



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
THE KENYA NATIONAL EXAMINATIONS COUNCIL
SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)

Title : **CONSULTANCY FOR CAPACITY BUILDING ON
COMPETENCY BASED ASSESSMENT AND
DEVELOPMENT OF ASSESSMENT TOOLS**

Contract No : **MOE/KNEC/SEQIP/RFP01/2018-2019**

Project ID : **SEQIP-P160083**

Duration : **188 Days**

Procurement Method : **QUALITY- AND COST BASED- SELECTION**

TERMS OF REFERENCE

1. 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. 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 (KICD), and the Kenya National Examinations Council (KNEC).

KNEC's mandate is to assess learner achievement of the national curriculum at all levels of education, except the universities. This mandate is realized through development of assessment infrastructure, including the assessment framework, regulations and rules governing the assessment, tools, administration and issuance of certificates. The development of assessment tools is undertaken through panels, whose membership is drawn from the Ministry of Education, Directorate of Quality Assurance and Standards (DQAS) KICD, KISE, subject specialists from teacher training institutions & universities and practicing teachers registered and employed by TSC.

3. SYSTEM REFORM SUPPORT

A central aspect of the basic education curriculum reform launched in January 2017 is the reform of the current student assessment system

involving (a) introduction of continuous formative assessment over the entire basic education cycle using a variety of learning assessment tools, including portfolios; (b) establishment of a national student assessment at the end of grade 3 (lower primary in the proposed new structure) and grade 6 (upper primary in the proposed new structure), which are expected to replace the current grade 8 summative examination; (c) implementation of MLA at Form 2 that will be used to assess the impact of SEQIP on student learning enhancement; and (d) introduction of a national assessment, or national examination, at the end of grade 9 (lower secondary education in the proposed new structure) which, together with the cumulative formative assessment results, will form the basis for guiding students to different pathways or tracks offered in senior secondary school education (grades 10 to 12).

In light of the above, SEQIP will provide technical and financial support to KNEC for successful implementation of the assessment aspects of the reform agenda, especially in the competency based approach adopted in the curriculum. SEQIP will therefore finance (i) Capacity building of KNEC officers and teachers on development and implementation of CBA; (ii) Development of item writing portal and item bank to support implementation of the CBA. For quality delivery of these areas of focus KNEC will engage consultancy firm that has both technical expertise and experience in delivering similar projects.

4. OBJECTIVES OF CONSULTANCY

The objective of the consultancy is to strengthen institutional capacity of KNEC to implement competency based assessment in the basic education sector while leveraging on available ICT tools. The sub objectives aligned to the main objectives include:

- (a) Support capacity building of KNEC staff, teachers, curriculum support officers, test item developers and MOE quality assurance and standards officers in competency based assessment;
- (b) Support KNEC in development of a competency based assessment framework for basic education that meets international standards;
- (c) Support KNEC in development of competency based assessment regulations for the various levels of basic education;
- (d) Support KNEC in development of assessment tools for the various levels of basic education;
- (e) Support KNEC in conducting a pilot for the competency based assessment;
- (f) Support KNEC in preparation of a comprehensive national rollout plan for the competency based assessment;
- (g) Conduct requirements gathering and analysis for Item writing portal and item bank system;
- (h) Support KNEC in developing terms of reference for acquisition/development of national item writing portal and item bank, including its architectural design and related technical support;
- (i) Train KNEC staff, teachers and item developers in using Item writing portal and Item bank;
- (j) Support KNEC in development of training manuals for trainer of trainers;
- (k) Development of an online module for training item developers interested in self-learning;
- (l) Support KNEC in construction and implementation of an item bank system;
- (m) Support KNEC in preparation of a costed comprehensive national rollout plan for the Item writing portal and Item banking system.

