TERMS OF REFERERENCE FOR CONSULTANCY TO REVIEW LEARNING ASSESSMENT TOOLS, CURRICULUM FRAMEWORKS AND TEACHING MATERIALS ON FUNCTIONAL LITERACY AND NUMERACY

Background

VSO Kenya is a branch of Voluntary Services Overseas (VSO), the world leading independent international development organization that promotes volunteering as a powerful and practical way to eradicate poverty and inequality. VSO Kenya focuses on Inclusive Education, Youth Employment (Empowered Youth for Employment and Entrepreneurship) and Social Accountability with presence in 21 counties in Kenya.

VSO Kenya in consortium with Action Aid International Kenya and Leonard Cheshire, is implementing a DFID GEC project called “Education for Life” which is anchored on the “Leave No Girl Behind” theme. The Project is being implemented in five counties; Garissa, Kilifi, Isiolo, Migori and Kisumu for a period of four years. Approximately, 5000 extremely marginalized out of schoolgirls will participate in the project through various interventions including: Functional literacy and numeracy; life skills and transition to formal and/or informal pathways. Other interventions aimed at removing obstacles for girls’ access and participation in Education will include Community and Parents/Guardians engagement; system strengthening of government and community structures to address barriers keeping girls out of school and lobbying for enforcement of key policies in Education, child protection and social protection to ensure fulfillment of the Girls’ rights and entitlements.

A brief description of the current Functional Literacy and Numeracy Curriculum

The Education for Life consortium has developed curriculum frameworks, learning assessments, teaching and learning modules for use in accelerating learning of 10-19-year-old educationally marginalized girls. However, interaction with the developed materials reveals existing gaps in building on adolescent girls’ baseline in functional literacy, numeracy and skills of life. Infusion of relevant content and real-life examples in the teaching and learning materials is key for girls’ acquisition of core competencies, as well as embodying the growth mindset since the girls will be making choices on personal development pathways to pursue in due process.

VSO in conjunction with other members of the consortium are therefore looking for a consultant and/or a consultancy firm with a track record in designing relevant functional literacy and numeracy materials for educationally marginalized adolescent youth.

Principles Guiding the Review

1. The materials and contents should be designed to build on adolescent girls’ baseline knowledge; it should approach the learning as filling in gaps and formalizing the informal knowledge with the introduction of math and literacy terminology and symbols.
2. The content review should reflect the mindset that adolescent girls’ are joining the catch-up center with some pre-existing knowledge and not as empty vessels.

3. The content review should embody a growth mindset approach – the understanding that everyone has mathematical and literacy capability, and this can be developed through practice, hard work and perseverance.

**The objective of the assignment**

The consultancy will lead an assorted team comprising of functional literacy and numeracy Teacher Coaches, and the *Education for Life* project team in accomplishing the following:

1. **In-depth review of curriculum framework and corresponding teaching and learning guides and workbook based on andragogical principles (self-directing, learning by doing, relevance to daily living and experiences, multi-sensory, practical oriented, foster personal development and learner involving), strengthened learning objectives in line with both learning levels and functional relevance.**

2. **Review of the current functional literacy and numeracy curriculum framework and content to cater for the diverse group of girls in age and differentiated teaching and learning activities for the different ages and levels of literacy and numeracy and transition aspirations/ambition (choice of pathway).** The content must take into consideration the profile of the girls in the catch-up centers and should enhance the acquisition of relevant competencies by the girls needed for the pursuit of their chosen pathways.

3. **The consultant will also lead the process of reviewing the current functional literacy and numeracy teaching (teacher guides) and learning materials (adolescent girls’ workbook) for use by the volunteer teachers and girls respectively during catch-up sessions clearly outlining the objectives of the lessons and the competencies under each objective.** The guides should also be very clear on the teaching methodologies and learning activities leading to the achievement of the identified objectives and competences. The guidelines on teaching/Learning content, delivery methodologies and assignment of learning activities for various learners must take into consideration the difference in age, level of functional Literacy and Numeracy and girls’ transition aspirations (choice of pathways) while ensuring that the content stays relevant to the Out of School girls context and experiences within their communities.

4. **Review/adaptation of the current learning assessment tools for assessing the girls’ abilities in literacy and numeracy both at entry point and progressive acquisition of functional literacy and numeracy skills, clearly articulating the minimum level of achievement expected from the girls at the point of exit from the catch-up center.**

5. **Review of a Teachers’ Needs Assessment/Gap analysis tool:** this will provide benchmarks for each volunteer teacher in the project that will inform continuous professional development through coaching and mentorship processes. The revised teacher assessment tool should go beyond assessing teaching methodologies to include specific attributes needed for a teacher in this context such as empathetic, respectful towards the out of schoolgirls.
6. **Integrated thematic’ or thematic learning:** ‘appropriate themes/topics leading to the achievement of functional competencies required in line with pursuit of the pathways chosen by the girls and relevant life skills’ This gives weight to the themes speaking to the functional competencies first as well as life skills second.

