

CONSULTANCY TERMS OF REFERENCE (TOR)

Consultancy Title: Undertake a status analysis of Early Years Education provided in Kakuma and Dadaab refugee camps in Kenya

Program Area: Quality Services, Education

Duty Station: Kakuma, Dadaab Municipalities

Duration: 16th September 2024 – 15th October 2024

Reporting To: Area Manager Kakuma & Area Manager Dadaab

Location: Kakuma Refugee Camp and Dadaab Refugee Camps Kenya

Grade: Consultancy, National Consultant – Nationally recruited Contractors Agreement

1.0 Introduction and Background

Lutheran World Federation (LWF) is a faith-based humanitarian International Non-Governmental Organization implementing programs in emergency relief, rehabilitation, and development in 32 countries worldwide. In Kenya, LWF works through its Kenya-Somalia program with operational field Area programs in Kakuma, Dadaab, and a sub-program in Kismayu, Somalia. LWF has been present in Kakuma since 1992 and in Dadaab from 2008 and works in three thematic areas of **Quality services:** pre-primary, primary, and junior school education and Reception Center Management, **Protection, and Social Cohesion;** Youth protection, Child Safeguarding, Social Cohesion, and **Livelihoods.**

Under Education, LWF implements pre-primary, primary and junior school education in Kakuma and Dadaab refugee camps with the overall goal **to provide access to inclusive quality education for refugee children in a friendly, age-appropriate-protective environment** and is also implementing partner of UNHCR on the same. The program comprises 44 primary schools and 36 ECDE centers (23 in Dadaab and 13 in Kakuma). 91,273 (51,467M, 39,806F) learners, inclusive of 3,548 (1,964M, 1,584F) Children with disabilities are enrolled in Kakuma and Dadaab's pre-primary and primary schools. While on par with global trends for refugee enrolment, this is below UNHCR's target of at least 80% enrolment. UNHCR provides overall coordination while the Ministry of Education through the sub-County Education officer undertakes regular school monitoring and assessment. All the children in the pre-primary and primary schools in the refugee camp study the validated Kenya curricula; Competence –Based Curriculum (CBC).

LWF with funding from Porticus seeks to address systemic challenges hindering the delivery of early years' education services to displaced communities in Kenya, particularly for displaced children in Kenya's Turkana and Garissa counties. Some of the deliverables include working in close coordination with the Ministry of Education and county governments, supporting the county government to implement the Early Years Education Policy and strengthening the quality of Early Years' Education through facilitating foundational teacher the training of the qualifying refugee teachers teaching in pre-primary schools in the Dadaab, Kakuma, and Kalobeyi refugee camps and settlements and provision of learning materials.

2.0 Context

Sustainable Development Goal (SDG) 4 on education calls for the eradication of illiteracy through formal and non-formal education and training and ensuring equitable access to digital literacy, as well as media and information literacy as a continuum of proficiency levels within a lifelong learning perspective. The quality of education in refugee camps remains a significant challenge with too many children not reaching minimum levels of proficiency in reading and arithmetic, let alone gaining the knowledge to participate in a more interconnected world. In the Kakuma and Dadaab refugee camps, the provision of quality education is hampered with many challenges emanating from the protracted refugee situation. From low absorption capacity, low teacher qualifications, and high levels of illiteracy among parents, inadequate teaching learning materials, to congested classrooms, it is evident the system is constrained. Being present

in school is not enough if children are not learning as it takes more than classrooms and textbooks for children to learn. LWF plans to conduct a survey on the **status of Early Years Education provided in Kakuma and Dadaab refugee camps in Kenya** (Annual Status of Education Report (ASER)). For this purpose, LWF Kenya-Somalia program intends to hire an external consultant or research institution for a period of 30 calendar days.

3.0 The overall purpose and scope of the consultancy

The overall purpose of this Request for Proposals is to find a prospective bidder(s) to support in conducting the **status analysis of Early Years Education provided in Kakuma and Dadaab refugee camps in Kenya** and provide crucial information to be used in improving the provision of quality inclusive education for refugee children.

The survey will be conducted in the entire Kakuma, Kalobeyei Settlement and Dadaab refugee camps targeting children in Early Years Education aged 5 – 16 years (pre-primary 1 & 2, and in primary schools, grades 1-3).

3.1 Objectives and key Tasks:

The following are the objectives of the assessment:

- a) To get reliable estimates of the status of children's schooling and basic learning (reading and arithmetic level)
- b) Conduct ASER assessment and produce a comprehensive report on core reading skills, namely: – letter knowledge, phonemic awareness, reading fluency, vocabulary, and reading comprehension of children in Early Years Education using the ASER tool (EGRA/EGMA)
- c) Establish factors impacting the reading and learning of children
- d) Establish learning milestones for children with intellectual disabilities
- e) Based on the findings of the above, generate lessons learned, challenges, and best practices to make realistic and feasible recommendations for improving learning outcomes

Specifically, the consultant will:

- a) Conduct a literature review that includes a review of previous reports on similar assessments that have been conducted in the camp and relevant studies on literacy to provide a contextual background for this assessment.
- b) Conduct ASER assessment and produce a comprehensive report
- c) Focus on five core skills that research has shown are central to learning to read: – letter knowledge, phonemic awareness, vocabulary, reading fluency, and comprehension.
- d) Conduct interviews/focus group discussions with children and teachers to identify in and out of school factors contributing to or/ hindering children's acquisition of the core reading skills
- e) Analyze the data and produce a comprehensive report detailing findings on all core reading skills segregated by refugee, host, camp, sex, and schools.
- f) Facilitate a validation workshop on the findings and recommendations for key education actors, Education Partners, teachers, children, County (Garissa and Turkana) Education Staff, and MoE staff and incorporate comments, and feedback to enrich the final document

4.0 Approach and Methodology

The consultant is expected to suggest an approach, tested methodology, and tried empirical methodology that provides reliable estimates of children's schooling and basic learning status. The consultant should demonstrate how S/he will collect data, including data from children, ensuring data protection and quality marks. Among other methodologies, the consultant will review available documentation, consider the unique challenges of the refugee camp, consider alignment to the provisions of the Ministry of Education on learner assessment in line with the Competence-Based Curriculum, and draw lessons from other regional and international refugee settings where possible.

