KENYA SECONDARY EDUCATION QUALITY IMPROVEMENT PROJECT (SEQIP)

TITLE:	CONSULTANCY FOR MIDTERM EVALUATION OF SCHOOL BASED TEACHER SUPPORT SYTEM (SBTSS)
CONTRACT NO:	
PROCUREMENT METHOD:	

TERMS OF REFERENCE (TORS)

1. BACKGROUND.

1.1 The Government of Kenya (GoK) through the Ministry of Education and The National Treasury has requested the World Bank for support to improve student learning in secondary education and transition from primary to secondary education, in targeted areas[1]. This is in line with the aspirations of Kenya's Vision 2030. The Vision's Social Pillar singles out the education and training system as a vehicle to drive Kenya's efforts towards becoming an upper-middle income economy.

1.2 Kenya has made good progress in primary education completion and transition to secondary education compared to many other Sub-Saharan African countries. Participation in Early Childhood Education (ECD) increased from a net enrollment rate (NER) of 62.2 percent in 2012 to 74.9percent in 2016, the primary school NER was 89 percent in 2016, and the transition rate from primary to secondary was 81 percent-a remarkable improvement from 55 percent in 2009. These achievements, among others, have been facilitated by the introduction of relevant

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[1] See Annex 2 for the list of the targeted areas.

policy frameworks such the Universal Free Primary Education (FPE) and Free Day Secondary Education (FDSE).

1.3 In spite of these achievements, there is significant variation in school participation across counties, especially at the secondary level. Secondary school NER in 2014 was below 15 percent for the bottom 5 counties, while it was above 80 percent for the top 5 counties, out of 47 counties. Importantly, gender disparity in school participation is concentrated in the most educationally disadvantaged counties.

1.4 Kenya has made investments in improving quality and learning outcomes at the primary level; nevertheless, achievement on basic skills appears low in relation to countries in other regions. For example, 66 percent of Kenyan urban adults performed at level 1 or below out of a scale of 5 levels on the Skills toward Employability and Productivity (STEP) reading proficiency test in 2015. This was indicative of rudimentary skills which were lower than their peers' in 6 of the other 7 low- and middle-income countries surveyed in South East Asia, Eastern Europe and Latin America.

1.5 At the secondary level, national assessment data indicate deficiencies and inequities in learning outcomes. For example, the 2014 national Monitoring Learner Achievement (MLA) assessment at Form 2 found that, in mathematics, almost 90 percent of students did not have minimum competency in algebra and geometry, and about 30 percent did not have minimum competency in measurement, numbers and statistics. The Form 2 MLA also revealed remarkable variation in student achievement between genders, between urban and rural areas, and across counties. For example, in algebra, geometry and trigonometry, the share of students with minimum competency in urban areas was twice that in rural areas. Both supply and demand-side factors contribute to inequalities in completion of primary education, and transition to and completion of secondary education, as well as in student learning outcomes.

1.6 The proposed Kenya Secondary Education Quality Improvement Project (SEQIP) will seek to address the supply and demand-side factors particularly in the most educationally and economically disadvantaged areas, as well as the poorest and most vulnerable children. SEQIP will employ a hybrid structure as an initial step towards more Results Based Financing (RBF) of the education portfolio in Kenya. This RBF provides an opportunity for a strengthened dialogue through closer monitoring of Government performance against selected Disbursement Linked Indicators (DLIs).

2.SBTSS PROGRAMME DESCRIPTION

The School Based Teacher Support System is a programme for Teachers Professional Development (TPD) under the implementation of Teachers Service Commission in the SEQIP project. The SBTSS programme comprises a set of carefully prepared interventions for teachers of Mathematics, Science and English to empower them to change their classroom practice in schools. In the case of science and mathematics in schools in the project areas, TSC is working through CEMASTEA given CEMASTEA's capacity in implementing teachers' capacity building in these areas. For the delivery of School-Based TPD for English, TSC identified UoN, through a competitive and transparent process. The programme is designed to encourage and support use of inquiry-based teaching and learning through print and technology enhanced learning. The school

based teacher support system aims at enhancing the teachers' competences in content delivery at the classroom level. The SBTSS entails the following;

(i) Teacher training on pedagogical content knowledge during a face- to -face training in 68 in-service education and training (INSET) centres.

