UK Prosperity Fund – Skills for Prosperity Programme

Call for Bids

14 May 2020

Introduction to the Prosperity Fund’s Skills for Prosperity Programme

1 In 2015, the UK Government announced a £1.2bn cross-government **Prosperity Fund** which will run through March 2023. Its primary purpose is to promote the economic reform and development needed for growth in partner countries, in accordance with Official Development Assistance (ODA) rules, the International Development Act (2002) and the Gender Equality Act (2014). It will contribute towards meeting the Sustainable Development Goals. The Fund’s secondary objective is to open up opportunities for which businesses, including UK businesses, can compete.

2 The Global Skills for Prosperity Programme was announced in August 2018. It is an ODA (Official Development Assistance) programme operating across nine countries including Kenya.

3 **Skills for Prosperity (S4P) programme** in Kenya focuses on reducing poverty by providing support to tackle skills deficits which are holding back sustainable and inclusive growth. Over a 2.5-year period, the programme aims to provide technical assistance which draws on UK expertise to improve the **quality, relevance, equity and cost-effectiveness** of higher education (HE) and technical and vocational education and training (TVET).

4 Following a series of scoping studies and consultations with stakeholders in government, business and civil society, the British High Commission Nairobi designed the Kenya S4P programme. The programme will deliver three core strands of activity:

**Strand 1:** Strengthening education to industry links at the institutional level, tailored to priority sectors key to county or national development.

**Strand 2:** Developing an enabling environment for a strong skills eco-system through technical assistance and capacity building – including enhanced institutional capacity and capability.

**Strand 3:** Improving access to HE and TVET education for marginalised and unemployed youth.
5 The programme’s expected **outcomes** are: Improved skill levels, employment rates and productivity of beneficiaries (HE and TVET students), particularly for the priority target groups of women, low-income youth and people with disabilities.

6 The programme’s intended **impact** is: increased capacity for inclusive economic growth due to increases in labour productivity, which will contribute to poverty reduction.

7 This call for bids is to deliver Kenya S4P Programme with its three strands of work as a consortium of partners with relevant expertise to deliver planned outcomes as clearly set in this document.

**Scope and Context**

8 In 2013, when President Kenyatta won the elections and took power, he launched the Big 4 agenda and adopted Vision 2030\(^1\) as the national long-term blueprint. Establishing a clear framework for a raft of education reforms which the government has been implementing to date. Notably, the \(^2\)TVET Act of 2013 setting a solid foundation for the much-needed TVET reforms, the adoption of the University regulations framework of 2014 and the phased implementation of the competency based education framework 2017. The government’s big 4 agenda identifies TVET as a key enabler towards achieving sustainable economic development. Science, Technology and Innovation (ST&I) has also been identified as a prime mover of emerging economies. Vision 2030 places TVET and ST&I at the centre of Kenya’s social and economic transformation.

9 In 2018, the government formulated a new five-year education strategy (2018 – 2022), which includes priority areas for investments in higher education. Higher education initiatives in the five-year education strategy focus on aligning what students learn into labour market demands, with thematic areas around increasing access and equity, improving quality and relevance and addressing governance and accountability.

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\(^1\) Vision 2030 aims to transform Kenya in to a newly industrialising, middle-income country providing a high quality of life to all its citizens by 2030. More information: [http://e-promis.treasury.go.ke/portal/development-strategy/vision-2030/](http://e-promis.treasury.go.ke/portal/development-strategy/vision-2030/)

10 Specifically, the national education strategy (2018 - 2022)³ proposes the following key objectives:

- Establish the Open University of Kenya (30 percent of degree programmes available through an e-learning mode by 2022).
- Enhance quality and relevance of training and research.
- Increase access to STEM programmes to 60 percent of the student population by 2022.
- Enhance equity and inclusion in higher education, especially for females and for students from low – income families.
- Increase the gross enrolment ratio in university education from 7 percent to 15 percent.

11 The amended universities regulations in 2019 explore a range of options for improving the quality and relevance of existing higher education institutions and programmes. They also focus on leveraging technology to achieve the twin goals of quantitative expansion and quality improvement.

