policy of the KICD to maintain the widest possible choice of course materials from which learning Institutions can select the titles that they wish to use. Course materials evaluation will therefore be competitive, with the best scoring titles being approved provided that minimum threshold quality requirements have been met.

#### 5.0 Learning Areas for which Course Material Submissions are required

##### 5.1 Grade 6

- i) English
- ii) Kiswahili
- iii) Kenya Sign Language (for learners with hearing impairment)
- iv) Home Science
- v) Agriculture

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<sup>1</sup> Proof of company registration will require the production of a certified copy of the company registration certificate.

- vi) Science and Technology
- vii) Mathematics
- viii) Christian Religious Education
- ix) Islamic Religious Education
- x) Hindu Religious Education
- xi) Music
- xii) Art and Craft
- xiii) Physical and Health Education
- xiv) Social Studies
- xv) Life skills
- xvi) Indigenous Languages (All Kenyan languages - **Each language as a stand-alone**)
- xvii) Foreign Languages (Arabic, French, German, Mandarin) (**Each language as a standalone**)

**Note: Each learning area will have a Learner's Book and Teacher's Guide**

## **5.2 Special Needs Education**

### **Foundation level**

- i) Communication, social and pre-literacy skills
- ii) Activities of daily living skills and religious education
- iii) Sensory motor and creative activities
- iv) Orientation and mobility activities
- v) Pre-numeracy activities

**5.3** Learners with physical, visual and hearing impairment will follow the regular curriculum with modifications (adaptations). The course material that will be approved for the ordinary curriculum will be adapted by the publisher for the Special Needs Education (SNE) learners. Publishers should indicate capacity to adapt approved materials for learners with special needs.

## **6.0 Timetable for Submission, Evaluation, Approval and Stock Availability**

Document 2 provides the timetable of deadlines and activities that Publishers are expected to adhere to in submitting proposals and making stock available to supply Schools /Institutions.

## **7.0 The Evaluation and Approval Methodology and Criteria**

This is provided for the information of participating Publishers in **Documents 4 and 5.**

## **8.0 Types of Submission**

Submissions will be new Course materials developed specifically for the Competency Based Curriculum.

## 9.0 Submission Requirements

Publishers are required to submit the following information for each Course material proposal. It should be noted that Course materials submitted for Evaluation and Approval **must** be accompanied by a Teacher's Guide, unless otherwise specified in this document.

The selection of the appropriate category is entirely at the discretion and judgement of the submitting Publisher. No marks will be awarded or deducted on the basis of the category selected by the submitting Publisher. All submissions will be evaluated solely in terms of their suitability for the requirements of the relevant curriculum.

Publishers should note that all sample copies, proofs, annotated manuscript copy or printed page sections submitted for Evaluation and Approval **SHOULD NOT** contain any information that might identify the Publisher or any of the authors. Publishers should therefore remove all titles, authors' names, Publishers' names, logos, etc, from all samples intended to be seen by Evaluation Panels. Any sample copy, proof, annotated manuscript copy or printed page sections with any such writing or marking that can be used to identify the sample as a particular Publisher's sample shall be disqualified from further analysis. Materials for Evaluation will be provided to the Learning Area Evaluation Panels without details of origin. The learning area and intended level must be clearly indicated.

Publishers should also note that the submission should be accompanied by a covering letter specifying how the Course material meets the Competency Based Curriculum requirements. The detailed curriculum requirements and the methodological requirements specified in the curriculum, should also be submitted on un-headed sheets of paper.

### 9.1 Requirements of Samples for Learning and Teaching Materials developed for the Competency Based Curriculum

- 9.1.1 Evidence that the publisher meets Qualification Requirements (**see Section 1.0**) – **1 copy only required.**
- 9.1.2 Learner's course material - Final Laser/Inkjet Proofs of the full Learner's course material, set to type and with all specified art work – 6 spiral bound copies required. It should be noted that these proofs should be submitted **without identifying marks. Each strand should start on a new page separate from any content of another strand**
- 9.1.3 A final proof of the accompanying Teacher's Guide – 6 copies required. All proofs should be submitted **without identification marks. Each strand should start on a new page separate from any content of another strand**

- 9.1.4 An 8-page printed section of final laser/ink jet proofs section demonstrating the printing Quality of the submission must be submitted in support of each title of each submission for Evaluation and Approval.
- 9.1.5 The sample(s) should include text (font types and sizes), maps, photographs, graphs, illustrations, tables and use of colour where applicable. It should also include at least a sample page of Teacher's Guide. It should be noted that the 8-page printed section should be submitted without identification marks. The packaging should clearly indicate all the categories of materials submitted.
- 9.1.6 A statement demonstrating and guaranteeing that the submitted manuscript either meets, or will meet the Physical production specifications set out in **Section 12.1** and the font type specifications set out in **Section 12.2 – 1 copy only required**.
- 9.1.7 A finished Printer's dummy of each title submitted for evaluation demonstrating the format, extent and proposed physical production specifications (**see Section 12**).
- A separate dummy must be submitted in support of each Learner's material and Teacher's Guide title included in the submission for Evaluation and Approval.

Each Dummy should carry a label with the following information:

- a) Learning area;
- b) Grade;
- c) Learner's Book and Teacher's Guide; and
- d) The full Technical Specifications, including format, number of pages, and number of colours planned for cover and text, materials, cover finish and binding style.

In the event that a title or titles have an identical format that applies to other titles submitted for evaluation, or an identical format applicable to titles in another submission, **only one dummy** needs to be submitted to represent the titles with identical formats and extents, provided that the label makes it clear precisely which Learning areas, Level/Grade/Learner's Book /Teacher's Guide the Dummy represents. This applies **only to identical formats**.

A uniform extent for the Dummies may be used as follows:

- a) Saddle stitched books up to 96 pages; and
- b) Thread sewn books glue over 96 pages.



In addition, the Publisher must indicate in the submission the expected extent of the Course materials (Learner's book/Teacher's Guide) to within + or - 16 pages (i.e. a 32-page range).

Learner's books and Teacher's Guides should have separate Dummies even where their extents and formats are identical.

9.1.8 A Statement of the maximum retail price at which the Learner's Book and the Teacher's Guide will be offered for sale, specified in Kenya Shillings. The statement should also include a guarantee that the Maximum specified Retail Price will not be exceeded except under the conditions specified in **Section 15, – only 1 copy required.**

9.1.9 A Statement of Copyright Ownership, or the Ownership of Publication Rights of the Course materials submitted for Evaluation, plus a statement indemnifying the KICD against any claim against them arising from any breach of copyright in material submitted for evaluation or supplied to educational institutions as a result of the award of approved status - **only 1 copy required.**

9.1.10 A list of all authors, advisors, consultants, editors, designers and developers, associated with the Learner's Book and Teacher's Guide submitted for evaluation. This includes name and pseudo/pen names. The publisher takes responsibility of this information - **1 copy only required.**

9.1.11 A Statement that the Publisher will grant a Licence free of charge to the KICD for publication of Braille, large print and talking book editions of the submitted materials, if they are approved; or that the Publisher will itself publish and make available these editions at cost price if requested to do so by the KICD.

All submitting Publishers should note that, whatever the method of Submission, the Evaluation Panels can only evaluate what has been submitted by the Publishers. Thus, if the Evaluation Panels have to evaluate Proofs or Course books that have uncorrected errors, the Panels will treat these errors as mistakes and will penalise them according to the Evaluation rules. The same principle applies to Dummies and Samples submitted for Evaluation against Technical Specifications. Publishers must take full responsibility for the accuracy and completeness of everything submitted for Evaluation.

The KICD reserves the right to disqualify any approved Course Materials where the format, extent, page layout, font type, font sizes or basic Physical Production specifications vary significantly from those Evaluated and Approved as part of the Submission for Evaluation and Approval.

***Any Publisher who wishes to make any significant change to the presentation of an Approved Learner's Book and Teacher's Guide should first seek approval in writing for the changes from the KICD.***

**NOTE:**

No title that is already Approved as Supplementary Material should be presented for evaluation and consideration for Approval as Course material.

## **10.0 Receipt of Submissions**

### **10.1 Number of Copies of Each Submission Required for Evaluation**

All submissions must contain 6 copies of all laser proofs/inkjets for Learner's Book and Teacher's Guide.

