



## **Call for Expression of Interest**

**Curriculum Development for the “Capacity Development in Renewable Energy through Technical and Vocational Education and Training Project”-CDRE-TVET**

### **TERMS OF REFERENCE**

**November 2022.**

## **1. About us**

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Established in 2009, Pamoja for Transformation is a national Non-Governmental Organization (NGO) registered in Kenya as a Trust. The organization envisions a Peaceful, Just and Prosperous society. Pamoja for Transformation serves communities affected by conflict with resources and tools to move from crisis and poverty to peace and development. We seek to contribute to resolving structural and latent conflicts that commonly arise from weak governance systems, historical injustices, ethno-politics and economic inequalities. To this end, we adopt an integrated approach to development that combines peace building, participatory governance and economic development strategies to attain sustainable change.

We work amongst conflict-affected communities in East Africa, supporting local, community-based initiatives that strengthen resilience against violence and promote economic stability and employment. Since its inception, Pamoja for Transformation has implemented projects in rural and urban areas on the Coast, Nairobi, Western and Northern Kenya. We attach importance to capacity development in the areas of civic rights and duties, electoral processes and business development. All projects contribute to the goal of improving the safety and socio-economic situation of disadvantaged communities.

Pamoja has four core program areas namely: (1) Skills and Enterprise Development (2) Peace and Governance (3) Climate Change Mitigation and Adaptation (4) Institutional Development. The organization operates at the nexus of security, peace and development, and works with civil society, donor agencies, and private sector and state institutions to address the push and pull factors of violence as well as drivers of poverty. We, therefore, adopt an integrated approach to development that combines peacebuilding, participatory governance, formal education and economic development strategies to attain sustainable change. We purposefully integrate climate change and gender across all our activities by promoting a green economy.

## **2. Background**

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Pamoja is implementing a Renewable energy to equip 120 youth aged 18 to 24 with demand-led technical skills in the renewable energy sector. The project targets to reach a total of 120 people thereof 35% women and 40% youth. Trainees will participate in a three months' classroom training followed by three months of industrial attachment and WTS Energy assessment and certification. The technical training shall take place at the NITA- Nairobi centre.

The goal of the project is to improve employment and economic opportunities for the youth through cooperation with the public and private sectors by supporting young Kenyans aged between 18 to 24 years to access job opportunities in the renewable energy sector. The project will promote demand-oriented skills and develop a renewable energy talent pool, thereby increasing the number of skilled technicians in the renewable energy subsectors to fill the skills shortage experienced in Kenya by both public and private sector stakeholders (including retailers, technicians, consumers and technology innovators in the renewable energy space. This will be achieved through skills training, practical exposure through industrial attachment and matching trainees to jobs.

The project will facilitate the linkage of trained young people to jobs through a partnership with the private sector where 50% of the 120 trained young people will be linked to employment opportunities through direct formal jobs.

### **3. About the consultancy**

Pamoja is looking to contract a lead consultant to support in developing new and reviewing existing curriculum in the following renewable energy Sub-sectors Biomass/bioenergy and solar. The development of the new curriculum will be based on a market gap assessment being conducted by the project. On the other hand, the review of the solar curriculum will primarily be based on updating the existing solar curriculum being utilized by NITA to train both up-skilled and Novices on solar. The priority sub-components of focus within solar shall include, but not limited to: solar installation, solar pay to go, solar mini grid, solar transmission and solar pv.

The curriculum will include a pull out with modules suitable for Training Trainers (TOT), NITA tutors will be responsible for training the trainees on the said sub-sectors.

### **4. Objective**

The general objective of this is the development of a modularized curriculum Training Package on the renewable energy sub-sectors of Solar and Biomass/Bioenergy. The curriculum should be fit for the NITA grade test levels I, II & III. This should be aligned and fulfil the government requirements of curriculum development through NITA.

### **5. Scope of work**

#### **5.1 Analysis of training delivery context related to:**

- *Overall scope:* regional focus, company coverage, face-to-face training implementation partners/training providers, local online learning/course management system (LMS/CMS) platforms service providers, job portals and career platforms as applicable
- *Available resources of selected training providers:* existing training materials (local and international), accessible local training infrastructure and equipment (incl. ICT and internet access), occupancy/utilisation rates, vacant training capacities, qualification of assigned local trainers
- *Capacity building needs of selected training providers:* Training of Trainers (ToT), administrative/support staff, facilities, equipment, training materials, cooperation/networking arrangements
- *Training program design specifications:* international best practices, local adaptation needs, suggested mode of delivery, competence-based training program components, structure and format, estimated timeframe, qualification level, assessment modalities, credit and certification arrangements, accreditation/registration requirements, financing concept
- *Trainees/learners:* target groups, inclusion, facilitated enrolment numbers, annual intakes, recommended general entry requirements and Recognition of Prior Learning (RPL) arrangements, average training fees per learning unit, trainee/learner selection procedures

## **5.2 Analysis of quality management needs for renewable energy training program implementation:**

- Quality management structures and systems
- Quality assurance instruments/mechanisms
- Accreditation and registration requirements
- Monitoring and Evaluation (M&E) system
- Follow-up surveys/ tracer studies

## **5.3 Development of a Qualification Pack with Occupational Competence Standards (OCS)**

### **a. Develop a DACUM chart for renewable energy, based on:**

- International best practice samples
- Existing job descriptions/profiles
- Relevant industry standards
- Predominant local market conditions
- Given official/ recommended design format specifications
- Applicable development methodologies and procedures
- Feedback from local organisations and initiatives in the field.
- Participation of small, medium and large private companies in the renewable energy sector
- Included general knowledge and skills, expected worker behaviours, main tools and equipment, and future trends as applicable

