COUNTRY: KENYA
PROJECT: KENYA DIGITAL ECONOMIC ACCELERATION PROJECT (KDEAP)
IMPLEMENTING AGENCY: INFORMATION AND COMMUNICATIONS TECHNOLOGY AUTHORITY (ICTA)
PROJECT ID: KDEAP, P170941; Credit Numbers 7289-KE and 7290-KE

TERMS OF REFERENCE FOR:

DEVELOPMENT OF AI COMPETENCY FRAMEWORKS FOR KENYA'S EDUCATION SYSTEM (CONSULTING SERVICES)

Contract No: KE-ICTA-580416-CS-QCBS

Issue Date: 10th October 2026

Closing Date: 25th October 2026 at 1000Hrs EAT

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1. Background

The Government of the Republic of Kenya (GoK) has 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.

Under component three (3), sub-component 3.2, the Government of the Republic of Kenya (GoK), through the State Department for Science, Research and Innovation (SDSRI)- under its national mandate of guiding the strategic and ethical use of emerging technologies including AI, proposes to adapt, contextualize, validate, and pilot Artificial Intelligence (AI) Competency Frameworks for Kenya's Education System. In line with global best practice and World Bank guidance, the assignment will systematically adapt established international benchmark frameworks (UNESCO Teachers 2024, UNESCO Students 2024, UNESCO-UNEVOC TVET, SFIA 8/9) rather than developing new standards from scratch. These frameworks define the essential knowledge, skills, values, and ethical understanding required for educators and learners to effectively and responsibly engage with artificial intelligence.

This is in line with the government’s digital agenda to be a regional ICT hub which aims to increase the fibre optic coverage to 100,000 km and digitizing 80% of public services. It has

also been the aspiration of the Kenyan government to enhance access, equity and quality of education as captured in the various educational policy and legal documents including the Educational Sessional papers of 2005, 2012, 2019 and 2024; National Education Sector Strategic Plan (NESSP) 2018-2022 and 2023-2027; Kenya Vision 2030- Medium Term IV, as well as the recommendations of the Presidential Working Party on Educational Reforms (PWPER) as pertains the need of equipping educators and learners at all levels with requisite digital competencies that will facilitate their respective teaching and learning in the current digitalized ecosystems.

2. Objectives of the Assignment

The impact of AI is being felt in almost all sectors including education. All over the world and in Kenya, education is undergoing significant transformation with increasing emphasis on integrating new and emerging technologies into the teaching and learning processes. One of the emerging technologies is the use of AI in education, where the traditional teacher–student interaction is transforming into a dynamic teacher–AI–student relationship. AI is also impacting the manner in which research is being conducted in the country. In this regard there is need for the development and adoption of AI competency frameworks to guide the process of AI integration into the Kenyan education and research sectors.

AI Competency Frameworks are crucial for equipping educators and students to thrive in an AI-driven world, particularly with the rise of Generative AI (GenAI). These frameworks go beyond basic digital literacy, focusing on developing demonstrable competencies in AI concepts, ethical use, and practical application within teaching, learning, and research. Within a CBE context, these frameworks can enable personalized learning pathways, facilitate authentic assessments, promote 21st-century skills, enhance research capabilities, and support continuous professional development, ensuring that education aligns with real-world needs and fosters adaptable, skilled graduates.

This project will systematically ADAPT and localize leading international benchmark frameworks across all levels of Kenya's education system:

1. **UNESCO AI Competency Framework for Teachers (AI-CFT, 2024):** Adapting all 15 competency blocks across 5 aspects (Human-Centred Mindset, Ethics of AI, AI Foundations & Applications, AI Pedagogy, AI for Professional Development) structured across Acquire, Deepen, and Create progression levels, linked directly to Teachers Service Commission (TSC) Professional Standards, TPAD, CEMASTEA modules, and KICD Teacher Training Diplomas (DPTE/DECTE/DSTE/B.Ed);

2. **UNESCO AI Competency Framework for Students (AI-CFS, 2024):** Localizing 12 competency blocks across 4 aspects (Human-Centred Mindset, Ethics of AI, AI Techniques & Applications, AI System Design) mapped across Kenya's 3-tier CBC structure: Level 1 (Understand) for Primary School (Grades 1–6); Level 2 (Apply) for Junior School (Grades 7–9); and Level 3 (Create) for Senior School (Grades 10–12 pathways: STEM, Social Sciences, Arts & Sports Science);