10.1.1 A Covering Letter from the Publisher on Submissions on headed paper.

10.1.2 Evidence that the Publisher meets the qualification requirements.

10.1.3 Guarantee that the submitted Course materials either meet or will meet the Physical Production Specifications and the font type and size requirements.

10.1.4 The Statement of Maximum Retail Price.

10.1.5 Printer's Dummies.

10.1.6 Copyright guarantees and indemnity.

10.1.7 List of authors (including pseudo and pen names), consultants, editors, designers and developers (section 9.1.10).

10.1.8 Statement of grant of Licence.

(Need only to be submitted in one copy in a separate envelope clearly labelled '**Supporting Documentation**' See **Section 11**).

10.2 Submissions will be received by KICD Director's representative at the NRC reception at KICD on the **15<sup>th</sup> April 2021** (Submission deadline, 12 p.m). **The KICD and the representative of the submitting publisher** will check and sign for the covering letter (**Section 10.1.1**) and all the envelopes/packages submitted. Documents will be opened during the submission opening meeting.

## **11.0 Submission Packaging and Labelling Requirements**

### **11.1 Envelopes/Packages**

Every submitting Publisher will present envelopes/packages thus:

11.1.1 A covering letter from the Publisher on submissions on headed paper, in a separate envelope. (See **Section 11.2**).

11.1.2 A large envelope containing Supporting Documents as outlined in **Section 11.3**.

11.1.3 A large package/carton containing:

- a) Dummy/Dummies and 8-page printed section(s)
- b) Sample Materials for Content Evaluation

Each learning area should be packed separately and labelled appropriately. (See **Sections 11.4 and 11.5**)

## **11.2 Submission of Covering Letter**

The envelope containing a covering letter from the publisher should be addressed to the Director /CEO KICD. The letter should be written on headed paper.

## **11.3 Supporting Documents**

The supporting documentation should be presented in a separate envelope/package, which should be clearly/boldly labelled on the outside, **“SUPPORTING DOCUMENTATION”**. The envelope, which will be opened during the submission opening meeting, should contain:

- 11.3.1 Name and address of submitting publisher, Learning area for which the submission is intended, The Grade for which the submission is intended; the Price offered for each Learner’s Book and its accompanying Teacher’s Guide (**Document 8 Form 2**);
- 11.3.2 Evidence of registration and incorporation in Kenya;<sup>2</sup>
- 11.3.3 Proof of operational premises;
- 11.3.4 The proposed title of the submission;
- 11.3.5 A list of actual/pseudo/pen names of the authors, advisors, consultants, editors, designers and developers for each submission;
- 11.3.6 Letter/report on curriculum coverage, presented on un-headed paper;
- 11.3.7 A banker’s cheque for the evaluation fees in a separate envelope;
- 11.3.8 A statement of copyright ownership plus statement indemnifying the KICD against any claim against them arising from any breach of copyright in materials submitted for evaluation; and
- 11.3.9 A statement that the Publisher grant a Licence free of charge to KICD for adaptation of the materials for Learners with special needs, editions of submitted materials if approved, or that the publisher will adapt and make available these editions at cost price, if requested to do so by the KICD.

**Note: Forms that have been provided in Document 8 are sample copies of submitting “Supporting Documentation”**

## **11.4 Submissions for Technical Specifications Evaluation**

The envelope/package containing the dummy submission should be clearly labelled on the outside with the following information:

- 11.4.1 Name and address of the Publisher;
- 11.4.2 Learning area/activity Area for which the submission is intended;
- 11.4.3 Grade for which the submission is intended;
- 11.4.4 The word **“dummy”**
- 11.4.5 An 8-page printed section.

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<sup>2</sup> This will also indicate the Publishers experience in business

### **11.5 Submission for Content Evaluation**

The 12 copies of samples or sample materials for content evaluation for each Learning area and Grade should be packed in one large envelope or package, which should be labelled with the following information:

- 11.5.1 Name and address of submitting Publisher;
- 11.5.2 Learning area/Activity area for which the submission is intended;
- 11.5.3 The Grade for which the submission is intended;
- 11.5.4 The List of names of the authors, advisors, consultants, editors, designers and developers;
- 11.5.5 The proposed title of the submission; and
- 11.5.6 The words **“Unidentified Sample Materials for Content Evaluation”**.  
The envelopes containing materials for each learning area should be packed together in one package /carton and should bear the words “This box/envelope should not be opened before the opening date and time”.

### **12.0 Minimum Physical Specifications and Type Requirements**

Publishers should produce affordable but durable materials without compromising quality. All materials approved for use in Educational Institutions should be strongly bound and finished to withstand constant handling and environmental conditions that may apply. The minimum text paper, cover card and binding styles specified below are therefore mandatory.

The Specifications given here are Minimum and Publishers are free to offer materials of superior physical production quality. Publishers should also note that the submitted printer’s dummy (see **Section 9.1.7**) should conform in every detail with the required specifications. The dummy is the Standard against which Learner’s Book and Teacher’s Guide to be approved for supply to educational Institutions will be measured and it will therefore be evaluated critically against the production criteria set out in **Section 12.1**.

#### **12.1 Minimum Physical Production Specifications**

The following specifications apply to both Learner’s Books and Teacher’s Guides.

Submitting Publishers should note that, due to minor variations possible from different methods of testing, a tolerance of 5% will be allowed in the evaluation of whiteness and opacity of paper.

- 12.1.1 **Text Paper:** 70gsm, white, MF, wood free offset with a minimum 90% whiteness and 90% opacity.

**12.1.2 Cover Card:** A minimum of 240gsm one-sided coated white art board with grain direction parallel to spine and with 12-micron lamination or high gloss UV finish.

### 12.1.3 Binding Styles

- a) **For extents up to 96 pages:** Saddle stitched, 2 rust less metal wires, evenly spaced from head to foot, cut to correct length and fully closed at the centre. Covers scored, one score and trimmed flush.
- b) **For extents over 96 pages:** Thread-sewn sections with minimum four stitches, fully glued on spine and up to, but not exceeding, the hinges using appropriate, flexible adhesives. Sections must be fully glued to covers to make square spine. Cover four-scored to provide minimum 6 mm and maximum 8 mm hinges fully glued front and back. Cut flush. The application and use of appropriate glues, which maintain flexibility during the expected book life and do not dry out or crack, will particularly be examined during evaluation and usage.

**12.1.4 Formats:** Unless specified by the KICD for a particular title for Grade 1 to 6, A4 and landscape format will **not** be acceptable. **However, Teacher's Guides in landscape format are acceptable.**

## 12.2 Font Faces (Sizes and Types)

Grade	Minimum Size
Learner's Book (Grades 5 & 6)	14pt
Teacher's Guide	12pt

From Grade 6 upwards font types may be *Sans Serif* or *Serif*, at the discretion of the publisher. Publishers should ensure that the font-face and line spacing selected will provide for maximum readability.

## 12.3 Other Production Specifications

Submitting Publishers should note that extents are required to be appropriate and sufficient to provide adequate coverage of the curriculum and the achievement of the learning outcomes. During evaluation, unnecessary length and the inclusion of inappropriate activities/learning experiences may be penalised as severely as a title with insufficient activities/learning experiences to meet curriculum requirements and outcomes. Unnecessary extent is specifically discouraged.

Full colour illustrations and the extensive use of colour throughout a text are relatively expensive but may be necessary in lower grades and in some specific learning areas. Colour should therefore be used where it is necessary and appropriate.

However, the irrelevant and/or inappropriate use of colour (e.g. green donkey or blue oranges) will be penalised during the evaluation process. Publishers are encouraged to adopt 4/1, 2/1 approaches to the use of colour wherever feasible.

Page design and layout should be appropriate to the level of the target learner and for the Learning area. It should aim for attractiveness and ease of use by both the learner and the teacher. Logical work sequencing with clear numbering, headings, captions, labels, signals and symbols for learners and teachers are important.

Page design that enhances readability and usability, and facilitates cross-referencing and intelligent use of the text, will be rewarded during evaluation. Aspects of page design which can hinder readability include font types which disappear into the gutters.

In the case of finished books, Publishers should avoid using the inside front and back covers for type since the type may be hidden once the books are covered with paper or other cover material. Similarly, for the sake of convenience, copyright and other information should be placed, wherever possible, on the back of the title page.

