



**COUNTRY: KENYA**

**PROJECT: KENYA DIGITAL ECONOMY ACCELERATION PROJECT (KDEAP)**

**IMPLEMENTING AGENCY: Information and Communications Technology Authority (ICTA)**

**PROJECT ID: P170941; Credit Numbers 7289-KE and 7290-KE**

**TERMS OF REFERENCE FOR:**

**Request for Expression of Interest**

**for**

**Consulting Services for integration and implementation of Digital Literacy in the Competency Based Curriculum through Gender Inclusive Strategies**

**Contract No: KE-ICTA-463527-CS-CQS**

**Issue Date: 13<sup>th</sup> October 2026**

**Closing Date: 28<sup>th</sup> October 2026 at 1000Hrs EAT**

**Client:**

The Chief Executive Officer,  
ICT Authority

Teleposta Towers 12<sup>th</sup> Floor, Kenyatta Ave

PO Box 27150 - 00100 Nairobi Kenya

Tel: +254 20 2089061/ 2211960 Fax: +254 20 2211960

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## 1. Background Information

The Government of the Republic of Kenya (GoK) received two Credits in the total amount equivalent to US\$390million from the International Development Association (IDA) towards the implementation of Phase I of the Kenya Digital Economy Acceleration Project (KDEAP), structured under a multi-phase programmatic approach (Credit No. 7289-KE and 7290-KE).

The overall project development objective is to expand access to high-speed internet, improve the quality and delivery of education and selected government services, and build skills for the regional digital economy.

KDEAP has four components, detailed below:

**Component 1: Digital Infrastructure and Access.** This component supports expanding broadband coverage and access and enhancing the enabling environment for the digital economy.

**Component 2: Digital Government and Services.** This component supports increasing efficiency and security in government operations through automating and digitizing selected government services while strengthening the legal and policy frameworks and the technical architecture needed to enable a whole-of-government transition to paperless Government.

**Component 3: Digital Skills and Markets.** This component supports enhancing digital skills, device affordability and eCommerce.

**Component 4: Program Management.** This component supports project implementation, coordination, and capacity building for the Project Implementation Unit (PIU) and key project beneficiaries.

The Kenya Institute of Curriculum Development (KICD) has developed the Competency-Based Curriculum (CBC) for Foundational Learning, Upper Primary, and Junior Schools. The Institute is currently finalizing development of Senior Schools curriculum. The Institute has also developed Digital Literacy Matrices (DLMs) to guide integration of digital literacy within the curriculum. The DLMs were developed for Grades 1 - 3; Grades 4 -6; Grades 7 - 9 and lastly for Grades 10 - 12. Curriculum developers used these matrices as the guiding documents while integrating digital literacy in the curriculum design. However, there is a need to review the DLMs to ensure the components of digital literacy are up-to-date and properly integrated within the curriculum designs. It is worth noting that DLMs for Pre -primary level of education have not yet been developed. There will be a need to develop the DLM for Pre-primary level of education and ensure that the curriculum designs at this level have mainstreamed digital literacy appropriately.

In addition to reviewing the curriculum to mainstream digital literacy, there will be need to orient the curriculum implementers for effective implementation of the curriculum. Teachers will need to be oriented on digital content and training methodologies including initiatives to encourage more girls to pursue STEM related careers. Digital literacy being a relatively new concept to most of the curriculum implementers and a core competence in the Competency Based Curriculum, clear orientation will be critical for all teachers. Teachers currently under

pre-service training in the teacher training institutions will be taken through the same training for effective implementation of the curriculum. An online course will be developed to complement the face-to-face teacher orientation programme. The online course will act as a fallback strategy where trained teachers can log in to refresh after concluding the face-to-face training. This work will be done through a consultancy firm.