(ii) Virtual peer learning communities; WhatsApp groups and on line platforms are created by Centre for Mathematics Science and Technology Education in Africa (CEMASTEA) and University of Nairobi (UoN). Teachers at cluster level identify and open at least one group forum from among the available social media platforms. A cluster is made up of approximately 30 primary and 7 secondary feeder schools spread across all targeted sub-counties. Each cluster is supported by a cluster resource team comprising of trainers, CEMASTEA faculty, nearby teacher training college and TSC staff. These communities help teachers learn how to address and solve issues through collaboration, and share knowledge and experience to improve their lesson plans and pedagogical approaches. They use video lessons downloaded from the SBTSS e-learning platform to discuss topics such as class organization, engagement of students in class activities and how they can make the lessons more effective.

(iii) In -school peer support; Teachers from each target school learn together, support each other and work towards their joint professional development under the supervision of SME subject heads. Teachers in a specific subject have a common afternoon once per week. This time is dedicated to professional development activities, including lesson study. During these afternoons, the teachers identify a problem and lesson study goal, collaboratively plan a lesson, and have one teacher implement the lesson while others observe it. The teachers then undertake post-lesson discussion, document lesson study outcomes and share these with county project coordinating office. Once the lesson study cycle is complete, it commences all over again.

(iv)Teacher action research teams; the teams carry out classroom-based action research. Each teacher implements the recommendations of the research in his/her class and then shares the knowledge and experiences through peer learning platforms. This an effective way for teachers to identify any learning gaps and quickly solve practical problems emanating from their classrooms.

(v)School support visits; School visits involve lesson observations, among other activities. Facilitators/trainers, TSC Sub County Directors and Curriculum Support Officers (CSOs) provide feedback on the teachers' classroom practice. This process is expected to: (a) contribute to improved critical thinking of the teachers; (b) motivate them to improve their teaching practice as suggested in the cluster training; and (c) provide a forum for face-to-face feedback, encouragement and support from the resource persons who include trainers, CEMASTEA faculty, partner institution for English and TSC staff to establish better communication between teachers and the trainers. The observers who are the resource persons record school visits and assessment of sampled learners on an online form on the CEMASTEA/ UoN portal.

(v)Assessing effectiveness of SME training.
To assess gains in teachers' proficiency, pre- and post-assessment are conducted through teacher proficiency assessment tools which include tests and lesson observation. Development of Teacher proficiency tests is done by CEMASTEA and UoN in collaboration with Kenya Institute of Curriculum Development (KICD), KNEC and KISE and classroom teachers to ensure that the tools are valid and reliable. The minimum knowledge indicators derived from the KICD syllabus

for each subject and levels (upper primary and secondary schools) for content and pedagogical content knowledge are established by the subject matter expert panels.

To this end the Teachers Service Commission has operationalized the SBTSS process as prescribed in the project appraisal document by accomplishing the following;

a. Development of an SBTSS design and a costed implementation plan
The Teachers service and CEMASTEA developed the SBTSS design and the Implementation plan to guide the process as captured in the SBTSS model. The following sequenced activities have been accomplished.

b. Skills and competency diagnostics to identify teachers' training needs to improve classroom practices in SME

It involved:

(i) Review of Kenya Certificate of Primary Education (KCPE) and Kenya Certificate of Secondary Education (KCSE) general and school specific reports, Monitoring Learning Achievement (MLA) report, Teacher Performance Appraisal and Development (TPAD) and TUSOME reports.

(ii) Development, administration and analysis of teacher proficiency tests in SME. The teacher proficiency tests were piloted in Kjiado and Murang'a counties. Based on the pilot report the tools were revised and finally administered to teachers of SME in all the sub counties in the targeted areas. The data was analyzed and a report generated that established teachers' skills gaps and their training needs, particularly in topics that were found challenging to teach in SME.

c. Development of teacher support materials

Based on the diagnostic report on teachers' skills gaps, the following activities were undertaken:

(i) Mapping out the existing technology-enabled teaching and learning aids (which include open educational resources/materials/assessment tools) for teaching and learning the challenging topics based on KNEC KCSE and KCPE reports and reports from Teacher Proficiency Tests (TPT).