5. SCOPE OF WORK

The consultancy firm shall under the guidance of KNEC be expected to undertake the following:

- (a) Examine the SEQIP Sub-component 3.2 and determine the requirements that must be met to achieve its objectives;
- (b) Drawing from regional and international good practices, Provide technical support to KNEC in conceptualization, design and implementation of a competency based assessment in basic education;
- (c) Support KNEC in development of a competency based assessment framework for basic education;
- (d) Collaborate with KNEC to train teachers, curriculum support officers, test item developers and MOE quality assurance and standards officers on CBA;
- (e) Provide technical support in development of assessment tools for various levels of basic education;
- (f) Support KNEC to develop a national rollout plan for competency based assessment;
- (g) Provide support in monitoring and evaluation of the implementation of CBA;
- (h) Conduct requirements gathering and analysis of item writing portal and Item bank system which will include;
 - Identifying Key stakeholders;
 - Conducting requirements analysis/business area analysis;
 - Capturing all requirements at all levels;
 - Working with stakeholders to categorize and prioritize requirements;

- Documenting the requirements to come up with system and functional requirements specifications.
- (i) Provide support in developing Terms of Reference for acquisition/development and implementation of an item witting portal and item banking system which will include:
- Functional requirements;
 - Change management plan;
 - Data migration plan;
 - Database set up;
 - Training of users on:
 - standard functionality of the item witting portal and item bank;
 - application functionality item witting portal and item bank; and
 - database administration of the item bank.
 - Project management;
 - Plan for the full life cycle of the System to be acquired/developed including;
 - a detailed planning of activities;
 - the required staff including the competencies
 - the approach (methodology) to be used for acquisition/Design and Implementation;
 - the technologies to be used;
 - the proposed project team, including a suggestion for staffing; and
 - the Quality Plan.

- User Acceptance testing of the system;
- Piloting of the system;
- Review of system with UAT input and pilot feedback;
- Deployment of the system in a production environment;
- Go live plan;
- Systems Maintenance plan.

6. **DELIVERABLES**

- (a) An inception report on the consultant's interpretation of the ToR, plan of action, timelines and guarantee of adherence to the ToR;
- (b) A Final Competency Based Assessment Framework based on the KICD competency based curriculum framework;
- (c) Training manuals for the trainers of trainers;
- (d) An online module for training item developers;
- (e) Report and evidence of training of KNEC staff on CBA;
- (f) Report and evidence of training of teachers, curriculum support officers, test item developers and MOE quality assurance and standards officers on CBA;
- (g) Report on monitoring and evaluation of the CBA;
- (h) Report on development of basic competencies, rubrics, Tables of Specifications and assessment tools for CBA;
- (i) A comprehensive and costed national roll out plan for the CBA;
- (j) A report on establishment of a functional item writing portal and item bank system;
- (k) An exit report on capacity of KNEC to implement the CBA, including Item writing portal and item bank system.

7. WORK PLAN AND TIME FRAME

The assignment is expected to take an estimated period of 188 days spread over a period of three (3) years, upon submission of an inception report to the presentation of the final draft to Project Management Unit as table provided.

S/NO	PROJECT DELIVERABLE	TARGET DUE DATES	ESTIMATED NUMBER OF DAYS	REVIEW AND APPROVAL REQUIRED
1.	An inception report on the consultant's interpretation of the ToR, plan of action, timelines and guarantee of adherence to the ToR		14 days	KNEC
2.	A Competency Based Assessment framework based on the KICD competency based curriculum framework		14 days	KNEC
3.	Report and evidence of training of KNEC staff on CBA		14 days	KNEC
4.	Report and evidence of training of teachers and other stakeholders on CBA		14 days	KNEC
5.	Report on monitoring and evaluation of the CBA		30 days	KNEC
6.	Report on development of basic competencies, rubrics, Tables of Specifications and assessment tools for CBA		14 days	KNEC

S/NO	PROJECT DELIVERABLE	TARGET DUE DATES	ESTIMATED NUMBER OF DAYS	REVIEW AND APPROVAL REQUIRED
7.	A comprehensive and costed national roll out plan for the CBA		14 days	KNEC
8.	A report on establishment of a functional item writing portal and item bank system		60 days	KNEC
9.	An exit report on capacity of KNEC to implement the CBA, including Item writing portal and item bank system		14 days	KNEC