### **b. Derive a Qualification Pack (QP) from the developed DACUM chart, considering:**

- Inclusion of all specified OCS/ National Occupational Standards (NOS)
- All necessary design components including elements, performance criteria, knowledge and understanding, KNQF level alignment etc.
- Applicable development methodologies and procedures
- Participation of respective industry representatives and bodies

## **5.4 Development of Training Package**

- a. Source and review available training curricula/programs/courses for renewable energy as best practice reference materials
- b. Develop a flexible competence-based curriculum/ training program, based on the QP and international best practices in line with essential NITA requirements and design formats, containing:
  - Curriculum/ training program descriptions including arrangements, delivery modalities, entry requirements, places of learning and overall structure
  - Self-contained modules (core and elective/ mandatory and optional)
  - Module duration (guided learning hours)
  - Credits (if any)
  - Learning outcomes
  - Module content (Knowledge, Skills and Attitudes -KSA)
  - Pre-requisites
  - Recommended learning strategies/methods
  - Required learning/resource materials
  - Training equipment
- c. Develop the curriculum/training program in close collaboration with involved authorities, stakeholders and partners

- d. Specify a list of required minimum facilities/ equipment / materials / consumables for accreditation and implementation of the renewable energy sub sector training measure.
- e. Develop practical assignments, work projects, simulations and scenarios etc.
- f. Develop knowledge based learning materials in the form of topic related presentation slides, hand-outs, worksheets, case studies and quizzes/ puzzles etc.
- g. Source and compile training resources/ reference materials from the public domain, including:
  - Manuals, handbooks and guidelines
  - Technical standards, codes of practice and SOPs
  - Applicable legislations, regulations and licensing requirements
  - Technical drawings, illustrations, photos and graphics
  - Manufacturer catalogues, specifications, data sheets, databases
  - Presentations, videos, web-pages, e-learning apps, courseware and software tools

**5.5 Design assessment tools/ instruments based on determined NITA requirements, including:**

- Assessment guidelines
  - Practical test items (product, performance, process)
  - Descriptive (rubrics) grading/marking scales to facilitate objective and reliable competence judgements
  - Applicable portfolio evidence collection mechanisms
  - Written test items
  - Applicable written test item types (essays, multiple choice, true-false, completion, matching etc.)
- 6 Seek validation/approval of training package by appointed authorities (NITA) / sector training committees' / industry stakeholders.
  - 7 Develop a plan for the selection and training of trainers (ToT) for the Renewable Energy training package as needed, covering:
    - Company trainers
    - NITA grade test I, II & III trainers
  - 8 The training plan should contain information about management, content, delivery and technology for each group of trainers
  - 9 Development of an action plan to enhance synergies between stakeholders
    - a) Coordinate all development activities with designated stakeholders on a regular basis
    - b) Involve private sector representatives in the respective development/design and validation processes as required
    - c) Involve the project partners (WTS Energy, GIZ, Pamoja and NITA representatives in the respective development/design and validation processes as feasible/required
  - 10.1 Reporting and development of lessons learnt
    - i. Compile an inception and final report with objectives, processes, methodologies, results, challenges, recommendations and lessons learnt.
    - ii. Submit the completed materials/products and the reports in line with given quality assurance requirements and by the agreed deadlines.

## 6. Deliverables

The following are the key deliverables in response to the call for EOI:

1. A technical proposal detailing your understanding of the Terms of Reference, outlining the scope of works, including work plan, methodology for qualitative and quantitative data analysis, as well as data collection processes and tools.
2. Literature review and share available resources within renewable energy as guided by your understanding of the Terms of Reference.
3. Profile of consultant clearly describing previous experience in conducting similar assignment. Include CV of the consultant and or his/her team with contact information of at least three references from similar assignments undertaken by the consultant.
4. Detailed financial proposal in Kenya Shillings, inclusive of VAT.
5. Sample training curricula and dacum charts.

## **7. Duration of Service**

The duration of the service will be 30 days spread between November 28<sup>th</sup> 2022 to February 28<sup>th</sup> 2023 to complete the assignment.

## **8. Proposal Submission**

Qualified consultants (individual or institutional consultants) are invited to submit the proposal (in English) that includes the following:

- a. Qualification and experience of the individual/institution.
- b. Approach and methodology to undertake this assignment.
- c. Previous experience in similar assignment(s), Designing curricula for technical courses and Dacum charts.
- d. Detailed financial budget (in Ksh) and work plan.
- e. Technical and Financial proposals will need to be submitted as separate documents.

## **9. Qualification/Requirements**

The consultant must demonstrate the following qualifications:

- (i) Minimum of 5 years of experience in development of competency based curriculum. Experience within TVET and Technical Training is desired.
- (ii) Degree or advanced studies in education is an added advantage.
- (iii) Hold a valid certificate for training NITA level courses
- (iv) Experience and ability to facilitate feedback workshops through validation process
- (v) Availability and willingness to work with a diverse team.
- (vi) Fluency in English and Swahili (written and spoken).

## **10. Instructions for Submission**

Submissions must be sent to [info@pamoja-transformation.org](mailto:info@pamoja-transformation.org) using the **Subject-CDRE-TVET** by 5:00pm EAT on 24<sup>th</sup> November 2022. The subject title of your mail should be; Curriculum Development.