(ii) Development of a facilitators' guide and instructional support materials by CEMASTEA and UoN in collaboration with education technologists.

(iii) Validation of the developed Technology enabled and print support materials

(iv)Adaptation of the Technology enabled and print support materials for SNE

d. Identification and training of facilitators/trainers/technologists and SME teachers

the commission identified;

(i) 76 subject /panelist/technologists and were trained between 02/1/2020 and 15/ 02/ 2020.

(ii) 1088 facilitators/trainers were recruited and trained from 23rd to 25th January and 31st to 2nd February 2020

(iii) SBTSS Teacher training was launched and 22,942 teachers trained at 68 cluster centres on content and pedagogy as well as use and development of technology-enabled materials from 17th to 23rd February 2020.

e. Promotion of peer learning and support

Creation of virtual peer learning communities;

Cluster that were established during the training at 68 cluster centers were assisted in forming WhatsApp groups for virtual learning. CEMASTEA and UoN have also posted e- learning materials on their online platforms while CEMASTEA is in the process of acquiring space on KICD cloud.

3. OBJECTIVE OF THE CONSULTANCY

(i) To support TSC in evaluating, reviewing and verifying results achieved under the SBTSS program for the science, mathematics and English subjects.

This activity is based on results based financing modality. The consultant will therefore be required to support the TSC in collection, analysis and validation of the required data for the relevant Disbursement Linked Indicators (DLIs) in project's results framework (see annex 1 of this ToRs).

(ii) support TSC in preparation of a report with recommendations for scaling up the program to the remaining schools in the targeted sub counties.

4. SCOPE OF THE CONSULTANCY

The scope of the assignment will cover 110 sub counties spread across 30 counties targeted by the SEQIP project. It will also cover CEMASTEA and UoN staff spearheading SBTSS.

5.METHODOLOGY

The methods that will be used will include but not limited to:

(i)Analysis of secondary data (ii) Collection and analysis of quantitative and qualitative primary information (iii)Discussions with CEMASTEA, UoN and TSC county (iv) sharing the final report with TSC.

The consultant will be expected to;

    a. Based on the SBTSS design prepare a detailed inception report which will include the following:
        i. Formulated key questions for the consultancy;
        ii. Develop an inception report and data collection instruments
        iii. Developed methodology with instruments, data collection, entry and analysis. In addition, properly outlined data collection tools;
        iv. A detailed work plan on how the consultancy will be carried out. It should confirm the team composition detailing their roles and responsibilities;
        v. Proposed report structure and format.
    b. To establish the number of teachers engaged in in-school peer support in schools in the targeted sub counties.
    c. Assess the existence of virtual peer to peer learning communities in the targeted sub counties.

d. Verify records of teacher support visits

e. Establish the existence of clusters resource teams based on CEMASTEA INSET centres in the target sub counties.

f. Verify TSC SBTSS phase 1 training report.

g. Prepare and present reports which include:
   i. A Draft report;
   ii. A Comprehensive final evaluation report;
   iii. Share the final evaluation report with the Commission for their input.

A. Key Deliverables and Timeline

1. Key deliverables and indicative timeline for the assignment is provided in the table below:

S/No.	Key Deliverables	Time-line
1.	Draft inception report, detailed work plan and draft data collection instruments	Within three (3) weeks from the date of award of Contract
2.	Final inception report with report structure and format, and based on the literature review	Within one (1) week after the Inception report and work plan approval by TSC
3.	establish the number of teachers engaged, existence of virtual peer to peer learning communities , records of teacher support visits, existence of clusters resource teams based on CEMASTEA INSET centres	Within three (3) weeks from the date of award of Contract
4.	Data collection instruments, report on pre-test and pilot of the instruments	Within six (3) weeks after submission of acceptable final inception report
5.	Data collection ,coding and analysis draft report data sets	Within sixteen (5) weeks after piloting the study
6.	Develop Draft evaluation Report	Within three (2) weeks after submission of draft data sets.
7.	Disseminate to the stakeholder the draft evaluation report	Within three (2) weeks after submission of draft data sets.
8.	Incorporate the stakeholders views and suggestions	Within three (2) weeks after stakeholder meeting.

