TERMS OF REFERENCE (ToRs) FOR TECHNICAL ASSISTANCE TO SUPPORT EASTRIP CENTRES DEVELOP BUSINESS PLANS.

PROJECT BACKGROUND
The Government of Kenya has received financing from the World Bank towards meeting the cost of implementing the East Africa Skills for Transformation and Regional Integration Project (EASTRIP) in Kenya through the Ministry of Education (MoE). The project, whose project development objective (PDO) is to increase the access and improve the quality of TVET programs in selected regional flagship TVET institutes and to support regional integration in East Africa was approved on October 30, 2018 and is expected to close on December 31, 2024.

In Kenya, the selected Regional Flagship TVET Institutes are; KenGen Geothermal Training Centre (Geothermal, Oil and Gas), Kenya Institute of Building & Highways Technology (Infrastructure Roads & Highways), The Kisumu National Polytechnic (Manufacturing-Textile and garment making), The Meru National Polytechnic (Building Technology) and The Kenya Coast Polytechnic (Marine Transport and Port Management).

Overall, the project aims to benefit the following groups of beneficiaries:

a. Students enrolled in selected Regional Flagship TVET Institutes and their partner institutions (non-project TVET institutes) in the country and across the region.

b. Employers and targeted industries that will have access to a skilled workforce matched with their needs and standards.

c. Faculty and staff from the selected Regional Flagship TVET Institutes whose academic, technical, management, and pedagogical skills will be upgraded and who will function in an improved teaching environment with upgraded facilities and can exchange knowledge and staff with other EASTRIP flagship TVET institutes and countries.
d. Students, faculty, and staff in non-project TVET institutes partnering with the selected flagship TVET institutes who will benefit from knowledge sharing in good TVET management, program development, and instructional practices and from sharing of standards, curriculum, and training facilities.

e. Public and private TVET institutes within the East Africa region that will have access to a network of specialized trainers, a framework of core curricular competencies, quality assurance standards, and state-of-the-art facilities for up-to-date training of the workforce in priority sectors in the region.

By the end of the six-year investment period, all the 16 flagship institutes under the project will have at least doubled their capacity and be able to collectively enroll 20,000 students on an annual basis in both long-term and short-term training programs in the targeted disciplines. Cumulatively, the project will have directly benefitted close to 60,000 students. It is also projected that at least 30 percent of the enrollment will be female students. At least 310 staff will benefit from industrial attachment programs and 230 staff will benefit from foreign exchange program at the end of the project. Furthermore, the project will indirectly benefit all students who are enrolled in the flagship institutes due to the improved management, teaching, and infrastructure. Finally, the project will benefit students and faculty who are in non-project TVET institutes that have partnership arrangements with the flagship TVET institutes. Employers in the targeted industries will also benefit from an expanded and more qualified pool of skilled labor.

Project Components

The PDO and results will be achieved through financing and implementation of activities grouped under the following three components and priority sectors i.e transport, energy, manufacturing including agro-processing, and ICT.

Component 1, Strengthen Selected Regional Flagship TVET Institutes Development

This component is designed to strengthen the capacity of the selected Regional Flagship TVET Institutes to produce high-quality skills for the regional sector markets in railway, highway, port management, energy, light manufacturing, and ICT. Training programs will be developed based on standards and qualifications recognized by the industries operating in the East Africa regional or international markets. Each flagship TVET institute will have a specific specialization with a set of training qualifications and enable students from countries across the East Africa region to join the programs. This will reduce the cost of skills provision through economies of scale.

Transformation of these flagship TVET institutes to serve the regional markets and corridors will require action along the following lines: (a) understanding the demand-side skills requirements of the regional markets and identifying specific skills and qualifications that the TVET institute will focus on; (b) understanding the capacity gaps in the TVET institute in terms of faculty, curriculum, provision of training facilities, and governance and
management; (c) rallying the institutional and national support for the institutes for their new roles as the regional flagship TVET institutes; and (d) developing and implementing the institutes’ 5-Year Strategic Investment Plans (SIPs) in close collaboration with industries that would ensure the provision of key inputs for the institutes transformation and delivery of skills.

The component will finance the development and implementation of institute-specific SIPs. Drawing on international ‘best practices’ of TVET institutional reform, SIP guidelines will be developed to promote a virtuous and sustainable cycle of demand-driven TVET program development and implementation, along five interrelated subcomponents: (a) strengthening governance and management, (b) institutionalizing industrial linkages at TVET institute and program levels, (c) developing market-relevant and competency-based training programs (modularized if possible), (d) training managers and teachers/trainers to upgrade their technical knowledge and practical skills, as well as to promote student-centered pedagogy and ICT competency, (e) providing key training equipment and facilities, and (f) providing outreach and support for non-project national TVET institutes to maximize the spillover effects of the Project.

Moreover, contents of the training as well as procurement of equipment will incorporate the potential impact of climate change such as droughts, flooding, and extreme precipitation through creating and teaching a disaster recovery plan and special protocol for the machine operation in case lack of water and flooding affect the training center as well as machines.

The Project will explicitly encourage innovation and use of technology in the delivery of training and in promoting innovation and in-house production. These include potentially the use of Fab Lab30 models, smart classrooms, project-based learning, virtual reality technology, and provision of simulation training facilities such as the simulation power transmission station to provide the students and faculty a work environment close to real life to maximize the training impact.

**Component 2: Creating national TVET enabling environments**

An inadequate national enabling policy environment is a critical constraint to service delivery at the TVET institutes. For example, for the students and faculty to move across countries, ministries of education need to develop policies and guidelines on mutual recognition of qualifications. In addition, for the institutes to develop new programs, the capacity in the national TVET accreditation body will need to be strengthened so that national standards are available and efficient processes can be used to approve the programs.