3. **Regional African Adaptation Precedents:** Leveraging lessons from Egypt's National AI Competency Framework for Teachers, and ongoing UNESCO-supported adaptation initiatives in Côte d'Ivoire, Benin, Burundi, and Senegal;

4. **TVET & Workforce Benchmarks: Incorporating UNESCO-UNEVOC's 'Integrating AI in TVET:** A Practical Guide for Institutions', SFIA 8/9, and the Turing Institute 'AI Skills for Business Competency Framework', supporting occupational standards under TVET CDACC Levels 3 through 6; and

5. **Higher Education & Research**: Formulating guidelines for university academic staff, interdisciplinary general education modules ('AI for All'), and ethical AI research protocols in accordance with Commission for University Education (CUE) and National Commission for Science Technology and Innovation (NACOSTI) standards.

Specific Objectives

i. **Adapt Student AI Competency Framework (Primary Level):** To localize the UNESCO AI-CFS Level 1 (Understand) and establish foundational AI literacy among primary school educators and learners (Grades 1–6), fostering age-appropriate understanding of human agency, safe tool use, and machine learning basics.

ii. **Adapt Student AI Competency Framework (Junior & Senior School):** To adapt the UNESCO AI-CFS across Level 2 (Apply) for Junior School (Grades 7–9) and Level 3 (Create) for Senior School (Grades 10–12 pathways), embedding AI problem scoping, algorithm design, data analysis, and ethics-by-design into CBE learning areas.

iii. **Adapt Teacher AI Competency Framework (TTCs & In-Service):** To adapt UNESCO's 15 teacher competency blocks across Acquire, Deepen, and Create progression levels into Teacher Training Colleges (DPTE, DECTE, DSTE) and in-service training, establishing direct operational links to TSC Professional Standards and TPAD.

iv. **Adapt TVET & Workforce AI Competency Framework:** To adapt UNESCO-UNEVOC TVET guidance, SFIA 8/9, and the Turing Institute AI for Business framework

into practical, industry-aligned occupational standards for TVET trainers and trainees across TVET CDACC Levels 3 through 6.

v. **Foster Higher Education & Research AI Competencies:** To develop competency guidelines for university academic staff and researchers, facilitating the integration of interdisciplinary undergraduate and postgraduate modules and ethical AI research protocols aligned with CUE and NACOSTI standards.

vi. **System-Wide Readiness Diagnostic (ETRI-AI):** To adapt and administer the World Bank EdTech Readiness Index (ETRI / ETRI-AI) to conduct a targeted system-wide diagnostic covering management, educators, students, devices, connectivity, digital resources, and institutional policy across all educational levels**.**

vii. **Promote Ethical AI & Regulatory Compliance:** To integrate robust ethical AI principles (fairness, transparency, data privacy under Kenya Data Protection Act 2019, child online protection, and bias mitigation) across all adapted framework tiers.

viii. **Promote Ethical AI Practices:** To integrate ethical AI principles into all developed frameworks, ensuring responsible development and deployment of AI within the Kenyan Education system.

ix. **Pilot and Evaluate AI Competency Frameworks:** To conduct an empirical pilot program across a representative, stratified sample of 30 educational institutions in 8 diverse counties to evaluate framework usability, clarity, and learning impact.

3. Scope of Services and Specific Tasks of the Assignment

i. Needs Assessment and Framework Design:

- Rather than developing a new needs assessment methodology from scratch, the Consultant will leverage and adapt the established World Bank EdTech Readiness Index (ETRI / ETRI-AI). ETRI provides a standardized, multi-dimensional diagnostic covering institutional leadership, educators, learners, devices, connectivity, digital learning resources, and enabling policy environments across Basic Education, TVET, and Higher Education. The instrument will be contextualized for Kenya to assess AI readiness, infrastructure tiers, and curricular needs across all target sub-sectors.
- Systematically adapt and localize the UNESCO AI Competency Framework for Teachers (15 blocks across 5 aspects) and UNESCO AI Competency Framework for Students (12 blocks across 4 aspects), tailoring them to Kenya's Competency-Based Education (CBE) curricula, local socio-cultural contexts, multilingual realities (English, Kiswahili, indigenous languages), and infrastructure tiers.