12 In the TVET education sector, the TVET authority strategic plan (2018 -2022) has identified four key strategic objectives in line with the big 4 agenda and Vision 2030, these include:

- To improve TVET education Quality and Relevance
- To enhance TVET education Equity and Access
- To improve TVET education Governance and Management
- To improve TVET education Funding and Financing

13 The S4P programme in Kenya will align with the plans and strategies of the Kenyan government and key stakeholders. The proposed programme activity areas will be:

- Support implementation of the new competency-based education and training (CBET) curriculum. The beneficiaries of this activity will be TVET colleges in the five counties of operation and this activity will be done in partnership with Curriculum Development, Assessment and Certification Council (CDACC).
- Development and review of national TVET/HE policies. Working in collaboration with Kenya National Qualifications Authority (KNQA), TVETA, CDACC and the State Department for Post Training and Skills Development.
- Design and set-up of the national Open University of Kenya.

Development of a functional Labour Market Information Framework with a focus on Labour Market Information for Skills Development. Working in collaboration with TVETA and the State Department of Labour. Establish links between a select group of TVET institutions and industry partners in key economic sectors. Strengthen existing digital online education capacity for select Public Universities. Capacity building for TVET agencies and TVET teachers. Capacity building for TVET institutions for learners with special educational needs and disabilities. Supporting career and work-readiness training for women and low-income youth in the selected counties of Kenya.

14 The programme will operate on a two-level approach. On a National level, it will support the Ministry of Education and the Ministry of Labour. The support will be in the form of technical assistance as discussed in para 13 above. Particularly, it will support the State Department of Technical and Vocational Education and the State Department of University Education and Research. It will also support the National Industrial Training Authority (NITA), the Curriculum Development, Assessment and Certification Council (CDACC), Technical and Vocational Education and Training Authority (TVETA), Kenya National Qualifications Authority (KNQA) and the Commission for University Education (CUE).

15 On a County level, the programme will support sector-specific industry - TVET college partnerships. Working in Mombasa County, Nairobi County, Kisumu County, Trans-Nzoia County and Busia County. The programme will focus on the following sectors:

- Building and Construction;
- Automotive technology;
- Agriculture/Agro-processing;
- Maritime sector; and
- Hospitality and Tourism sector.

These partnerships may take the form of innovative internship or apprenticeship models, institutional leadership and governance training programmes, and industry-relevant training for TVET instructors.

16 One of the programme's main pillar includes the technical assistance towards the set-up of the Open University of Kenya. This work will have three key activities: 1. Supporting the design and set-up of the digital infrastructure – the digital platform for the Open University of Kenya. 2. Supporting content development and review for select programmes for the Open University of Kenya and 3. Supporting capacity building of teachers and managers of the Open University of Kenya. It could also include aspects of governance, assessment methodologies, teaching and learning methodologies.

17 The three strands of the programme are outlined in the table below - including anticipated project activities for each strand:
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<tr>
<th>Output</th>
<th>Sub-Output</th>
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| **Output 1: Strengthened education to industry links at the institutional level prioritised to sectors key to county or national economic development.** | **Sub-output 1.1:** Support Industry - Education links through urban peer development programmes with a sectoral focus.  
**Sub-output 1.2:** Support Industry – Education links through rural peer development programmes with a sectoral focus.  
**Sub-output 1.3:** Support the development of the Labour Market Information Framework with a focus on Labour Market Information for Skills Development. |
| **Output 2: Developed an enabling environment for a strong skills ecosystem through technical assistance and capacity building - including enhanced institutional capacity and capability.** | **Sub-output 2.1:** Provide capacity building for TVET agencies – including; Kenya National Qualifications Authority (KNQA), Technical Vocational Education and Training Authority (TVETA), and the National Industrial Training Authority (NITA).  
**Sub-output 2.2:** Provide capacity building for CBET implementation and Continuous Professional Development for TVET teachers. Key partner being Curriculum Development Assessment and Certification Council (CDACC).  
**Sub-output 2.3:** Provide capacity building to TVET teachers on effective pedagogical approaches. Key partner being the Kenya Technical Trainers College (KTTC). |
| **Output 3: Improved access to HE and TVET education for marginalised and unemployed youth.** | **Sub-output 3.1:** Provide technical assistance to the National Open University of Kenya (NOUK).  
**Sub-output 3.2:** Support career and work readiness training for unemployed and under-employed youth (focus on sales and marketing skills, basic computing skills, financial literacy skills and social emotional skills).  
**Sub-output 3.3:** Provide technical assistance to the TVET eco-system on equity issues specifically in relation to the TVET STEM courses.  
**Sub-output 3.4:** Support career, work readiness and enterprise training initiatives in TVET schools for the Disabled.  
**Sub-output 3.5:** Strengthen existing digital online education capacity for select Public Universities. |