## **13.0 Pedagogical Requirements**

- 13.1 The KICD wishes to achieve a shift in pedagogical approach in the competency based curriculum and the course materials to be approved will be required to reflect this approach. The evaluation criteria will therefore give particular weight and importance to course materials in all learning areas, which can demonstrate satisfactorily that they achieve and further the following methodological outcomes:
  - 13.1.1 An approach, which focuses on the development of competencies, as opposed to an approach which focuses narrowly on content coverage and factual accumulation;
  - 13.1.2 An approach, which encourages an understanding of the Learning area through practical and experiential activities;
  - 13.1.3 Problem-solving wherever relevant;
  - 13.1.4 The inclusion of learner-to-learner (peer-to-peer) approaches;
  - 13.1.5 Kenyan content and examples wherever relevant and appropriate according to Learning areas;
  - 13.1.6 The mainstreaming of Pertinent and Contemporary Issues (PCIs), Community Service Learning (CSL) and values wherever appropriate;
  - 13.1.7 Gender equitable approach and presentation;
  - 13.1.8 A representation of the cultural and environmental diversity of Kenya in the learning activities/experiences, illustrations and examples, wherever it is considered appropriate and relevant;

13.1.9 The inclusion of appropriate examples of technological and industrial applications; and

13.1.10 ICT integration as appropriate.

#### **14.0 Composition of the Evaluation Panels**

There will be a separate evaluation panel for each learning area. All evaluation panel members and trainers of evaluators will be carefully scrutinised to ensure that there is no conflict of interest. No individual may be appointed as a Trainer of Evaluators or as an Evaluation Panel member if he/she is in full-time or part-time employment with a participating Publisher, or if they are authors of materials in the Learning area and level being evaluated, or if they are advisors, consultants, designers, developers, directors, shareholders, board members or are involved in any other way with a participating Publisher. Evaluation Panel members will be required to sign legal undertakings that they have no conflict of interest as specified above, and that each one of them will observe **confidentiality**.

#### **15.0 Price Adjustments**

All participating Publishers will be required to specify a maximum retail price at which the Learner's book and the accompanying Teacher's Guide will be offered for sale to schools, if approved. This maximum retail price can only be adjusted upwards if there has been a demonstrable increase in costs of more than 12.5% since the Submission for Evaluation and Approval deadline. Any revision of price downwards would be welcome.

All price increases and the annual adjusted maximum prices for use in the annual approved list of school course materials (Orange Book) will be governed by percentage price increases based on the Kenya Retail Price Index (KRPI) maintained by the Central Bank of Kenya. Each year, at the time of preparation of the approved list of school course materials, all publishers of approved course materials will be formally permitted to increase prices if they wish. Prices may not be increased by more than the % increase in the KRPI between the 1<sup>st</sup> of January of the current calendar year and the final copy date established by the KICD for the publication of the annual approved list of school course books. The KICD will be responsible for calculating the permitted annual price increases based on the KRPI and for informing all publishers of approved course books. If the KPA believes that publishing/printing input prices (i.e. the specific costs of paper, cover card and manufacturing costs) have risen by more than the calculated KRPI increases referred to above, then the KPA may present in writing specific evidence to the KICD in support of a claim for additional price increase.

## **16.0 Minor Deviations**

The KICD may, at its discretion, waive any minor deviations or non-conformities or irregularities in a submission which do not constitute material deviation, provided such waiver does not prejudice or affect the relative ranking order of any submitting publisher.

## **17.0 Release of Evaluation Results**

The results of the evaluation will be announced to all submitting publishers immediately after the evaluation panel recommendations have been formally approved by the KICD. The notification of performance will be conveyed in writing by the Director, KICD to all publishers who have made submissions.

## **18.0 Updating the Orange Book**

The Director, KICD will be responsible for the revision and updating of the annual *Approved List of Educational Course Books (Orange Book)*. The printing, publication and distribution of the Approved List of Educational Instructional Materials (Orange Book) will be the responsibility of the Director, KICD.

## **19.0 Publishers' Access to Evaluation Marks**

In the interest of transparency, all Publishers who submit proposals for evaluation and approval will have the right to receive detailed reports for titles submitted for evaluation. These will be made available by the KICD for a period of 30 days from the date the notification of performance has been released at the Institute.

Any Appeals regarding specified areas of evaluation must be made in writing to the Director, KICD, by the date and time specified in **Document 2**. The appellant should state the reasons for the Appeal in detail and the appeal should be accompanied by a banker's cheque for the full amount of the fee for appeals (see **Section 20.2.4**) payable to the Director, KICD.

Any Appeal(s) should be confined to the confirmation of decisions on responsiveness and eligibility of submissions and/or the compilation of reports. Under no circumstances will learning area evaluation panels or technical team(s) be reconvened or asked to reconsider the marks that have been awarded to evaluated materials.

Responses to appeals will be made in writing by the date specified in **Document 2**. The decision of the KICD on all appeals will be final.

## **20.0 Costs of Documentation, Submission, Approval and Claim**

It is not the intention of the KICD to make a profit from this exercise. The fee scales provided below have been carefully calculated to ensure public participation in the administrative costs of Evaluation and Approval.



Adjustments in fees may be necessary if the current assumptions on which the fee scales are based are incorrect. The fees for the 2021 Submissions have been established as follows:

## **20.1 Submission Document**

*The 'Course Materials Submission, Evaluation and Approval*

**Procedures** will be downloaded from the KICD Website: [www.kicd.ac.ke](http://www.kicd.ac.ke)

## **20.2 Evaluation fees payable on Submission per Grade, per learning area and Grade for:**

**20.2.1 Primary Level:** Sixty Thousand Kenya Shillings (KES 60,000) per Submission

**20.2.2 Special Needs Education:** Ten Thousand Kenya Shillings (KES 10, 000) per submission

**20.2.3 Corrections inputting for approved materials:** One Hundred Thousand Kenya shillings (KES 100,000) per title.

**20.2.4 Fees for Appeals:** Twenty Thousand Kenya Shillings (KES 20,000) per title.

## **21.0 Clarification of Documents**

A prospective submitting Publisher requiring any further clarification in the ***Submission, Evaluation and Approval for Competency Based Curriculum Course materials***, documents may notify the Director, KICD in writing at the address specified in Document 1. The KICD will respond in writing to any such request for clarification that is received any time but not later than 28<sup>th</sup> March 2021. Written copies of the KICD response will be sent to the local representatives of all prospective submitting publishers.

**21.1** At any time prior to the deadline for submission, the KICD may, for any reason, whether of its own initiative or in response to a clarification requested by a prospective submitting Publisher, modify the Course materials submission documents by amendments and notify Publishers.

**21.2** In order to afford prospective submitting Publishers reasonable time to consider any amendment in preparing their submission, the KICD may, at its own discretion, extend the deadline for the submission of proposals.

## **22.0 Invitation to Resubmit Proposals**

In the event that no title qualifies for approval for which submissions have been invited or that the requisite number of titles per Learning area/Grade are not realised, the KICD reserves the right to call for new proposals or resubmissions of improved/revised materials from Publishers.

### **23.0 Review and Amendment of the Evaluation and Approval Procedures and Documentation**

The KICD will review and propose amendments to these procedures and documents on an annual basis in the context of experience. The Publishers and relevant stakeholders will be informed of the timing of the annual reviews and will be able to make proposals to the review process as appropriate.

### **24.0 Disqualification for Irregular Practices**

Any submitting Publisher who fails to abide by the laid down Procedures relating to any stage of the submission, evaluation and approval process of Course materials, will be disqualified from the award of approved status for any title submitted for Evaluation and Approval for **four years**.

### **25.0 Gratis copies**

All Publishers whose materials get approval status are required to submit 10 gratis copies for every approved title to KICD to be used as reference materials.

## **DOCUMENT 4**

### **COURSE BOOKS EVALUATION AND APPROVAL METHODOLOGY**

#### **1. 0 Management and Appointment of Evaluation Panels**

The process of Course books evaluation and approval will be managed by the KICD. The KICD will be responsible for scrutinising and approving the membership of all Evaluation Panels. Each Learning Area Evaluation Panel will comprise but not limited to:

- i) A learning area/Activity area specialist from the Directorate of Quality Assurance and Standards MoE, nominated by the Director of Quality Assurance and Standards (DQAS);
- ii) A Curriculum Developer nominated by the KICD, who is a specialist in the Learning area/Activity area; Learning area/Activity area specialist teacher trainer nominated by the KICD;
- iii) At least one (1) experienced teacher trainer
- iv) A, practising learning area/activity area specialist teacher nominated by the KICD.
- v) A Learning area specialist from KNEC.