ii. **Curriculum Integration and Development:**

- Design guidelines for integrating AI competencies into existing TTC and B.Ed curricula.
- Develop a framework for incorporating AI modules into university degree programs across various disciplines.
- Create supporting materials (e.g., lesson plans, training modules) for educators to effectively implement the frameworks.

iii. **Ethical AI Integration:**

- Develop and integrate ethical AI principles and guidelines into all competency frameworks.
- Create training modules and resources focused on ethical AI practices for educators at all levels.

iv. **Pilot Program Implementation:**

- Deploy an empirical pilot across a purposive, stratified sample of exactly 30 educational institutions selected across 8 representative counties (Nairobi, Kiambu, Mombasa, Nakuru, Kakamega, Kisumu, Machakos, Garissa/Turkana) capturing regional diversity, urban/rural mix, and three digital infrastructure tiers (Tier 1: High Connectivity / 1:1 devices; Tier 2: Moderate / Computer labs; Tier 3: Low/Offline Readiness). The sample shall comprise: 8 Basic Education Schools (Primary & JSS), 6 Senior Secondary Schools, 4 Teacher Training Colleges (TTCs), 6 TVET Institutions, and 6 Universities, engaging ~180 educators and ~600 learners.
- Conduct training workshops for educators on the developed AI competency frameworks.
- Implement the pilot programs, providing ongoing support and monitoring.

v. **Evaluation and Refinement:**

- Develop evaluation instruments to assess the effectiveness of the AI competency frameworks.
- Collect and analyze data from the pilot programs, including educator feedback and student learning outcomes.
- Refine the AI competency frameworks based on the evaluation results.

vi. **Dissemination and Sustainability:**

- Develop a plan for disseminating the AI competency frameworks and supporting materials to all educational institutions across Kenya.
- Establish mechanisms for ongoing professional development and support for educators in AI competencies.
- Develop a sustainability plan to ensure the long-term impact of the project.

3.1 Deliverables

No.	Deliverables	Timelines
D1	Inception Report & Detailed ETRI-AI Adaptation Methodology	Month 1
D2	National AI Readiness & Competency Baseline (ETRI-AI Diagnostic)	Month 3
D3	Draft Kenya AI Competency Frameworks (Teachers 15 blocks, Students 12 blocks, TVET, Universities) & Curriculum Guides	Month 5
D4	National Stakeholder Validation Report & Validated Pre-Pilot Package	Month 6
D5	Pilot Program Implementation & Empirical Evaluation Report (30 institutions in 8 counties) & Refined Frameworks	Month 9
D6	Final National Implementation Package, Sustainability Plan & Consolidated Final Report	Month 12

4. Duration and location of Assignment

The duration of the consulting services shall be within 12 months from the contract commencement date.

The location of the assignment is in the State Department for Science, Research and Innovation (SDSRI) offices located in the address given below. SDSRI has a mandate in guiding on strategic and ethical use of AI in the Kenya education sector.

5. Reporting Requirements and Timelines

Table 1:Reporting requirements and timelines for deliverables/outputs

Output / Report	Description of Output	Timeline	Number and Format of Reports Presentation.
Inception Report (D1)	Detailing consultant's operational work plan, ETRI-AI adaptation methodology, stakeholder engagement framework, quality assurance, and risk mitigation.	Month 1	Electronic-First Protocol: Editable Word/Excel + searchable PDF via cloud repository/email. (Hard copies