18 **Budget:** The value of the project proposal should not exceed £5,000,000 (GBP). (Foreign exchange rate at the time of writing is 130 Ksh to £1 GBP). Enclose an activity-based budget (ABB) to show clear budget allocations across the three strands of work. Co-funding schemes can be enclosed.
showing funding/donor entity. If a project proposal is part of a wider initiative with other core or grant funding sources, this must be disclosed.

19 **Inception:** Bidders can plan an inception period of up to three months to set up programme strategy, staffing, create a network of key stakeholders, conduct relevant baseline work and a study if needed, commence pilot projects/activities to decide on which universities and TVET colleges to implement activities in, and conduct a needs-assessment plan. **An inception report to be submitted upon completion of inception phase.**

20 **Duration:** Programme is expected to run to March 2023 including end-line evaluation to complete programme delivery. Proposals to expand delivery will be taken into consideration based on needs assessment and presenting clear exit strategy for programme sustainability.

21 All organisations with relevant capabilities and expertise are welcome to bid in a consortium. In particular, we encourage non-profit organisations to consider bidding.

**Responding to this Call for Bids**

22 In responding to calls for this bid, consortium leads should present a proposal which includes:

a. **Rationale:** a narrative that includes relevant context analysis, risk assessment, impact and outputs assessment and how they align with programme objectives;

b. **Programme Strategy:** Including objectives, milestones, planned impact and outcomes, planned activities over a year’s time, and reporting schedule;

c. **Consortium Team:** Providing evidence on capacity to deliver programme as a consortium, presenting partnership narrative and profile, presenting programme team and submitting CVs/bios (of a maximum of two-page for each team member and technical advisor). In addition to submitting a summary of relevant expertise in the HE and TVET fields in general and in the three strands of work in particular, submit the division of roles across consortium team, proposed ways of working and reporting structures within the consortium, consortium lead’s experience of leading effective consortia, clear roles and responsibilities for all partners.
d. **Organisational Capacity:** Presenting summary of similar current/previous projects with clear impact, evidence on successful initiatives and gaps that could be filled across consortium partners. Additionally, present organisational resources that will be allocated to programme, including team members, devised tools and materials, and evidence on efficient and effective management;

e. A comprehensive understanding and methodology of *Gender and Social Inclusion (GESI)* with clear work approaches, targets, social inclusion indicators, and monitoring indicators disaggregated by gender to measure progress throughout programme cycle.

f. **Sustainability Plan:** A plan of sustaining impact after completion of programme, that includes an exit strategy, co-funding schemes, evidence on institutionalisation of programme activities to be embedded in the system, engagement plan with government, and any proposals to attract investments from private sector;

g. **Covid-19:** A plan demonstrating how you may adapt to uncertainties related to Covid-19. Including evidence of how you have adapted to major disruptions to programming in the past.

h. **Secondary Benefits:** A plan for engaging private sector members as well as identifying opportunities for international businesses including the UK.

i. **Budget:** An activity based budget using enclosed template and guidance document;

j. **Legal Documents:** Registration documents, and/or articles of association (if applicable) and tax clearance certificate (if applicable).

k. **Reporting Mechanism:** Presenting clear reporting methodology and reporting schedules, and evidence on timely management of reporting to be submitted on a quarterly, and if needed, on a monthly basis.

l. **MREL Framework:** Present monitoring, reporting, evaluation and learning strategies and tools that will be used during programme cycle.

m. Provide current tax clearance certificate.
Overview of Grant Term

23 DFID, through in-country programme team, will sign an agreement with the successful bidder that will lead the consortium (an accountable grant).

24 The implementer will be required to submit monthly financial reports and quarterly progress reports to update on delivery progress, risks, outcomes/impact, and budget spend.