The Evaluation Panels will use the criteria and scoring systems established in **Document 5** as the basis for their assessment of each Course material submitted.

Each Evaluation Panel member will receive training in the techniques of course materials evaluation according to the criteria and approach as specified in **Document 5**.

#### **2.0. Evaluation Stages**

The process will be conducted in stages as follows;

##### **2.1 Preliminary Examination/Eligibility and Responsiveness**

In this stage, the evaluation office will verify that each submitting Publisher meets the eligibility criteria and proposal submission requirements, and has submitted complete Documentation. Any application that fails to meet any of the three conditions should be rejected and should not be considered for further evaluation. Only such submissions that pass the preliminary examination should proceed to the second stage of evaluation (Technical Specifications Evaluation Stage).

##### **2.2 Technical Specifications Evaluation**

Submissions that fully meet the Eligibility Criteria and Submission requirements, and are complete, will be evaluated on the basis of the technical specifications criteria stipulated in the Course Material Submission Document. Deviations that may be detected under the technical specifications criteria should be brief but explicitly stated as

footnote with an indication of whether a deviation is major or minor to facilitate the decision of the KICD. Professional expertise will be engaged to undertake the technical evaluation of dummies or books in warehouses and schools, in order to ascertain compliance with the required minimum production specifications.

### **2.3 Evaluation on Content Quality and Presentation**

Each panel member will evaluate each submitted Learner's Book and Teacher's Guide individually and without prior consultation with other panel members. The panel will then discuss their findings and agree on the score for the material under evaluation. A comprehensive report will be compiled by the panel for each submission evaluated. Submissions that fail to reach key threshold levels (e.g. conformity to curriculum and language) will be disqualified. All materials that meet the set thresholds proceed to the next evaluation stage.

#### **Note:**

There may be minor differences in the nature and specific requirements of the evaluations for the different Learning areas.

### **2.4 Price submission**

All submitting Publishers will be required to specify a maximum retail price for listing in the Approved Educational Instructional Materials (Orange Book). **The retail price will not be scored during evaluation and approval.**

### **3.0 KICD Recommendations**

The Evaluation Report (ER) will be submitted to a committee of the KICD Governing Council for scrutiny. The Committee will require a summary of the evaluators' marks for each submission. The Committee may also inspect the individual evaluator's mark sheets. After the Committee is satisfied that the evaluation has been conducted in accordance with the laid down provided procedures, methodology and evaluation criteria, it will adopt the Evaluation Report (ER) and make recommendations.

### **4.0 Approval**

Once satisfied that the process of evaluation has been undertaken in line with the stated procedures, the KICD Council will award 'approved' status to the materials that qualify, thereby authorising release of evaluation results.

## **5.0 Release of Results**

Publishers will be notified of the evaluation results as soon as the KICD Council approves the materials. The notification of Approval will be communicated to Publishers in accordance with the procedures established in **Section 17 of Document 3**. Procedures for any appeals by Publishers against specified areas of evaluation are set out in **Section 19 of Document 3**.

## **6.0 Signing of the Register**

The successful publisher is required to effect the recommended corrections and sign the register of Approved Instructional Materials within 21 working days of the release of the Evaluation Results. They should provide all the relevant details of the course materials to facilitate listing of the same in the subsequent Edition of the **‘Orange Book’**.

## **7.0 List of Approved Educational Course Materials**

The lists of Approved Educational Instructional Materials (Orange Book) for Pre-Primary and Primary will be updated annually and published. This will contain up-to-date prices and will be supplied to all Public Educational Institutions and made available for purchase by other stakeholders.

## **8.0 Records of Documents**

The KICD will maintain a complete set of all Evaluation Documents for a period of at least one year after the formal Evaluation and Approval process is finalised after which they will be disposed of according to the laid down procedure in the Public Procurement and Asset Disposal Act.

## DOCUMENT 5

### COURSE BOOKS EVALUATION MARK SHEETS AND SCORING SYSTEM

#### Course Material (CM) Mark Sheet 1

#### COURSE MATERIALS EVALUATION: 2021 EVALUATION MARK SHEET

*Each evaluator in an evaluation panel shall complete this mark sheet for every title (Learner's Book and accompanying Teacher's Guide) submitted for evaluation. The mark sheet should be filled in reference to the Learner's Book for criteria 4-9 and to the Teacher's Guide for criterion 10. For criteria 11 and 12, reference should be made to both the Learner's book and the Teacher's Guide. The alternative chosen by an evaluator shall be clearly indicated. The panel will then discuss the scores and agree on the deserved score. This will be filled in ink by the panel secretary as the panel's decision.*

**Learning Area/Subject**..... **Grade**.....

**Learner's Book (LB) Code**.....

**Teacher's Guide (TG) Code**.....

**Number of Pages: LB**.....**TG**.....

**Name of the Panel** .....**Date of Evaluation** .....

#### 4. CONFORMITY TO THE CURRICULUM DESIGN

##### 4 (a) Coverage of sub strands within the required strands

What percentage of the sub strands required by the curriculum design is covered? (Tick one alternative for Learner's Book)	Tick	Score
i) 100% of the sub strands are covered	5	
ii) 95-99% of the sub strands are covered	4	
iii) 90-94% of the sub strands are covered	3	
iv) 85-89% of the sub strands are covered	2	
v) Less than 85% of the sub strands are covered	1	

##### 4(b) Coverage of the required specific learning outcomes

What percentage of the specific learning outcomes required by the curriculum is covered? (Tick one alternative for Learner's Book)	Tick	Score
i) 100% of the learning outcomes are covered	5	
ii) 95-99% of the learning outcomes are covered	4	
iii) 85-94% of the learning outcomes are covered	3	
iv) 75-84% of the learning outcomes are covered	2	

v) Less than 75% of the learning outcomes are covered	1	
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#### 4 (c) Coverage of the required concepts

What percentage of the concepts required by the curriculum design is covered? (Tick one alternative for Learner's Book)	Tick	Score
i) 95-100% of the concepts are covered	4	
ii) 85-94% of the concepts are covered	3	
iii) 75-84% of the concepts are covered	2	
iv) Less than 75% of the concepts are covered	1	

#### 4 (d) Coverage of the required skills

What percentage of the skills required by the curriculum design is covered? (Tick one alternative for Learner's Book)	Tick	Score
i) 95-100% of the skills are covered	4	
ii) 85-94% of the skills are covered	3	
iii) 75-84% of the skills are covered	2	
iv) Less than 75% of skills are covered	1	

### 5. SKILLS AND CONCEPTS

#### 5a(i) Relevance of concepts to the specific learning outcomes

(Tick one alternative for the Learner's Book) The concepts are:	Tick	Score
i) 95-100% relevant to the specific learning outcomes	4	
ii) 85-94% relevant to the specific learning outcomes	3	
iii) 75-84% relevant to the specific learning outcomes	2	
iv) Less than 75% relevant to the specific learning outcomes	1	

#### 5a(ii) Relevance of skills to the specific learning outcomes

(Tick one alternative for the Learner's Book) The skills are:	Tick	Score
i) 95-100% relevant to the specific learning outcomes	4	
ii) 85-94% relevant to the specific learning outcomes	3	
iii) 75-84% relevant to the specific learning outcomes	2	

iv) Less than 75% relevant to the specific learning outcomes	1	
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### 5(b) Development of concepts

(Tick one alternative for the Learner's Book)	Tick	Score
i) 95-100% of the concepts are sufficiently developed	7	
ii) 85-94% of the concepts are sufficiently developed	5	
iii) 75-84% of the concepts are sufficiently developed	3	
iv) Less than 75% of the concepts are sufficiently developed	1	

### 5(c) Development of skills

(Tick one alternative for the Learner's Book)	Tick	Score
i) 95-100% of the skills are sufficiently developed	7	
ii) 85-94% of the skills are sufficiently developed	5	
iii) 75-84% of the skills are sufficiently developed	3	
iv) Less than 75% of the skills are sufficiently developed	1	

### 5(d) Accuracy and correctness of information

(Tick one alternative for the Learner's Book) There is/are:	Tick	Score
i) No factual error(s)	4	
ii) Factual error(s)	0	

### 5(e) Currency of information

(Tick one alternative for the Learner's Book)	Tick	Score
i) There is no dated information	3	
ii) There is some dated information	1	