## **2. Objectives of the Assignment**

The objectives of this consultancy assignment are to:

- i. Establish the current extent of integrating digital literacy skills (including information literacy, data literacy, digital communication & collaboration, digital content creation, digital safety & security, technical & operational skills, digital citizenship and computational thinking with artificial intelligence among others) within the rationalised curriculum designs.
- ii. Review the existing digital literacy matrices for basic education in line with the rationalised curriculum designs and the emerging technologies such as AI in the education digital space.
- iii. Develop new digital literacy matrices with aspects of AI for pre-primary level of education and AI curriculum or programme
- iv. Prepare a report with recommendations on strategies of encouraging girls to pursue STEM subjects.

## **3. Scope of Work**

Under the guidance of the KICD Chief Executive Officer, the consulting firm shall carry out the following tasks:

- a) conduct desk research to establish the current extent of integrating digital literacy skills within the rationalised curriculum designs
- b) review the existing digital literacy matrices to embed aspects of AI for basic education in line with the rationalised curriculum designs and the emerging technologies in the education digital space
- c) develop new digital literacy matrices for pre-primary level of education and Artificial Intelligence curriculum or programme
- d) Prepare a report with recommendations on strategies of encouraging girls to pursue STEM subjects.

### **3.1 Execution of the assignment**

The consulting firm will carry out the assignment at hand as follows:

- a) Conduct a desk review on the curriculum designs at all levels of basic education (Pre - Primary, Lower Primary, Upper Primary, Junior School and Senior School) to establish the extent to which aspects of digital literacy are integrated in the curriculum.
- b) Review the existing digital literacy matrices with aspects of AI for basic education including the ones developed for Lower Primary, Upper Primary, Junior School and Senior School in line with the rationalised curriculum designs and the emerging technologies in education digital space. The consultant will be expected to give a comprehensive report for each level.

- c) Develop a digital literacy matrix for pre - primary level (PP1 and PP2) of education and Artificial Intelligence curriculum or programme.
- d) Prepare a report with recommendations on strategies of encouraging girls to pursue STEM subjects.

### 3.2 Deliverables

The consulting firm will be expected to deliver the following during this assignment:

- a) an assessment report giving the extent to which aspects of digital literacy are integrated in the curriculum at all levels of basic education (Pre -Primary, Lower Primary, Upper Primary, Junior School and Senior School)
- b) reviewed digital literacy matrices with aspects of AI for basic education including the ones developed for Lower Primary, Upper Primary, Junior School and Senior School
- c) report on the reviewed Digital Literacy Matrices (DLMs) for all levels of learning under basic education
- d) develop a DLM with aspects of AI for pre - primary (PP1 and PP2) level of education and Artificial Intelligence curriculum or programme
- e) A report with recommendations on strategies of encouraging girls to pursue STEM subjects.

## 4. Duration and Location

The consulting services assignment is expected to take a duration of Forty (40) weeks upon signing of the contract.

The location of execution shall be at the Kenya Institute of Curriculum Development, Desai Rd, Off Murang'a Rd Nairobi, Kenya with travels as may be required.

## 5. Reporting Requirements and Timelines for Deliverables

The consulting firm will present the following reports:

**Table 1: Reporting requirements and timelines for deliverables/outputs**

| Output/Report                                                             | Description of output                                                                                                                                 | Timeline for submission of output from date of commencement of the Assignment | Number and format of reports presentation                                                                                                                   |
|---------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| An assessment report on integration of digital literacy in the curriculum | <ul style="list-style-type: none"> <li>A report giving the extent to which aspects of digital literacy are integrated in the curriculum at</li> </ul> | 4 weeks                                                                       | 3 hardcopies and 2 electronic copies of the report giving the extent to which aspects of digital literacy are integrated in the curriculum; (Email file and |