			strictly limited to 2 archival copies of final approved report).
Stage 1 Baseline Report (D2)	Consolidated national diagnostic based on ETRI-AI survey administration across Basic Education, TVET, TTCs, and Universities; secondary evidence synthesis; and standards mapping.	Month 3	Electronic-First Protocol: Editable Word/Excel + searchable PDF via cloud repository/email. (2 hard copies upon final approval).
Stage 2 Draft Frameworks (D3)	Draft localized AI competency frameworks across all education levels (UNESCO Teachers: 15 blocks; Students: 12 blocks; TVET CDACC; Universities CUE), Acquire-Deepen-Create progression maps, learning outcomes, performance indicators, ethical guidelines, and draft curriculum blueprints.	Month 5	Electronic-First Protocol: Editable Word/Excel + searchable PDF via cloud repository/email. (Reconciled Month 5 submission).
Stage 3 Validation Report (D4)	Detailed report on specialized technical working groups, practitioner focus groups, statutory alignment reviews (TSC, KICD, CUE, TVET CDACC), proceedings of National Stakeholder Validation Workshop, and validated pre-pilot framework packages.	Month 6	Electronic-First Protocol: Editable Word/Excel + searchable PDF via cloud repository/email. (2 hard copies upon final approval).
Stage 4 Pilot Evaluation (D5)	Comprehensive report on empirical pilot implementation across 30 institutions in 8 counties, ToT workshops, classroom observation logs, pre/post competency assessment data, user feedback, and post-pilot refined frameworks.	Month 9	Electronic-First Protocol: Editable Word/Excel + searchable PDF via cloud repository/email. (2 hard copies upon final approval).

Stage 5 Final Implementation Package & Final Report (D6)	Consolidated Final Report: fully polished National AI Competency Frameworks, Pre-Service/In-Service Pathways, KNEC/CDACC Assessment Guidelines, National Governance, M&E & Sustainability Plan, Dissemination Package, Policy Briefs, and final intellectual handover.	Month 12	Electronic-First Protocol: Complete digital master archive on cloud repository + 2 professionally bound color hard copies for contract archival and statutory sign-off.

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
Teleposta Towers 12th Floor, Kenyatta Ave
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Nairobi Kenya
Tel: +254 20 2089061/ 2211960 Fax: +254 20 2211960
Email: procurement@ict.go.ke , info@icta.go.ke
Website: www.icta.go.ke

Attention:
The Project Coordinator
KDEAP

The Principal Secretary
State Department for Science, Research and Innovation
Kenya Railways Headquarters
Off Haile Selassie Avenue
P. O. Box 30551-00100
Nairobi
Email: ps@sri.go.ke

6. Payment Schedule

Milestone No.	Associated Deliverable Description	Target Timeline	Payment Share (%)
M1	Approved Inception Report & ETRI-AI Methodology	Month 1	10.0%
M2	National AI Readiness Baseline (ETRI-AI Analysis)	Month 3	15.0%
M3	Draft Kenya AI Competency Frameworks & Curriculum Guides	Month 5	15.0%
M4	Stakeholder Validation Report & Validated Pre-Pilot Frameworks	Month 6	
M5	Pilot Program Evaluation Report & Refined Frameworks	Month 9	20.0%
M6	Final National AI Competency Frameworks, Sustainability Plan & Final Report	12 Months	40.0%
TOTAL			100.0%

7. Minimum requirements for Consultant's qualifications and experience

The consultant shall be a single or consortium of firms hereinafter referred to as the Consultant.

The Consultant should possess the following qualifications:

- **Core business and years in business:** The consultant shall be registered/incorporated as a consulting firm with core business in research for at least 5 years.
- **Relevant experience:** The firm shall demonstrate having successfully executed and completed at least two (2) assignments of similar nature and complexity in a similar operating environment in the last 5 years. AT LEAST ONE (1) of these prior assignments must have specifically involved Artificial Intelligence in Education (AIED), digital competency framework development/adaptation (e.g., UNESCO DigComp / ICT CFT / AI CFT), or national-scale EdTech curriculum reform. Details of similar assignments - Name and address of the client, scope, value, and period should be provided and submitted.

- **Technical and managerial capability of the firm:** The firm shall demonstrate having the requisite technical and organisational capacity to undertake the assignment in the submitted company profile(s).

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

i. Lead AI Specialist (Overall Project Lead)

- **Qualifications:**
  - Minimum of Doctorate (PhD) in Education Technology, Curriculum Development, Information technology, Computer Science, Artificial Intelligence or a related field.
- **Skills:**
  - Expertise in AI in education, curriculum design, competency-based education, and teacher training.
  - Strong leadership, project management, and stakeholder engagement skills.
  - Excellent communication and presentation skills.
  - Deep understanding of ethical AI principles.
- **Experience:**
  - Minimum 10 years of experience in educational technology and curriculum development.
  - Proven track record of designing and implementing large-scale educational projects.
  - Experience working with diverse educational levels (primary to university).
  - Experience in the Kenyan education system is highly desirable.

ii. TVET and Industry AI Integration Expert

- **Qualifications:**
  - Minimum of Master's degree in a technical field (e.g., Computer Science, Engineering, Data Science) with a focus on AI.
  - Certifications in relevant AI technologies (e.g., machine learning, automation).
- **Skills:**
  - Expertise in applying AI in vocational and technical fields.
  - Strong understanding of industry needs and trends related to AI.
  - Experience in designing and delivering practical AI training programs.