### 5(f) Appropriateness to the level of the target learner

(Tick one alternative for the Learner's Book)	Tick	Score
i) All the information is appropriate	4	
ii) Some of the information is not appropriate	1	

### 5(g) Sequencing of strands and sub strands

(Tick one alternative for the Learner's Book)	Tick	Score
i) The sequencing of the strands and sub strands throughout the material is logical	2	



ii) The sequencing of the strands and sub strands throughout the material is not logical	0	
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#### 5(h) Sequencing of information

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) The sequencing of information within the strands and sub strands is logical	2	
ii) The sequencing of information within the strands and sub strands is not logical	0	

#### 5(i) Mainstreaming of Pertinent and Contemporary Issues in the content

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) All the prescribed PCIs for the strand have been mainstreamed throughout the strand(s)	7	
ii) Some of the prescribed PCIs for the strand have been mainstreamed throughout the strand(s)	3	
iii) There is little effort to mainstream prescribed PCIs throughout the strand(s)	1	

#### 5(j) Promotion of values

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) All the prescribed values for the strand have been mainstreamed throughout the strand(s)	6	
ii) Some of the prescribed values for the strand have been mainstreamed throughout the strand(s)	3	
iii) There is little effort to mainstream prescribed values throughout the strand(s)	1	

**NB: A material that promotes unethical practices SHALL be disqualified**

### 6. LANGUAGE

#### 6(a) Grammatical accuracy

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) There are no grammatical mistakes	8	
ii) There are grammatical mistakes	1	

**NB** Any material with more **than 20 grammatical mistakes** will **NOT** be recommended for approval.

#### 6(b) Editorial correctness

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) There are no editorial mistakes	8	
ii) There are editorial mistakes	1	

**NB** Any material with more **than 20 editorial mistakes** will **NOT** be recommended for approval

**6(c) Appropriateness of the vocabulary to the level of the target learner**

(Tick one alternative for the Learner's Book)	Tick	Score
i) All vocabulary is within the level of the target learner	2	
ii) Some vocabulary is not within the level of the target learner	0	

**6 (d) Appropriateness of the sentence structures to the level of the target learner**

(Tick one alternative for the Learner's Book)	Tick	Score
i) All sentence structures are within the level of the target learner	2	
ii) Some sentence structures are not within the level of the target learner	0	

**7. LEARNING ACTIVITIES**

**7(a) Relevance to the specific learning outcomes**

(Tick one alternative for the Learner's Book)	Tick	Score
i) All the activities are relevant	4	
ii) Some of the activities are not relevant	1	

**7(b) Appropriateness of learning activities to the level of the target learner**

(Tick one alternative for the Learner's Book)	Tick	Score
i) All learning activities are appropriate to the level of the target learner	3	
ii) Some activities are not appropriate to the level of the target learner	1	

**7 (c) Adequacy of learning activities**

(Tick one alternative for the Learner's Book) The learning activities are:	Tick	Score
i) Adequate	5	
ii) Not adequate	1	

**7(d) Variety of learning activities**

(Tick one alternative for the Learner's Book) <b>There is:</b>	Tick	Score
i) A wide variety of learning activities	4	
ii) Some variety in learning activities	1	
iii) No variety in learning activities	0	

**7(e) Clarity of instructions**

(Tick one alternative for the Learner's Book)	Tick	Score
i) All the instructions are clear	4	
ii) Some instructions are not clear	1	

**7(f) Clarity of Questions**

(Tick one alternative for the Learner's Book)	Tick	Score
i) All the questions are clear	4	
ii) Some questions are not clear	1	

**7(g) Development of core competencies**

(Tick one alternative for the Learner's Book) The learning activities throughout the strand(s) provide:	Tick	Score
i) Opportunities for developing <b>All</b> the prescribed core competencies	8	
ii) Opportunities for developing <b>Some</b> of the prescribed core competencies	2	

**7(h) Mainstreaming Community Service Learning (CSL)**

(Tick one alternative for the Learner's Book) <b>The material :</b>	Tick	Score
i) Consistently mainstreams CSL activities throughout the strand(s)	6	
ii) Makes some effort to mainstream CSL throughout the strand(s)	3	
iii) Makes no effort to mainstream CSL throughout the strand(s)	0	

**i) Mainstreaming Parental/Guardian Engagement**

(Tick one alternative for the Learner's Book) <b>The material :</b>	Tick	Score
i) Consistently mainstreams parental/guardian engagement throughout the strand(s)	6	
ii) Makes some effort to mainstream parental/guardian engagement throughout the strand(s)	3	
iii) Makes no effort to mainstream parental/guardian engagement throughout the strand(s)	0	

## 8. ILLUSTRATIONS

**NOTE:** All Course materials should have illustrations.

The submission has no illustrations (Tick) ☐

Any material with no illustrations scores zero (0) in section eight (8).

### 8(a) Relevance to the concept/content/text

(Tick one alternative for the Learner's Book)	Tick	Score
i) All illustrations are relevant	3	
ii) Some illustrations are relevant	1	

### 8(b) Variety and Adequacy

#### (i) Variety

(Tick one alternative for the Learner's Book)	Tick	Score
<b>Illustrations are:</b>		
i) Varied	3	
ii) Not varied	1	

#### (ii) Adequacy

(Tick one alternative for the Learner's Book)	Tick	Score
<b>Illustrations are:</b>		
i) Adequate	3	
ii) Not adequate	1	

### 8(c) Clarity, Colour and Proportion

#### (i) Clarity

(Tick one alternative for the Learner's Book)	Tick	Score
i) All illustrations are clear	2	
ii) Some illustrations are not clear	1	
iii) All illustrations are not clear	0	

#### (ii) Colour

(Tick one alternative for the Learner's Book)	Tick	Score
i) All illustrations are in proper colour	2	
ii) Some illustrations are not in proper colour	1	
iii) All illustrations are not in proper colour	0	

#### (iii) Proportionality

(Tick one alternative for the Learner's Book)	Tick	Score
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i) All illustrations are proportional	2	
ii) Some illustrations are not proportional	1	
iii) All illustrations are not proportional	0	

#### **8(d) Captioning, Numbering and Labelling**

Captioning, Numbering and Labelling may NOT apply to all illustrations in the material. Where not applicable indicate with a dash [ - ] in the scoring space.

Where captioning, numbering and labelling is done, evaluate as follows:

##### **(i) Captioning**

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) All illustrations are well captioned	2	
ii) Some illustrations are well captioned	1	

##### **(ii) Numbering**

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) The illustrations are well numbered	2	
ii) Some illustrations are well numbered	1	

##### **(iii) Labelling**

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) All illustrations are well labelled	2	
ii) Some illustrations are well labelled	1	

#### **8(e) Reference to Illustrations**

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) All illustrations are well referenced relative to text	2	
ii) Some illustrations are not well referenced relative to text	1	

#### **8(f) Accuracy of Illustrations**

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) All illustrations are accurate	2	
ii) Some illustrations are not accurate	1	

### **9. LAYOUT**

**Evaluate the material on the following statements**

#### **9 (a) Page layout**

(Tick one alternative for the Learner's Book)	<b>Tick</b>	<b>Score</b>
i) Page layout throughout the text is appropriate for the level and subject	3	
ii) In some instances, page layout is not appropriate	1	

for the level and subject		
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### 9 (b) Readability

(Tick one alternative for the Learner's Book)	Tick	Score
i) The layout enhances readability and ease of reference	3	
ii) In some instances, the layout does not enhance readability and ease of reference	1	

### 9 (c) Font and highlights

(Tick one alternative for the Learner's Book)	Tick	Score
i) There is rational use of font types, sizes and highlights across the text.	3	
ii) In some instances, the use of font types, sizes and highlights across the text is not rational.	1	

## 10. TEACHER'S GUIDE

### 10 (a) Accuracy and correctness of content

(Tick one alternative for the Teacher's Guide) <b>There is /are:</b>	Tick	Score
i) No factual error(s)	4	
ii) Factual error(s)	0	

### 10(b) Currency of Information

(Tick one alternative for the Teacher's Guide)	Tick	Score
i) There is no dated information	3	
ii) There is some dated information	1	

### 10(c) Grammatical accuracy

(Tick one alternative for the Teacher's Guide)	Tick	Score
i) There are no grammatical mistakes	8	
ii) There are grammatical mistakes	1	