Therefore, under this component, the project will finance the development of policy and guidelines to facilitate student, graduate, and faculty mobility and industrial partnership
and strengthen the capacity of national agencies that are responsible for the approval of occupational standards, model curriculum, and accreditation of TVET programs. The project will finance interventions in four subcomponents: (a) strengthening national TVET quality assurance, as it relates to the regional flagship TVET institutes, (b) capacity building for TVET policy development and implementation, (c) promoting regional integration, and (d) facilitating national project coordination and M&E. In addition, countries will implement annual regional skills competitions following the WorldSkills31 model.

**Component 3: Enhancing regional collaboration in TVET and project coordination**

This component seeks to harmonize standards and mutual recognition of qualifications for priority occupations, facilitate students and staff mobility through exchange programs and foster Regional project Coordination and M&E.

**Objectives of the Assignment**

**General Objective**

The main objective for developing the Business Plan for the five (5) RFTIs is to ensure the sustainability of EASTRIP beyond the project’s cycle and provide guidance on the structure for the operations of the income generating activities.

**Specific Objectives**

1. Define the RFTI’s capacity in terms of capacity building activities and other technical assistance (TA)
2. Define the organizational management structure and skill sets available and identify any skill gaps to meet the requirements of the business plan.
3. Determine the appropriate costing including the running cost of the RFTI, broken down to the cost per services provided, including services like trainings and TA
4. Define the comparative advantage of the RFTI to attract customers from countries in the East Africa Region
5. Determine the market and the potential customers and thus describing the business model including the PR and Marketing Strategy.
6. Determine a realistic income from marketing the services over the next five years and the break-even status of the present funding and donor support (funds) required till then

**Scope of Assignment**

The primary output of this consultancy will be in two phases:

**Phase 1:** output is a Situational Analysis report, addressed to the RFTI and MOE Coordination Unit.

**Phase 2:** output is developing 5 business plans (for each RFTI). This is for each to demonstrate how it can transit from the donor funded start-up phase to self-financing sustainability within five to ten years.

**Phase 3:** Generate a consolidated business plan for 5RFTIs.
The Secondary Output will be the end product of this assignment broken down as follows;
1. Complete Business Plan clearly detailing tasks and responsibilities of each actor within the plan;
2. A financial and operational plan;

**Timeframe and Reporting**
The expected consultancy duration is **6 Months** starting from the date of the contract. The consultant will report to the EASTRIP National Project Coordinator at the Ministry of Education; STATE DEPARTMENT FOR VOCATIONAL AND TECHNICAL TRAINING.

**Deliverables**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deliverables</th>
<th>Timelines</th>
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<tbody>
<tr>
<td>1. An inception report illustrating the methodology, plan and timelines for the assignment</td>
<td>Inception report, consultation with key stakeholders, review of all project documents</td>
<td>1 month</td>
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<tr>
<td>2. Situational analysis</td>
<td>Situational analysis report, Data collection instruments, site visits, interviews with focus groups, data analysis</td>
<td>3 months</td>
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<tr>
<td>3. Business plan</td>
<td>Presentation of business plan in workshops, final business plan presented to RFTIs</td>
<td>6 months</td>
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<td>4. Stakeholder engagement</td>
<td>stakeholder’s engagement and validation workshop reports</td>
<td>4 months</td>
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<td>5. Develop a tool to give formative and summertime evaluation</td>
<td>Evaluation tool</td>
<td>6 months</td>
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<tr>
<td>6. Identify the possible risks which may arise in management and monitoring and evaluation for the EASTRIP project</td>
<td>Report on possible risks which may arise in management and monitoring and evaluation</td>
<td>4 months</td>
</tr>
<tr>
<td>7. Sustainability/impact assessment plan</td>
<td>Sustainability/Impact assessment report</td>
<td>6 months</td>
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**Note:**

i. The consultant should present 10 hard copies and a soft copy of all documents to the EASTRIP project coordinator at the end of the consultancy.

ii. The final reports and the guidelines shall be submitted to the client after endorsement by the stakeholders in validation workshops to be organized in liaison with the Ministry.
**Qualifications**

1. A good analytical understanding of the TVET Sub Sector, the trends that are currently shaping it and the policy objectives which guide the goals of TTIs self-sustainable activities.
2. Have work experience in TVET of 5 years minimum preferably with exposure to Government of Kenya TVET programs.
3. Exposure in International Business Plan development and with relevant experience to this TOR.
4. A good analytical understanding of the processes of business plan development and the tools that can help promote it.
5. Have technical knowledge of policies such as public private partnership among others that will enhance business acceleration.
6. Experience of working with client organizations in developing countries, especially in terms of providing technical assistance.
7. Experience in the multilateral stakeholder engagement of various actors ranging from the public sector, intergovernmental agencies and development partners.
8. Experience in public relations and marketing so as to garner support and good will of the key stakeholders.
9. Experience in TVET will be an added advantage

The consultant that is appointed for this project should be willing to work in an iterative and flexible manner with the National Coordination unit and other program partners.

A detailed curriculum vitae of the consultant shall be attached for reference.

**Obligations of the State Department for VTT**

i. Provide logistical support.
ii. EASTRIP Project Operational Manual
iii. EASTRIP Detailed Project Implementation Work plan for Kenya
iv. Selected Regional Flagship TVET Institutes’ Strategic Investment Plans (SIPs)
v. Selected Regional Flagship TVET Institutes priority sector’ course curriculum