- Ability to bridge the gap between AI theory and practical application.

- **Experience:**
  - Minimum 7 years of experience in AI application in industry or TVET settings.
  - Experience working with TVET institutions in curriculum development.
  - Practical experience in AI-driven automation, data science, or related fields.

iii. **Teacher Training and Primary/Secondary Education AI Specialist**

- **Qualifications:**
  - Minimum of Master's degree in Education with a focus on curriculum and instruction or educational technology.
  - Experience in teacher training and professional development.
- **Skills:**
  - Expertise in designing and delivering teacher training programs.
  - Strong understanding of pedagogical principles and effective teaching strategies.
  - Ability to translate complex AI concepts into accessible language for educators.
  - Experience in integrating technology into primary and secondary education.

- **Experience:**
  - Minimum 7 years of experience in teacher training or curriculum development.
  - Experience working with primary and secondary schools in Kenya.
  - Familiarity with competency-based education frameworks.

iv. **University Level AI Research and Curriculum Expert**

- **Qualifications:**
  - PhD in Computer Science, Artificial Intelligence, or a related field.
  - Experience in university-level teaching and research.
- **Skills:**
  - Expertise in advanced AI concepts and research methodologies.
  - Experience in designing and delivering university-level AI courses.
  - Strong research and publication record.
  - Ability to foster interdisciplinary collaboration.
- **Experience:**
  - Minimum 5 years of experience in university-level AI teaching and research.

- Experience in developing and implementing AI-related degree programs.
- Experience with ethical AI research.

v. **AI Curriculum Evaluation and Ethical Integration Specialist**

- **Qualifications:**
  - Minimum of Master's degree in Educational Measurement, Evaluation, or a related field.
  - Experience in ethics and policy related to technology.
- **Skills:**
  - Expertise in educational evaluation methodologies.
  - Strong analytical and data interpretation skills.
  - Understanding of ethical AI principles and frameworks.
  - Experience in developing evaluation instruments.
- **Experience:**
  - Minimum 5 years of experience in educational evaluation.
  - Experience in evaluating technology-based educational programs.
  - Experience in developing and implementing ethical guidelines for AI use.

vi. Education Policy/Legal Analyst

- **Qualifications:**
  - Minimum of Master's degree in Education Policy, Public Policy, Law, Education Law, or a related field.
  - Professional qualification or membership in a recognized legal or policy professional body.
- **Skills:**
  - Strong knowledge of Kenya's education policy, legislative and regulatory framework, including data protection, intellectual property, child protection, and responsible AI governance.
  - Ability to undertake policy and legal analysis, identify regulatory gaps, and translate findings into clear and implementable recommendations.
  - Strong stakeholder consultation, analytical writing, and report-drafting skills.
- **Experience:**
  - Minimum 7 years of relevant experience in education policy, legal research, legislative or regulatory analysis, or public-sector policy advisory.
  - Demonstrated experience in at least two assignments involving education-sector policy or legal frameworks; experience relating to digital technologies, data governance, or AI is desirable.

vii. **Monitoring & Evaluation Specialist**

- **Qualifications:**

- Minimum of Master's degree in Monitoring and Evaluation, Statistics, Economics, Education, Social Sciences, Development Studies, or a related field.