|                                                                                            |                                                                                                                            |          |                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                            | all levels of basic education                                                                                              |          | upload to shared platform                                                                                                                                                                                                                                        |
| Reviewed DLMs with aspects of AI for all levels of learning under basic education          | The reviewed digital literacy matrices (DLMs) with aspects of AI for all levels of learning.                               | 12 weeks | 3 hardcopies and 2 electronic copies of the reviewed digital literacy matrices with aspects of AI for all levels of basic education; A report on development of a digital literacy matrix for Pre - primary level.<br>(Email file and upload to shared platform) |
| Report on review of the DLMs for all levels of learning under basic education.             | Report on the reviewed digital literacy matrices for all levels of learning.                                               | 20 weeks | 3 hardcopies and 2 electronic copies of the report on review of the DLMs.<br>(Email file and upload to shared platform)                                                                                                                                          |
| <ul style="list-style-type: none"> <li>Report on development of pre primary DLM</li> </ul> | A report on development of a digital literacy matrix with AI components for pre - primary (PP1 and PP2) level of education | 30 weeks | 3 hardcopies and 2 electronic copies of the report on development of Pre-primary DLM and Artificial Intelligence curriculum or programme<br>(Email file and upload to shared platform).                                                                          |
| A report with recommendations on strategies of encouraging girls to pursue STEM subjects   | A report with recommendations on strategies of encouraging girls to pursue STEM subjects.                                  | 40 weeks | 3 hardcopies and 2 electronic copies of the report with recommendations on strategies of encouraging girls                                                                                                                                                       |

|  |  |  |                         |
|--|--|--|-------------------------|
|  |  |  | to pursue STEM subjects |
|--|--|--|-------------------------|

Upon submission of every report, the consultant is expected to make a presentation of the submitted report to the Client in a scheduled meeting. The acceptance of the report shall be recorded in the minutes of the meeting.

All draft and final reports (in specified formats and copies) shall be submitted in the prescribed format to:

**The Chief Executive Officer,**  
**ICT Authority**  
**Telposta Towers 12th Floor, Kenyatta Ave**  
**PO Box 27150 - 00100**  
**Nairobi Kenya**  
**Tel: +254 20 2089061/ 2211960 Fax: +254 20 2211960**  
**Email: [procurement@ict.go.ke](mailto:procurement@ict.go.ke), [info@icta.go.ke](mailto:info@icta.go.ke)**  
**Website: [www.icta.go.ke](http://www.icta.go.ke)**

**Attention:**

Chief Executive Officer/Director  
Kenya Institute of Curriculum Development  
Desai Rd, Off Murang'a Rd.  
Nairobi, Kenya.

## 6. Payment schedule/Remuneration

**Table 2: Proposed payment schedule**

| S/No. | Deliverables                                                                                                                                   | Timelines after contract commencement | Percentage of the contract amount |
|-------|------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-----------------------------------|
| 1.    | Submission and Acceptance of an assessment report on integration of digital literacy in the curriculum                                         | 4 weeks                               | 20%                               |
| 2.    | Submission and Acceptance of reviewed digital literacy matrices for pre-primary, Lower Primary, Upper Primary, Junior School and Senior School | 12 Weeks                              | 40%                               |
| 3.    | Submission and Acceptance of a report on the reviewed Digital Literacy Matrices (DLMs) for all levels of learning under basic education        | 20 weeks                              | 10%                               |

|    |                                                                                                                                                                          |          |     |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----|
| 4. | Submission and Acceptance of the developed DLM with aspects of AI for pre - primary (PP1 and PP2) level of education and Artificial Intelligence curriculum or programme | 30 Weeks | 28% |
| 5. | Submission and Acceptance of reports on development of online courses and the report with recommendations on strategies of encouraging girls to pursue STEM subjects.    | 40 weeks | 2%  |

## 7. Minimum requirements for Consultant's qualifications and experience

The shortlisting criteria for the consulting will include the following:

- Core business and years in business:** The firm shall be registered/incorporated as a consulting firm with core business in the field of education for a period of at least five (5) years.
- Relevant experience:** The firm shall demonstrate as having successfully executed and completed at least one (1) Artificial Intelligence Curricula assignment in the last five (5) years. Details of similar assignments-Name and address of the client, scope, value, and period should be provided and submitted. Expression of Interest should include enumeration of these similar past assignments.
- Technical and managerial capability of the firm:** The firm shall demonstrate as having the requisite technical capacity and managerial capacity to undertake the assignment in the submitted company profile(s). **Key Experts will not be evaluated at the shortlisting stage.**