### 10(d) Editorial correctness

(Tick one alternative for the Teacher's Guide)	Tick	Score
i) There are no editorial mistakes	8	
ii) There are editorial mistakes	1	

**10(e) Methodology/Pedagogy****Instructions for facilitating:****(i) Practical activities**

(Tick one alternative for the Teacher's Guide)	Tick	Score
i) All practical activities have sufficient instructions to facilitate learning	3	
ii) Some practical activities have insufficient instructions to facilitate learning	1	

**(ii) Nurturing values**

(Tick one alternative for the Teacher's Guide) The material has:	Tick	Score
i) Instructions that set out approaches to nurture all values in the strand(s) and sub strand(s).	3	
ii) Instructions that set out approaches to nurture some values in the strand(s) and sub strand(s).	1	

**(iii) Instructions for Mainstreaming Pertinent and Contemporary Issues (PCIs)**

(Tick one alternative for the Teacher's Guide) The material has:	Tick	Score
i) Sufficient instructions that set out approaches to mainstream PCIs throughout the strand(s).	3	
ii) Insufficient instructions that set out approaches to mainstream PCIs throughout the strand(s).	1	
iii) No instructions that set out approaches to mainstream PCIs throughout the strand(s).	0	

**(iv) Instructions for development of Core Competencies**

(Tick one alternative for the Teacher's Guide) The material has:	Tick	Score
i) Instructions that set out learner centred activities for developing <b>all</b> Core Competencies	3	
ii) Instructions that set out learner centred activities for developing <b>some</b> Core Competencies	1	
iii) No instructions that set out learner centred activities for developing Core Competencies	0	

**(v) Instructions for development of skills**

(Tick one alternative for the Teacher's Guide) The material:	Tick	Score
i) Has sufficient instructions that set out approaches to developing skills	3	
ii) Does not provide sufficient instructions that set out approaches to developing skills	1	
iii) Has some irrelevant/ no instructions that set out approaches to developing skills	0	

**(vi) Instructions for differentiated learning**

(Tick one alternative for the Teacher's Guide) The material:	Tick	Score
i) Has sufficient instructions that set out approaches to presenting varied activities for differentiated learning.	3	
ii) Does not provide sufficient instructions that set out approaches to presenting varied activities for differentiated learning.	1	
iii) Has some irrelevant/ no instructions that set out approaches to presenting varied activities for differentiated learning.	0	

**(vii) Instructions for parental empowerment and engagement**

(Tick one alternative for the Teacher's Guide) The material:	Tick	Score
i) Has sufficient instructions that set out approaches for parental empowerment and engagement	3	
ii) Does not provide sufficient instructions that set out approaches for parental empowerment and engagement	1	
iii) Has some irrelevant/ no instructions that set out approaches for parental empowerment and engagement	0	

**(viii) Instructions for Community Service Learning**

(Tick one alternative for the Teacher's Guide) The material:	Tick	Score
i) Has sufficient instructions that set out approaches for Community Service Learning	3	
ii) Does not provide sufficient instructions that set out approaches for Community Service Learning	1	



iii) Has some irrelevant/ no instructions that set out approaches for Community Service Learning	0	
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#### **10(f) Suggestions on teaching learners with special needs**

(Tick one alternative for the Teacher's Guide) The material:	Tick	Score
i) Has sufficient suggestions on methods for teaching learners with special needs throughout the strand(s)	3	
ii) Does not provide sufficient suggestions on methods for teaching learners with special needs throughout the strand(s)	1	
iii) Has some irrelevant/no suggestions on methods for teaching learners with special needs throughout the strand(s)	0	

#### **10(g) Suggestions for teaching and learning resources**

(Tick one alternative for the Teacher's Guide)	Tick	Score
i) The teacher's guide provides sufficient creative, relevant, appropriate and practical suggestions for preparation, improvisation and use of teaching and learning resources	5	
ii) The teacher's guide provides some creative, relevant, appropriate and practical suggestions for preparation, improvisation and use of teaching and learning resources	2	
iii) There are no suggestions for creative, relevant, appropriate and practical suggestions for preparation, improvisation and use of teaching and learning resources	0	

#### **10(h) Suggested Assessment**

##### **(i) Appropriate assessment methods**

(Tick one alternative for the Teacher's Guide) There are:	Tick	Score
i) Relevant and useful suggestions on appropriate methods of assessment throughout the strand(s)	3	
ii) Some relevant and useful suggestions on appropriate methods of assessment throughout the strand(s)	1	
iii) No relevant and useful suggestions on appropriate methods of assessment throughout the strand(s)	0	

**(ii) Development of appropriate assessment tools**

(Tick one alternative for the Teacher's Guide) <b>There are:</b>	<b>Tick</b>	<b>Score</b>
i) Sufficient suggestions on how to develop appropriate competency based assessment tools throughout the strand(s)	3	
ii) Few suggestions on how to develop appropriate competency based assessment tools throughout the strand(s)	1	
iii) No suggestions on how to develop appropriate competency based assessment tools throughout the strand(s)	0	

**(iii) Approaches to developing competency based assessment tasks**

(Tick one alternative for the Teacher's Guide) <b>There are:</b>	<b>Tick</b>	<b>Score</b>
(i) Sufficient useful suggestions on approaches to developing competency based assessment tasks	3	
(ii) Few useful suggestions on approaches to developing competency based assessment tasks	1	
(iii) No suggestions on approaches to developing competency based assessment tasks	0	

**10(i) Answers to exercises/activities (for guides that provide answers)**

Where no definite answers are required, indicate with a dash [ - ] in the scoring space.

(Tick one alternative for the Teacher's Guide)	<b>Tick</b>	<b>Score</b>
i) All the answers to the exercises and activities are correct.	3	
ii) Some answers to the exercises and activities are not correct.	0	
iii) Definite answers are required but are not provided.	0	

**10(j) Clarity of writing and presentation of text**

(Tick one alternative for the Teacher's Guide)	<b>Tick</b>	<b>Score</b>
i) The writing, organization and presentation of the text is clear and easy to use.	3	
ii) The writing, organization and presentation of the text in some instances is either not clear or not easy to use.	1	

iii) The writing, organization and presentation is neither clear nor easy to use.	0	
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#### 10(k) Clear Cross Referencing to the Learner's book

(Tick one alternative for the Teacher's Guide)	Tick	Score
i) There is cross-referencing with the Learner's book that is accurate, clear and easy to use.	5	
ii) There is cross-referencing with the Learner's book but it is not easy to use.	2	
iii) There is no cross-referencing between the Teacher's Guide and the Learner's book.	0	

#### 10 (l) Layout

Evaluate the Teacher's Guide on the following aspects of layout:

- The layout enhances readability and ease of reference.
- There is rational use of typography (font types, boldness and font sizes) across the material.

(Tick one alternative)	Tick	Score
i) Both statements apply.	2	
ii) One statement applies.	1	
iii) None of the statements apply.	0	

#### 10 (M) Relevance of content

(Tick one alternative)	Tick	Score
(i) All the content in the Teacher's Guide is relevant to the subject/learning area.	4	
(ii) Some content in the Teacher's Guide is not relevant to the subject/learning area.	1	

#### 11. ACCOMPANYING DIGITAL MEDIA

- All submissions must have accompanying media.
- The digital media accompanying the Learner's book, shall be evaluated alongside the Learner's book & Teacher's Guide and scored in the relevant section of the CM Mark Sheet 1.
- The accompanying media content, its links and hyperlinks shall be submitted in a storage device.
- The material packaging must allow ease of access in ordinary digital devices (videos in MP4, audios in MP3, Photos and pictures in JPEG).