25 Grant payments will be paid in agreement with successful bidders based on budget allocation, programme strategy, and consortium structure.

26 The delivery partner will work with the Hub and the Programme Manager to ensure alignment to programme-wide reporting and MREL (Monitoring, Reporting, Evaluation and Learning) procedures.

27 The implementer will assess the impact of current/previous programmes with similar objectives to S4P Kenya to fill in gaps and complement the work of other successful initiatives.

Evaluation Criteria

28 The British High Commission Nairobi invites proposals for projects that would improve the quality, relevance, equity and cost-effectiveness of TVET and HE in Kenya. Bids will be assessed against the following criteria:

a. Demonstrate strong value for money;

b. Alignment with programme strategic objectives;

c. Compliance with OECD criteria for ODA funding;

d. Evidence on impact and successful delivery of similar programmes/projects from key stakeholders e.g. government, private sector, donors, development organisations, universities, TVETs et al;

e. Project viability, including bidders capacity, experts’ networks, and track record;
f. Demonstrate an understanding of the Skills for Prosperity programme theory of change and how activities contribute to it.

g. Demonstrate strong technical understanding of the national and county level education programme design and implementation.

h. Demonstrate strong international networks in higher education including UK networks.

i. Project design, including clear and achievable impact, outcomes, outputs and planned interventions/activities.

j. Provide evidence on stakeholders’ engagement and management. Demonstrate ability to forge strong networks with key beneficiaries.

k. Provide evidence on collaborating with government and Kenyan state entities, and strong record of accomplishments working with TVETs and Universities.

l. Demonstrate experience and expertise in developing and delivering online learning programmes in the HE sector.

m. Risk assessment and management plan.

n. Sustainability plan.

o. Provide strong MREL framework, GESI methodology and clear reporting mechanism.

**Skills and Competencies**

29 Consortium should demonstrate in their proposal knowledge and/or capacity in:
a. Working effectively as a consortium to deliver projects;

b. Good management, including strong project management approaches e.g., results-based management, good reporting skills to meet DFID’s reporting requirements, responsiveness, accountability, and delivery of value for money.

c. The consortium should demonstrate experience and expertise in developing and delivering online learning programmes in the HE sector.

d. Working within the Kenyan HE and TVET sector, with demonstrable experience/track record of effectively managing donor funds and working with Kenyan state institutions.

e. Engaging or demonstrating an ability to engage with industries and private sector by creating robust networks and work on CSR initiatives and training initiatives.

f. Accessing high-quality, politically aware and cost-effective professionals, technical advisors, and experts in addition to efficient and cost-effective project management services;

g. Demonstrating appropriate cultural awareness, socio-economic analysis of Kenyan context, high teamwork ethics, partnerships and collaboration approach, and adapting concepts and tailoring tools to local needs and local beneficiaries;

h. Agility of working with partners and demonstrating proper and agile risk management.

i. There is also a need to provide demonstrable experience of political stakeholder engagement, management and influence; need for delivery partners with the authority and credibility to advise government partners.

j. Embedding gender and social inclusion as a main pillar of the programme throughout the three strands of work.

30 Page limits: Ensure that your proposal does not exceed 30 pages. Supporting documents can be provided as an annex and do not count towards the page limit.
## Indicative Timetable

<table>
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<tr>
<th>Dates</th>
<th>Activities</th>
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<tbody>
<tr>
<td>14 May 2020</td>
<td>Call for bids issued</td>
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<tr>
<td>14 June 2020</td>
<td>Deadline to submit proposals</td>
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<tr>
<td>30 June 2020</td>
<td>British Embassy to notify bidders with results</td>
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<tr>
<td>6 July 2020</td>
<td>Grant arrangements begin including due diligence, financial and governance checks</td>
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<tr>
<td>3 August 2020</td>
<td>Launch programme (including holding a launching event)</td>
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<tr>
<td>5 August 2020</td>
<td>Start programme activities (inception phase)</td>
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Proposals must be submitted to [DFIDNairobiProcurement@DFID.gov.uk](mailto:DFIDNairobiProcurement@DFID.gov.uk) by **Sunday 14th June 2020**. For enquiries, please contact [Michael.Musyoki@fco.gov.uk](mailto:Michael.Musyoki@fco.gov.uk)