## 8. Team composition and qualification and experience requirements for the key experts

| Role                          | Minimum Requirements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Lead Consultant / Team Leader | <b>Academic qualifications</b><br><b>The Lead Consultant shall:</b> <ul style="list-style-type: none"> <li>Hold at least a Master's degree in Curriculum Studies, Curriculum Development, Education, Educational Planning, Teacher Education, Education Management, or a closely related field from a recognized university.</li> <li>Possess a Bachelor's degree in Education or a related education discipline from a recognised university.</li> <li>Have formal training and demonstrated professional competence in competency-based curriculum/education, curriculum design and curriculum implementation.</li> <li>Have a sound understanding of the Kenya Basic Education Curriculum Framework (BECF), competency-based curriculum designs and the structure of basic education from PP1 through Grade 12.</li> <li>Demonstrate knowledge of competency development, learner-centred pedagogy, formative/competency-based assessment, learning outcomes, values, pertinent and contemporary issues (PCIs), and cross-curricular integration.</li> </ul> |

### **Professional experience**

#### **The Lead Consultant shall have:**

- At least 10 years of relevant professional experience in curriculum development, curriculum review, teacher education, curriculum implementation or educational programme development.
- At least 7 years of demonstrated experience working on competency-based curriculum/education initiatives, preferably in Kenya or a comparable education system.
- Demonstrated experience in leading multidisciplinary curriculum-development or curriculum-integration assignments involving government, curriculum agencies, teachers, teacher educators and other education stakeholders.
- Demonstrated experience in developing or reviewing curriculum frameworks, curriculum designs, teacher guides, training manuals, learning resources or pedagogical materials.
- Demonstrated understanding of the progression of competencies and learning outcomes across early years, primary, junior school and senior school.
- At least three (3) comparable assignments, preferably including at least one assignment involving Kenya's CBC/CBE or another competency-based education system.
- Experience working with or alongside institutions such as KICD, Ministry of Education, Teachers Service Commission, Kenya National Examinations Council, teacher-training institutions or equivalent curriculum/education agencies will be an added advantage.

### **Specific technical competencies**

#### **The Lead Consultant should demonstrate the ability to:**

- Map digital literacy and gender-responsive pedagogy against learning outcomes, core competencies, values and PCIs.
- Ensure vertical progression of competencies from PP1 to Grade 12, avoiding duplication while ensuring appropriate age- and development-level expectations.
- Lead curriculum audits and gap analyses.  
Translate curriculum requirements into practical classroom learning experiences.
- Integrate digital literacy across learning areas rather than treating it solely as a stand-alone ICT subject.
- Guide the team in developing gender-responsive, inclusive and learner-centred pedagogical approaches.
- Ensure the proposed approaches are appropriate for learners with diverse abilities and learning needs.
- Lead development of competency-based assessment approaches and indicators.