7. **The teacher guides should provide guidance on how best to use teacher aides (including option of using mentors) to respond to the above concerns (difference in age by learners and difference in levels of literacy)**

**The assignment periods**

The assignment will be split into various milestones to ensure the tasks identified above are effectively realized:

<table>
<thead>
<tr>
<th>Task</th>
<th>No. of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Inception meeting: Meet the project team to present the proposal, discuss the contract and agree on deliverables and timelines, seeking clarification on various issues</td>
<td>1</td>
</tr>
<tr>
<td>2. Conduct Desk Review of the existing /current Functional Literacy and Numeracy curriculum</td>
<td>4</td>
</tr>
<tr>
<td>3. Conduct a four days’ workshop working very closely with the consortium team and teacher coaches in order to analyze the existing curriculum frameworks and materials, teacher guides, girls work book, and the assessment tools with a view to identify the gaps, determine what should be dropped and what should be incorporated including the andragogical principles of self-directing, learning by doing, relevance to daily living and experiences, multi-sensory, practical oriented, foster personal development and learner involving thereby reviewing the content, delivery methodologies clearly outlining the themes/topics and the objectives for each theme/topic and the competencies/life skills to be developed/acquired under each topic.</td>
<td>10</td>
</tr>
<tr>
<td>4. The consultant to consolidate workshop discussions, incorporating all the agreed changes and present the consolidated materials to the team</td>
<td>8</td>
</tr>
<tr>
<td>5. Presentation of the draft reviewed curriculum frameworks and material for Validation by the project team</td>
<td>2</td>
</tr>
<tr>
<td>6. Incorporation of validation team’s feedback and submission of final copies of learning tests, guides, workbooks and Teacher Gap analysis tool</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Number of Days Worked</strong></td>
<td><strong>29</strong></td>
</tr>
</tbody>
</table>
The Expected deliverables

1) Revised functional Literacy and Numeracy Curriculum frameworks, and corresponding teacher guides as well as learners’ workbook based on andragogical principles (self-directing, learning by doing, relevance to daily living and experiences, multi-sensory, practical oriented, foster personal development and learner involving), broken under relevant themes, topics with clear objectives and functional competencies to be developed under each theme.

2) One Revised formative learning assessment tool and a summative assessment tool on Functional Literacy and Numeracy

3) One revised Skills’ Gap Analysis/Needs Assessment Tool for Volunteer Teachers

4) A tool clearly describing the minimum achievement/standard levels and how it is measured and indicating what the project describes as minimum attainment/competence, similarly with a clear measure.

5) A lesson observation tool clearly linking the activities to the objective and the competencies to be developed from the topic being covered. The lesson observation tool should also assess the qualitative aspects of a good teacher besides the teaching methodologies.

6) A sample lesson plan for each curriculum area; Literacy, Numeracy and a template to guide the teachers in lesson planning

Period of Assignment

The assignment is expected to start at the start of April 2020.

Expected expertise and experience required

The successful consultant(s) MUST demonstrate proof of having in place a team comprising of expertise in functional Literacy, Numeracy and skills for life and work. We expect the applicant(s) to share sample of similar work undertaken as part of their application:

Qualifications

• Minimum of master’s or post graduate degree in Education
• At least 7 years’ experience designing and delivering literacy and numeracy curriculum in one or all of the following areas: a nonformal sphere, adult learning or out of school youths
• Evidence of experience in designing accelerated learning interventions
• Evidence of experience in material development specifically on functional literacy and numeracy
• Highly desired- Experience working in hardest to reach areas where social norms and abject poverty impede access to education for girls
• Highly desired- Understanding of safeguarding, child protection, Gender and Inclusion
• Desirable – Experience in implementing Girls’ Education and Empowerment projects
Requirement
The consultant is subject to a five percent (5%) of the cost of work withholding tax. The selected candidate will be required to have a valid certificate of good conduct and have satisfactory references.

APPLICATION PROCEDURE
1. Applications **MUST** be made through the link on the advertisement.
2. Interested consultants should also submit an expression of interest that includes:
   i. A capability statement detailing suitability for the assignment, similar assignments done within the past 12 months & references for the same, CVs of the consultant/s who will undertake the assignment.
   ii. 3-5-page pages detailed technical proposal on the methodology, tools, approaches, potential limitations & challenges and how they will be addressed.
   iii. A detailed financial/budget proposal.
   iv. An indicative timeline for the assignment.

The Expression of interest titled: **VSO KENYA FUNCTIONAL LITERACY AND NUMERACY CURRICULUM DEVELOPMENT CONSULTANT** to be submitted via email to temp.kenya@vsoint.org by 12.00 p.m. on Wednesday 18th March 2020.

Please note that only shortlisted consultants will be contacted.