#### 11 (a) Pace of presentation

(Tick one alternative) <i>The pace of presentation is:</i>	Tick	Score
i). Appropriate to level of the learner	2	
ii). Not appropriate to the level of the learner	0	

**(b) Pronunciation**

<b>(Tick one alternative)</b>	<b>Tick</b>	<b>Score</b>
i). All words are correctly pronounced.	2	
ii). Some words are not correctly pronounced.	0	

**(c) Intonation**

<b>(Tick one alternative)</b> <i>There is:</i>	<b>Tick</b>	<b>Score</b>
i) Correct intonation	2	
ii) Incorrect intonation	0	

**(d) Fluency**

<b>(Tick one alternative)</b> <i>The content presenter is:</i>	<b>Tick</b>	<b>Score</b>
i) Fluent in all presentations.	2	
ii) Not fluent in some instances.	0	

**(e) Clarity of sound/visuals**

<b>(Tick one alternative)</b> <i>The sound/visual are:</i>	<b>Tick</b>	<b>Score</b>
i). Audible and clear	2	
ii). Not audible and or not clear	0	

**(f) Synchronisation of audio, visual and text**

<b>(Tick one alternative)</b>	<b>Tick</b>	<b>Score</b>
i) All media elements are synchronised	2	
ii) Some media elements are not synchronised	0	

**(g) Relevance of content**

<b>(Tick one alternative)</b> <i>The content is:</i>	<b>Tick</b>	<b>Score</b>
i) Relevant to the strand(s)	2	
ii) Not relevant to the strand(s)	0	

**(h) Links and hyperlinks**

<b>(Tick one alternative)</b>	<b>Tick</b>	<b>Score</b>
i) All links and hyperlinks are functional.	2	
ii) Some links and hyperlinks are not functional.	0	

**(j) Use of language (accuracy and appropriateness)**

<b>(Tick one alternative)</b>	<b>Tick</b>	<b>Score</b>
i) The language used is accurate and appropriate to the	4	

level of the learner.		
ii) The language used in some instances is not accurate and appropriate to the level of the learner.	0	

**(k) Learner safety**

<b>(Tick one alternative)</b>	<b>Tick</b>	<b>Score</b>
i) Content, links and hyperlinks do not expose the learner to insecure/indecnt sites or materials.	2	
ii) Some content/ links/ hyperlinks expose the learner to insecure/indecnt sites or materials.	0	

**(l) Length of the clips**

(All visual and audio clips should not exceed 5 minutes)

<b>(Tick one alternative)</b>	<b>Tick</b>	<b>Score</b>
i) The clip covers expected content within 5 minutes.	2	
ii) The clip runs for more than 5 minutes.	1	
iii) The clip does not cover expected content within 5 minutes	0	

**(m) Packaging of content for ease of access**

<b>(Tick one alternative)</b>	<b>Tick</b>	<b>Score</b>
i) Format of packaging media allows ease of access.	2	
ii) Format of packaging media does not allow ease of access.	0	

**Name & Signature of Panel Chair .....**

**Name & Signature of Evaluator 2 .....**

**Name & Signature of Evaluator 3 .....**

**Name & Signature of Evaluator 4 .....**

**Name & Signature of Panel Secretary .....**

**NB:** Every evaluator must make notes to justify the score during discussion.  
The notes will be compiled into a report for the material.



## Mark Sheet 2

### **COURSE MATERIALS (PRINT) EVALUATION: – 2021SUMMARY MARK SHEET OF ALL TITLES EVALUATED BY PANEL**

*(The marks for all titles evaluated by the Learning area panel should be inserted on this mark sheet)*

**Learning area .....****Grade.....****Date .....**

**Name & Signature of Moderator .....**

**Name & Signature of Evaluator 1 .....**

**Name & Signature of Evaluator 2 .....**

**Name & Signature of Evaluator 3 .....**

**Name & Signature of Evaluator 4 .....**

**Name & Signature of Evaluator 5 .....**

Course Material Code	MARKS FOR CRITERIA							TOTAL MARKS	REACHED THRESHOLD? YES/NO
	4 Conformity*	5 Skills & Concepts*	6 Language	7 Learning Activities	8 Illustrations	9 Layout	10 Teacher's Guide		

***Threshold is 90% for “Conformity” and for “Content”, 90% for “Teacher guide” and 90% overall for criteria***

### CM Mark Sheet 3

#### **COURSE BOOKS (PRINT) EVALUATION: – SUMMARY MARK SHEET AND CRITERIA FOR EACH TITLE EA'S MARK SHEET**

*(The marks derived from the evaluation panel summary mark sheets should be inserted into the appropriate spaces for criteria 4, 5, 6, 7, 8, 9 and 10 by the evaluation administrator. The evaluation administrator should also enter the marks awarded by the relevant Learning Area Evaluation Panels for Criteria 1, 2 and 3)*

**Learning area .....****Level .....** **Date .....**

**Title .....**

**Author(s) .....**

**Publisher .....**

<b>Criteria</b>	<b>Marks to be Allocated</b>	<b>Marks Awarded</b>	<b>Comments</b>
<b>1. CONFORMITY TO PHYSICAL PRODUCTION AND TYPE SPECIFICATIONS</b> <ul style="list-style-type: none"> <li>• Quality of text paper</li> <li>• Quality of cover card</li> <li>• Binding styles</li> <li>• Formats</li> <li>• Type and type sizes</li> </ul>	Pass or Fail	N/A	Technical specifications will not be assessed by the evaluation panel but by technical specialists. The submitted items/dummies <u>must</u> conform to the minimum specifications. The submission is disqualified if the course material does not meet the minimum technical requirements.
<b>1. PUBLISHER QUALIFICATION as specified in section 1 Doc. 3</b>	Pass or Fail	N/A	Publisher qualification will <u>not</u> be judged by the evaluation panel but by the KICD. The submission is disqualified if the publisher is not qualified
<b>3. CONFORMITY TO SUBMISSION REQUIREMENTS (as specified in section 11, 12 and 13)</b>	Pass or Fail	N/A	Conformity will <u>not</u> be judged by the evaluation panel but by the KICD. The submission is disqualified if the publisher does not conform to the requirements.



<b>Criteria 4, 5, 6, 7, 8, 9 and 10 will be evaluated by Evaluation Panel for the submission</b>			
<b>4. CONFORMITY TO THE CURRICULUM</b> (90% of the available marks for this criterion are required for approval)	<b>18</b>		Failure to achieve 90% coverage of the curriculum (16/18 marks) will lead to disqualification
<b>5. CONTENT</b> (90% of the available marks for this criterion are required for approval)	<b>50</b>		Failure to achieve 90% coverage (45/50 marks) will lead to disqualification
<b>6. LANGUAGE</b>	<b>20</b>		
<b>7. LEARNING ACTIVITIES</b>	<b>48</b>		
<b>8. ILLUSTRATIONS</b>	<b>25</b>		
<b>9. LAYOUT</b>	<b>9</b>		
<b>10. TEACHER GUIDE</b>	<b>81</b>		Failure to achieve 90% coverage (73/81 marks) will lead to Disqualification
<b>11. Accompanying media</b>	<b>26</b>		
<b>TOTAL MARKS</b>	<b>277</b>		QUALIFIED, DISQUALIFIED? (delete as necessary for criteria 1,2,3,4,5,10). Also see note below.

**NB: Each submission must score 90% in total for criteria 4-10. Failure to achieve 249 marks out of 277 overall will lead to disqualification. This threshold does not take price into account.**

Name of Moderator/Chair .....

Signature .....

Date.....

KICD Evaluation Committee

Chair.....

Signature .....

Date.....

KICD Evaluation Committee Secretary

.....

Signature .....

Date.....

## DOCUMENT 6

### PUBLISHER'S /PRODUCER'S WARRANTY TO KICD

- 1.0** A publisher/producer who has agreed to participate in the process of acquisition of an approved status under the document entitled **SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR COMPETENCY BASED CURRICULUM COURSE MATERIALS 2021** agrees to be bound by the terms and conditions herein provided.

**That, the Publisher/Producer:**

- 1.1** Shall make available for the duration of this warranty sufficient quantities of the titles/productions to support reasonable demand through purchase by MOE on behalf of individual schools. In order to ensure effective teaching practices, there should be a ratio of at least 1: 50 teacher's guide to pupils' books; each multi-media device should be availed with an accompanying user manual.
- 1.2** Shall maintain maximum retail prices within the limits specified in **Doc 3 Section 15.0** of the *terms and conditions of Evaluation and Approval*. The publisher/producer accepts that failure to supply at the retail price specified (or any permitted increase in the stated retail prices according to the provisions of Document 3 Section 15.0) may result in the removal of the defaulting titles/productions from the approved list.
- 1.4** Shall supply the titles/productions at the minimum standards of production quality specified in the *Terms and Conditions of evaluation and approval* and in all respects similar to the standards and specifications of the samples, dummies and guarantees submitted by the publisher/producer for evaluation and approval. Where the required standards and specifications are not replicated in the final print run/production, any offending publisher will be required to replace defective copies/multi-media devices at their own cost within sixty (60) days of notification of the detected problem. Failure to replace defective copies could lead to the respective titles being removed from the list of approved course materials (**Orange Book**). Where a publisher/producer persistently fails to comply with the required standards and specifications, the Publisher/Producer shall be prohibited from participating in subsequent submissions for evaluation and approval.
- 1.5** Shall acknowledge the right of the KICD to disqualify any approved title where the format, extent, page layout, font type, font sizes, number of colours and basic physical production specifications differ materially from those evaluated and approved. The KICD will accept that the Publisher/Producer may not always be able to use exactly the same text

paper and cover card for every printing but requires that substitute raw materials must meet the basic production specifications set down, and the relevant technical specifications will apply to the multi-media devices.