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | <ul style="list-style-type: none"> <li>• Facilitate stakeholder consultations and validation workshops.</li> <li>• Coordinate the work of the three technical experts and consolidate their outputs into a coherent consultancy deliverable.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Other experts<br>(3 in number) | <p><b>Expert 1 - Digital Literacy and Digital Pedagogy Specialist</b></p> <p><b>Academic qualifications</b></p> <p><b>The Digital Literacy Specialist shall:</b></p> <ul style="list-style-type: none"> <li>• Hold at least a Master’s degree in Educational Technology, ICT in Education, Digital Learning, Instructional Technology, Computer Science, Information Technology, Education Technology or a closely related field.</li> <li>• Possess a Bachelor’s degree in Education, ICT, Computer Science, Information Technology or a related discipline.</li> <li>• Possess relevant professional certification/training in digital education, instructional technology, ICT integration or digital pedagogy.</li> </ul> <p><b>Professional experience</b></p> <p>The expert shall have:</p> <ul style="list-style-type: none"> <li>• At least 8 years of professional experience in digital literacy, educational technology, ICT integration, digital learning or technology-enabled pedagogy.</li> <li>• At least 5 years of demonstrated experience integrating digital technologies into curriculum, teaching and learning at school/basic-education level.</li> <li>• Demonstrated experience working with competency-based education/curriculum.</li> <li>• Experience covering multiple levels of basic education, preferably including early years, primary, junior school and secondary/senior school.</li> <li>• Demonstrated experience in designing digital learning activities, teacher-support materials, digital resources, lesson activities, instructional guides or teacher professional-development programmes.</li> <li>• Experience in integrating digital literacy into non-ICT learning areas will be highly desirable.</li> <li>• Demonstrated knowledge of digital citizenship, online safety, information literacy, responsible technology use, digital communication and creation of digital content.</li> <li>• Experience in designing digital-learning approaches for low-resource, rural or digitally constrained school environments will be an added advantage.</li> </ul> <p><b>Specific competencies</b></p> <p>The expert should be able to demonstrate competence in:</p> |

- Curriculum mapping of digital-literacy competencies from PP1 through Grade 12.
- Development of age-appropriate digital-literacy learning outcomes. Digital pedagogy and technology-enhanced learner-centred approaches.
- Integration of digital tools into different learning areas.
- Digital content development and curation.
- Digital citizenship, online safety, privacy, ethics and responsible use of technology.
- Inclusive digital learning, including consideration of learners with disabilities and learners with unequal access to technology.
- Teacher digital competence and continuous professional development.
- Use of technology to facilitate collaboration, creativity, critical thinking, problem solving and independent learning.

### **Expert 2: Gender-Responsive Pedagogy and Inclusive Education Specialist**

#### **Academic qualifications**

The Gender-Responsive Pedagogy Specialist shall:

- Hold at least a Master's degree in Gender Studies, Education, Gender and Development, Educational Psychology, Sociology, Social Sciences, Inclusive Education or a closely related field.
- Possess a Bachelor's degree in Education, Gender Studies, Social Sciences, Development Studies or a related discipline. Possess demonstrable professional training in gender mainstreaming, gender-responsive pedagogy, inclusive education, safeguarding or child protection.

#### **Professional experience**

The expert shall have:

- At least 8 years of relevant professional experience in gender-responsive education, gender mainstreaming, teacher education, inclusive education, child protection or related fields.
- At least 5 years of demonstrated experience applying gender-responsive pedagogy within education or teacher-training programmes.
- Demonstrated experience reviewing or developing curriculum, learning materials, teacher-training materials or pedagogical approaches from a gender and inclusion perspective.
- Demonstrated understanding of the Kenya Education and Training Sector Gender Policy and its implications for teaching, learning, participation, retention, achievement and educational outcomes.
- Demonstrated experience addressing gender stereotypes, gender-based violence, participation and classroom interaction, equitable access to learning opportunities and gender-sensitive learning materials.

- Experience in inclusive education and addressing the needs of learners with disabilities, vulnerable learners and learners from marginalized communities will be an added advantage.
- At least three comparable assignments involving gender-responsive education/pedagogy, curriculum review, teacher training or education programming.

### **Specific competencies**

The expert should be able to:

- Conduct a gender and inclusion audit of curriculum content, learning activities, illustrations, examples and assessment approaches.
- Identify and address gender stereotypes and discriminatory assumptions within curriculum materials.
- Develop practical gender-responsive classroom strategies for teachers from PP1 through Grade 12.
- Promote equitable participation of girls and boys in classroom dialogue, group work, practical activities, STEM, digital activities and leadership opportunities.
- Integrate gender responsiveness into digital pedagogy, including addressing gendered patterns of access to and use of digital technologies.
- Ensure learning resources portray women, men, girls and boys equitably and positively.
- Address the intersection between gender, disability, poverty, geography, culture and other forms of vulnerability.
- Develop practical tools for teachers to assess whether their classroom practices are gender responsive.
- Integrate prevention and appropriate response to gender-based violence and safeguarding concerns within relevant pedagogical guidance.
- Ensure gender responsiveness is not treated as a stand-alone topic but is embedded throughout the curriculum and learning process.