8. REQUIREMENTS OF ELIGIBLE CONSULTANCY FIRM

- (a) The firm shall have experience in training in psychometrics, competence based assessment, process automation, project management, system/business analysis, infrastructure and design, network design and research in Education;
- (b) The firm shall demonstrate evidence of having carried out large scale national assessments in monitoring learning achievements;
- (c) The firm shall show documented experience in designing and implementing Competence Based Assessments (CBA);
- (d) The firm shall show evidence of training in School Based Assessment (SBA);
- (e) The firm shall demonstrate capacity and experience in design and utilization of Item banking;
- (f) The firm shall demonstrate capacity to support KNEC in design, implementation and evaluation of CBA pilot;

- (g) Excellent IT skills and knowledge;
- (h) Strong interpersonal, communication, analytical and report writing skills;
- (i) Must be committed to adhering to the agreed timelines and the provisions of the KNEC Act, 2012.

9. TEAM COMPOSITIONS AND QUALIFICATIONS REQUIRED FOR THE KEY EXPERTS

(a) Education Management Specialist

Holder of a degree in education, public policy or related field, have at least 15 years' experience in education management, school-based management, institutional development and education policy development, and previous experience of leading the implementation, monitoring and evaluation of World Bank-funded projects.

(b) Competency Based Assessment advisor

Holder of a master's degree in education, public policy or related field, have at least 10 years of experience in education management, institutional development and education policy development. Previous experience of assisting and/or leading the implementation, monitoring and evaluation of World Bank-funded projects.

(c) Test development Specialists/Subject Specialist

Holders of a Masters or corresponding degrees in their specialized field e.g. Mathematics, Sciences and Languages, and have a strong knowledge of the principles of test development; as well as at least

10 years of experience in designing and implementing professional development training programs on test development.

(d) **Item banking expert**

Holder of a Master's degree in education, public policy or related field, have at least 10 years' experience in education management. Have a strong knowledge of principles of test development; as well as at least 10 years' experience in designing and implementing professional development training programs on test development. Have advanced qualifications in ICT and should have at least 5 years of experience in development, design and implementation of Item banking systems.

(e) **MIS expert**

Holder of a Master's Degree in Computer Science or postgraduate professional qualification in Computer Science or related field. A minimum of ten (10) years' experience in senior level strategic management, in the ICT field. Professional certification in Project Management, business analysis and design, Quality Management or IT Service management. Thorough knowledge of process automation, project management, system/business analysis, infrastructure and design, and network design is mandatory.

(f) **Procurement Specialist**

Holder of a relevant post-graduate university degree in procurement and contract administration, at least 10 years' experience in procurement and contract administration in education projects/programs.

10. KNEC INPUT AND COUNTERPART PERSONNEL

- (a) The consultant will be provided with relevant and existing information on the SEQIP Project by Kenya National Examinations Council (KNEC);
- (b) KNEC will provide the consultant with a copy of the Basic Education Curriculum Framework (BECF) and draft Competency Based Assessment (CBA) Framework;
- (c) KNEC will facilitate a one- day review and validation workshop of the draft documents prepared by the consultancy firm;
- (d) KNEC will arrange, invite and facilitate teachers, curriculum support officers, test item developers and MOE quality assurance and standards officers and staff for meetings, workshops and/or seminars.

11. PAYMENT SCHEDULE

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 KNEC staff and teachers on CBA framework and assessment tools for grades 4 to 6.	40%
3.	Upon submission and approval of system requirements specification and functional requirements specification and An approved Terms of reference for the development of the Item writing portal and item bank system.	40%
4.	Upon submission and adoption of a comprehensive detailed final report on the sub-component 3.2.	10%

12. REPORTING

- (a) The consulting firm and KNEC will agree on the dates for regular meetings. It is estimated that at least one such meeting will take place twice a month throughout the assignment but the frequency may increase depending on the on-going activity.
- (b) The firm will work closely with KNEC and report to the Chief Executive Officer (CEO), KNEC or other person as appointed by the CEO.
- (c) The consulting firm will submit reports and documents to the CEO and the KNEC SEQIP technical working team focal person as may be required from time to time.

13. APPLICATION PROCEDURE

Applications accompanied by detailed brochures, description of similar assignments, experience in similar conditions, availability of appropriate skills among staff, relevant documents and testimonials should be submitted in a plain sealed envelope clearly marked and sent to the address below:

Chief Executive Officer

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Nairobi, Kenya

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