S/No.	Key Deliverables	Time-line
9.	Final full detailed evaluation Report, Executive Summary, PowerPoint and Policy Briefs	Within three (2) weeks after the submission of acceptable Draft report

In all cases the acceptable completion period is 16 weeks(4months) after the signing of the Contract.

B. Qualifications and experience of Consultant

The consulting firm must have the experience of conducting similar national level large scale Consultancies or conducting educational surveys. Experience in conducting Teacher related consultancies will have an added advantage.

The team should comprise:

i. A Team Leader who must be a holder of PhD in Education, Economics or Social Sciences with at least 15 years' experience cumulatively;

ii. An Education Expert who must have a Master's degree in Education with seven years' progressive experience, at least three of which must be in teacher education;

iii. A Statistician with a minimum of Bachelor's degree in Statistics or Mathematics with proficiency in statistical packages. He/ she must have at least five years' experience, including on analysis in the education sector.

iv. A Logistics Coordinator with at least a Bachelor's degree in Social Sciences, or a related field and 7 years' cumulative experience in logistics or operational management;

v. The consultant will be expected to demonstrate ability to recruit adequate data collectors who hold a minimum of Bachelors of education degree and experience in educational research and teacher education issues.

vi. Once agreed, the consultant will neither change the team nor decrease the size of the team nor replace any member(s) without approval from TSC. In all such cases for approval, a replacement Key Expert shall have equal or better qualifications and experience than those of the originally proposed Key Expert.

Other terms on replacement of Experts or Sub-consultants

i. If the Client finds that any of the Experts or Sub-consultant has committed serious misconduct or has been charged with having committed a criminal action, or shall the Client determine that Consultant's Expert or Sub-consultant have engaged in corrupt, fraudulent, collusive, coercive or obstructive practice while performing the Services, the Consultant shall, at the Client's written request, provide a replacement.

ii. In the event that any of Key Experts, Non-Key Experts or Sub-consultants is found by the Client to be incompetent or incapable in discharging assigned duties, the Client, specifying the grounds therefore, may request the Consultant to provide a replacement.

iii.   Any replacement of the removed Experts or Sub-consultants shall possess better qualifications and experience and shall be acceptable to the Client.

iv.   Except as the Client may otherwise agree, (i) the Consultant shall bear all additional travel and other costs arising out of or incidental to any removal and/or replacement, and (ii) the remuneration to be paid for any of the Experts provided as a replacement shall not exceed the remuneration which would have been payable to the Experts replaced or removed.

C.   Copyright and confidentiality

All study material and data from the Consultancy will be sole property of the Teachers service commission. No information on the Consultancy and information collected will be shared with anyone without the written permission of TSC. The Consultant shall carry out the above assignment in accordance with the highest standard of ethical competence, integrity and professionalism and having due regard to the nature and purpose of the assignment. The Consultant will at all-time and for all purposes, regard as strictly confidential all knowledge and information not within public domain which may be acquired in the course of carrying out this assignment and shall not be directly or indirectly disclosed to any person whatsoever, except with the written permission of TSC.

D.   Proposed Budget items

S/No.	Item
1.	Consultant engagement for the consultancy
2.	Development and presentation of the inception report
3.	Development and sharing of data collection research tools
4.	Field visits to undertake the research for DLI evaluation
5.	Data coding, analysis and report writing
6.	Organize stakeholder's forum to validate the evaluation report
7.	Submit the evaluation report to the appointing authority.

NB: The firm shall provide a written justification for any modification to the proposed Personnel, Proposed Quantities and Proposed Person Days.

E. Proposed Payment Schedule

The schedule shall be developed in consultation with the Consultant

The responsibility for final clearance of the proposals and proposed program for the midterm evaluation, lies with the TSC.

F. CONTACTS FOR THIS ASSIGNMENT:

The Secretary Teachers Service Commission,
Private Bag, Nairobi
Attn: Head of Supply Chain Management
Postal Address: Teachers Service Commission, Private Bag, Nairobi
Code: 00100
City: Nairobi, Kenya
Zip code: +254
Tel: 020 289 2000
Email: info@tsc.go.ke and be deposited in the tender box located on Third floor, Podium wing, TSC House, Kilimanjaro Road, on or before ……….