### **Expert 3 - Competency-Based Pedagogy, Assessment and Teacher Capacity Development Specialist**

#### **Academic qualifications**

The expert shall:

- Hold at least a Master's degree in Education, Curriculum Studies, Educational Assessment, Educational Psychology, Teacher Education, Education Management or a closely related discipline.
- Possess a Bachelor's degree in Education or a related education discipline.
- Possess additional professional training in competency-based assessment, teacher professional development, instructional design

or educational measurement.

### **Professional experience**

The expert shall have:

- At least eight (8) years of professional experience in teacher education, curriculum implementation, competency-based assessment, pedagogy or professional development.
- At least five (5) years of demonstrated experience working with competency-based education/curriculum and competency-based assessment.
- Demonstrated experience designing and delivering teacher professional development programmes.
- Experience developing teacher guides, training manuals, lesson/activity guides, assessment tools, observation tools or competency-based assessment instruments.
- Demonstrated experience facilitating teacher training, communities of practice, coaching, mentoring or other school-based professional-development approaches.
- Experience working across different levels of basic education, preferably PP1-Grade 12.
- Experience in integrating digital pedagogy and gender-responsive teaching approaches into teacher professional development will be highly desirable.
- At least three comparable assignments in curriculum implementation, teacher capacity development or competency-based assessment.

### **Specific competencies**

The expert should demonstrate competence in:

- Translating curriculum competencies into observable learning outcomes and performance indicators.
- Developing formative and summative assessment approaches appropriate to competency-based education. Designing authentic, learner-centred and performance-based assessment activities.
- Developing teacher professional-development programmes aligned with CBC/CBE.
- Developing teacher competency profiles and practical classroom observation tools.
- Designing training-of-trainers and cascade/continuous professional-development approaches.
- Developing practical guidance for teachers on integrating digital literacy and gender-responsive pedagogy into everyday classroom practice.
- Supporting teachers to use assessment evidence to improve learning.
- Designing differentiated learning approaches for learners with varying abilities, backgrounds and levels of digital access.

## 9. Estimated time-inputs for key experts.

The number of key experts and the estimated time input for each key expert for the assignment are presented in Table 3.

*Table 3: Estimated Time Inputs for Key Experts*

| S/No  | Key Experts                 | No | Estimated Time Input (staff-Weeks) |
|-------|-----------------------------|----|------------------------------------|
| 1)    | Lead Consultant/Team Leader | 1  | 40                                 |
| 2)    | Three (3) other Experts     | 3  | 120                                |
| Total |                             | 4  |                                    |

## 10. Management and accountability of the assignment

The consulting firm shall be contracted by the ICTA on behalf of KICD.

## 11. Responsibility of the client

The Client shall have a responsibility to provide necessary support to the consultant by:

- i. Providing the consulting firm with relevant and existing information on the Competency Based Curricula developed by the Kenya Institute of Curriculum Development (KICD)
- ii. Providing the consulting firm with a copy of the Basic Education Curriculum Framework (BECF)
- iii. Held convene key stakeholders and support cooperation with the Government of Kenya and other organizations whose activities and programs may be considered relevant to this project, to enable the consulting firm to have access to the information necessary to carry out their work program;
- iv. Provide timely feedback on deliverables.

## 12. Responsibilities of the Consultant

The consulting firm is expected to undertake activities that will ensure that outputs are consistent with the professional and legal requirements. All outputs will be presented using modern techniques/technology. It is also required that the data is generated through a consultative process that guarantees authenticity and ownership.