- **Skills:**
  - Expertise in results-based monitoring and evaluation, theory of change, indicator development, mixed-methods research, and quantitative and qualitative data analysis.
  - Ability to design valid and reliable evaluation instruments and assess educator competencies, implementation fidelity, learning outcomes, and institutional readiness.
  - Proficiency in data-management and statistical-analysis tools and in preparing clear evidence-based reports and dashboards.
- **Experience:**
  - Minimum 7 years of relevant experience in monitoring, evaluation, research, or impact assessment.
  - Demonstrated experience in at least two education, digital-skills, curriculum, or technology-enabled learning assignments, including baseline, pilot, or outcome evaluation.

viii. **Instructional Designer**

- **Qualifications:**
  - Minimum of Master's degree in Instructional Design, Curriculum and Instruction, Educational Technology, Education, or a related field.
- **Skills:**
  - Expertise in competency-based curriculum design, adult learning, learning-outcome formulation, assessment design, and development of inclusive face-to-face, blended, and digital learning materials.
  - Ability to translate complex AI concepts into age-appropriate lesson plans, facilitator guides, learner resources, practical activities, and accessible multimedia content.
  - Knowledge of universal design for learning, accessibility standards, learning-management systems, and quality assurance of instructional materials.
- **Experience:**
  - Minimum 7 years of relevant experience in instructional design, curriculum development, or educational content development.

- Demonstrated experience in at least two assignments developing competency-based training materials for educators or learners; experience with digital skills or AI-related content is desirable.

ix. **Communications & Dissemination Specialist**

- **Qualifications:**
  - Minimum of Master's degree in Communication, Public Relations, Journalism, Knowledge Management, Education Communication, or a related field.
- **Skills:**
  - Expertise in strategic communication, stakeholder engagement, knowledge translation, dissemination planning, editorial quality assurance, and development of accessible print and digital content.
  - Ability to tailor technical AI and education-policy content for educators, learners, policymakers, institutions, industry, and the public across appropriate communication channels.
  - Strong writing, editing, presentation, facilitation, and digital-content management skills.
- **Experience:**
  - Minimum 7 years of relevant experience in strategic communication, public engagement, knowledge management, or dissemination.
  - Demonstrated experience in at least two national or sector-wide education, technology, public-policy, or development-program communication assignments.

9. Estimated time-inputs for key experts.

S/No	Key Expert Position Title	No. of Experts	Estimated Time Input (Staff-Months)
KE-1	Lead AI in Education Specialist (Overall Project Lead / Team Leader)	1	12 Staff-Months
KE-2	Teacher Education & CBC Curriculum Adaptation Expert	2	20 Staff-Months
KE-3	TVET & Workforce AI Integration Specialist	1	10 Staff-Months

KE-4	Higher Education & Research Integration Expert	2	20 Staff-Months
KE-5	EdTech Assessment, M&E & ETRI Specialist	1	8 Staff-Months
KE-6	AI Ethics, Education Policy & Legal Specialist	1	6 Staff-Months
TOTAL	**Core Key Expert Staffing**	**8**	**76 Staff-Months**

10. Management and accountability of the assignment

The Consulting firm will report to the Project Coordinator, KDEAP and eventually to the Principal Secretary, State Department for Science, Research and Innovation (SDSRI) as the Client and the principal contact for the consultancy.

11. Responsibilities of the Client

ICTA will engage the consultant on behalf of the State Departments for Science, Research and Innovation, requiring the consulting firm to carry out the identified tasks with a focus on achieving the expected outputs and outcomes outlined in this TOR. The firm is encouraged to leverage local expertise.

The State Department will endeavour to do the following:

1) Supplying available data, studies, and relevant literature necessary for completing the identified tasks.
2) Granting access to required officials and relevant Agencies as well as key industry players as applicable.
3) Facilitating stakeholder engagement meetings to allow the consultant to gather pertinent information relevant to the tasks at hand.
4) Offering timely feedback on reports and deliverables.

12. Responsibilities of the consultant

The Consultant bears the responsibility of providing all essential resources for rendering the services, including market surveys and any other necessary requirements. The consultant is tasked with undertaking activities to ensure that the outputs align with professional and legal standards. It is also required that the data is generated through a consultative process that guarantees authenticity and ownership. It is imperative that a consultative approach is employed when carrying out the tasks. Furthermore, the consultant is accountable for delivering

all pertinent resources, including frameworks, curricula, and any other required resource to SDSRI upon the conclusion of the project.

13. Ownership rights for reports and records

The client will retain ownership of all deliverables and intellectual property rights related to the consultancy. Any software tools, except proprietary ones, developed under this contract will be released under an open-source licence such as the Creative Commons and GNU General Public License.