- 1.6 Shall seek the prior approval in writing of the KICD before making any significant changes to the content or presentation or production standards of any approved titles/productions.
- 1.7 Shall ensure compliance with all of the conditions and requirements specified in the Terms and Conditions of Evaluation and Approval.
- 1.8 Shall supply free of charge to the KICD, within sixty (60) days of formal approval, three copies of each of the approved titles prior to delivery of bulk stock. These samples will be examined/tested and retained by the KICD as a basis for comparison with the samples submitted by the publisher for the process of evaluation and approval and also with the stock supplied by the publisher for use in schools. In addition, KICD/MoE may check stock in the warehouse prior to distribution, and also in schools in order to ascertain compliance to the required minimum technical standards.
- 1.9 Shall accept the right of the KICD to disqualify or remove from the approved list any title/production where an author/developer or any other person defined as associated with the publisher /producer in the terms and conditions of Evaluation and Approval has not been declared in the Publisher's/Producer's submission and has consequently taken part as an Evaluator in the evaluation and approval process. Failure by the Publisher/Producer to disclose potential conflicts of interest with the evaluation process will always render a title/production or titles/productions liable to disqualification. Persistent failure to disclose conflicts of interest could lead to suspension of the publisher from future submissions for evaluation and approval for four years.
- 1.10 Shall recognise that the KICD/MoE cannot accept any responsibility for marketing approved titles nor can it accept responsibility for that matter if approved titles fail to achieve acceptable levels of sales.
- 2.0** Shall grant free of charge to the KICD/MoE, if so requested in writing, publication licences for Braille, large print and talking book editions of any of the approved titles. Such licences will only remain valid while the relevant Course materials and Teacher's Guides/User Manual remain on the approved list of Course materials and will be granted only on condition that the published titles/productions shall be supplied free of charge by either the GoK or a donor to schools in Kenya.

The free license will not apply to any titles which are sold by the KICD/MoE or which are supplied outside the territory of Kenya, except with the prior approval of the Publisher/Producer in writing.

- 3.0 The Kenya Publishers Association has developed codes of conduct governing the promotion, marketing and sale of Course materials, Teacher's Guides/User manuals and other instructional materials to pre-primary, primary, secondary schools and tertiary institutions. It is expected that no publisher/producer whether a member or not of Kenya Publishers Association will act in a manner contrary to the above mentioned code.

Over and above the above code, the warranties herein provided shall remain in force for the duration of the Publisher's/Producer's approved status.

- 4.0 This Warranty shall be governed and interpreted in accordance with the Laws of Kenya.

Signed and stamped:

For the Publisher/Producer .....

Date.....Place .....

**For and on behalf of**

Director, Kenya Institute of Curriculum Development  
..... Date .....

Place.....

Witness .....Date .....

## DOCUMENT 7

### ADDITIONAL INFORMATION

#### 1. KICD Curriculum Technical Committee

##### 1.1 Authority

The KICD Council is the body charged with the Course Materials evaluation and approval process. It represents the Government of Kenya.

##### 1.2 Composition of the KICD Academic Committee

- |   |             |
|---|-------------|
| • Director General (MoE)                              | - Chair     |
| • Director, Kenya Institute of Curriculum Development | - Secretary |
| • Director, Quality Assurance and Standards           | - Member    |
| • Secretary, Kenya National Examinations Council      | - Member    |
| • Director, Policy and East Africa Partnerships (MoE) | - Member    |
| • Director, Secondary & Tertiary Education            | - Member    |
| • Director, Primary Education                         | - Member    |
| • Director, Teacher Education                         | - Member    |
| • Director, Early Childhood Education                 | - Member    |
| • Kenya Secondary Schools Heads Association           | - Member    |
| • Kenya Primary Schools Heads Association             | - Member    |

##### 1.3 Terms of Reference

The KICD Council has, among others, the following responsibilities:

- a) To assess on Qualification, Eligibility and Responsiveness of the submitting Publishers/Producers as laid down in the submission and evaluation procedures document;
- b) To receive the partial *Course Materials Evaluation Report* (CMER) from the Evaluation Administrator;
- c) To scrutinize the partial CMER and to be satisfied that the evaluation process has been conducted in an accurate, fair and transparent manner in accordance with the documentation, and normal evaluation practices and the Management Guidelines;
- d) To scrutinize all technical reports attached to the CMER. These will include, but may not be limited to, reports from the Subject Evaluation Panels, the Technical Specialists' Report, and the Minutes of the Submission Opening;
- e) To scrutinize the marks awarded to each submission for each learning area and level. Where necessary, the KICD Council may request copies of detailed mark sheets to supplement the summary marks sheets, which will normally be provided as part of the CMER;
- f) After due scrutiny, make a list of approved Course Materials per learning area per level/grade where applicable and to receive and sign the completed Course Materials Evaluation Report from

the Evaluation Administrator for transmission to the Principal Secretary for approval for publication;

- g) To instruct the Evaluation Administrator to make the awards known to the relevant Publishers/Producers.

## **2. Compliance**

The office of the Director, Quality Assurance and Standards has been vested with the responsibility to verify schools'/field compliance.

### **2.1 Responsibilities**

In liaison with the Materials Evaluation Office, the office of the Director, Quality Assurance and Standards will make random checks in the field to ensure that every supplied Course Material complies with the stated standards as approved.

**DOCUMENT 8**  
**FORMS AND ATTACHMENTS**

**Form 1: Submission Covering Letter (sample)**

To: Director, KICD

Dear Sir,

Having examined the proposal submission documents the receipt of which is hereby duly acknowledged, we, the undersigned, are submitting our applications for the publication of \_\_\_\_ titles of Course Materials in conformity with the said proposal submission documents.

If our titles are approved, we undertake to publish the approved titles in conformity with the approved technical specifications and any improvements that may be recommended at approval.

Number of packages accompanying this submission:

1. (Specify or insert description)
2. (Specify or insert description)
3. Specify or insert description)
4. (Specify or insert description)
5. Specify or insert description)

Date of submission \_\_\_\_\_ Date of Receipt \_\_\_\_\_

Representative Publisher \_\_\_\_\_ Receiving Officer's Name \_\_\_\_\_

Signature \_\_\_\_\_ Signature \_\_\_\_\_

**Note:** This form should be submitted in duplicate.

## Form 2: Publisher's Details and Submissions (sample)

### a) Physical Address

Publisher's Name \_\_\_\_\_

Address: Street Name \_\_\_\_\_ Building Name \_\_\_\_\_

Postal Address: P O Box \_\_\_\_\_ Code \_\_\_\_\_

Town: \_\_\_\_\_

Telephone: \_\_\_\_\_ Mobile \_\_\_\_\_ E-Mail \_\_\_\_\_

### b) Titles, Authors and prices

#### Grade 4

Learning area	Title	Author	Price	
			LB	TG
English				
Mathematics				
Kiswahili				
Science and Technology				
Religious Activities CRE				
Religious Activities IRE				
Religious Activities HRE				
Creative Arts				
Physical and Health Education				
Chinese				
Social Studies				

**Note:** This form may be adjusted to suit individual requirements e.g. accommodate the list of authors, including advisors.



**Attachments:**

## 1. Bankers' cheque

Bankers' Cheque: No: \_\_\_\_\_ Amount (KES) \_\_\_\_\_ (in  
Words)

\_\_\_\_\_

Date \_\_\_\_\_

Issuing Bank: \_\_\_\_\_ Branch: \_\_\_\_\_

## 2. Certificate of registration and incorporation

Business Registration No. \_\_\_\_\_ Date \_\_\_\_\_

3. Form 3: Form for Statement of Copyright ownership of publication rights  
(attach 1)4. Form 4: For statement of Grant for License for publication of Braille, large  
print or talking book editions (attach 1)

## 5. Form 5: A statement of commitment signed by a lawyer. (attach 1)