5.0 Deliverables and Timelines

The following are key deliverables:

- a) An inception report outlining the understanding of the assignment, program of work and data collection tools.
- b) Training the enumerators and piloting the tools
- c) Field Work - data collection

- d) Draft report for debriefing and validation
- e) A high-quality Final report written in English (in soft and hard copy). The structure and format of the final report will be agreed upon by LWF and the consultant

6.0 Accountability

While the LWF Area Managers for Kakuma and Dadaab assume the overall responsibility for contract management, the Consultant will work directly and closely with the Education Officers-Early years under supervision and support of Education technical lead, Quality Services Manager and Area Program Technical Coordinator. The team will be supported by the Senior Program Officer-Quality Services (Nairobi) on technical matters of the work.

7.0 Submission

The bid will consist of two parts; the technical and financial, as follows;

Part A: Technical Proposal

The Technical Proposal shall be straightforward and concise, describing how the consultant intends to carry out and satisfy the task as described above. No cost or pricing information is to be included in the technical proposal.

Technical proposals are limited to 15 pages in total. Organizational Information, CVs of proposed personnel, and examples of previous relevant work are to be included in an Annex. Key personnel resumes, dividers and past performance report forms are not included in the page limitation. Bidders are encouraged to provide an Annex, or “portfolio” of samples demonstrating experience performing similar activities. The Annex can include copies of photographs, other visual representations, and media/social media clippings. The Annex should not exceed 10 pages.

The technical proposal shall be formatted using the following sections:

Technical Approach– *Narrative not to exceed five (5) pages.*

The bidder shall demonstrate his/her understanding, ability, and overall approach to perform the requirements described in the Scope of Work/Tasks/Activities. S/he shall clearly explain how they propose to structure, design, manage, and execute the work required to meet LWF objectives.

The Technical Approach must include a timeline or Gantt chart of the deliverables required to execute this project.

Capability Statement - *Narrative – not to exceed two (2) pages.*

The bidder shall demonstrate his/her specialized competence with the requirements of the tasks/activities. S/he shall demonstrate they have the necessary personnel to comply with the contract requirements and accomplish the deliverables successfully.

Past Performance – *Narrative not to exceed five (3) pages.*

The Bidder shall provide at least three (3) samples of past performance of implementing similar projects. The past performance examples must be within the last three (3) years and shall be similar in terms of scale and relevance. S/he must provide references for each sample, including the reference's name, title, phone number, and email address.

Personnel/Staffing – *A narrative not to exceed two (2) pages.*

A summary describing the proposed staff for the project including up to three team members. The summary shall include names, relevant qualifications of similar experience, and the proposed role for each individual. A Project Manager must be identified with at least five years of experience in related project management.

The bidder must also include the CVs of the key staff members involved in the Project, including the Project Managers and up to 3 Team members. Each CV should not exceed three (3) pages.

Part B: Financial Proposal

The bidder shall propose realistic and reasonable costs for this work in accordance with the His/Her technical approach. The cost should be in Kenya Shilling (KES) and include all applicable local taxation. The financial proposal shall list all costs associated with the assignment.

Items described in the technical proposal but not priced shall be assumed to be included in the prices of other items.

1.0 Evaluation Criteria

This solicitation is open to local firms/ company's registered in Kenya, specializing in measuring learning outcomes and/or education research.

The selected Consultant will be responsible for designing and executing all activities outlined in this Request for Proposal in coordination with LWF.

Proposals will be evaluated using the quality and cost-based selection, with a total score calculated out of 100% of which 60% is the weight of the technical proposal and 40% is the weight of the financial proposal.

Proposals meeting the mandatory requirements will be evaluated for technical merit based on the criteria in the below chart. Those proposals scoring 65 points or higher (out of 80 points) will be considered for cost-effectiveness

Section	Description	Maximum Points
Technical Approach	Proposed structure, design, and approach to execute the work required, application of ASER tools, analysis and presentation of findings (a high-quality report). (25 points) Detailed work plan and implementation plan. (5 points)	30
Capability Statement	Demonstration of the necessary organizational systems, and personnel to successfully comply with the contract requirements and accomplish the expected results.	10
Past Performance	- Inclusion of at least 3 relevant past performance examples of similar projects. (5 points) - References provided by past clients for these examples and their evaluation of the bidder's ability to deliver on time and within quality and budget expectations. (5 points)	10
Personnel/Staffing	Qualifications and past relevant experience of the Project Manager and up to 3 team members proposed to perform the requirements of this scope of work. (10 points)	10
Technical Evaluation Threshold (Only offers that receive a technical evaluation score of 42 and above points (out of 60) will be considered for cost evaluation.)		
Cost Evaluation	The financial proposal will be evaluated using the following formula: $FS=40*\text{lowest price}/F$, in which FS is the financial score and F is the price of the proposal under consideration.	40
Total Points		100

How to Apply:

Interested and qualified consultant(s) should submit their technical proposal and financial proposals to procurement.nairobi@lutheranworld.org with the e-mail subject line clearly marked; 'RFP;DF;37170-ASER Survey Consultancy.' The deadline for submission of applications is **Wednesday, 11th September 2024, at 5:00 pm Nairobi Time**

LWF reserves the right to reject any application(s) without disclosing the reasons