



THE MERU NATIONAL  
POLYTECHNIC  
*Technology for Innovation & Development*

**THE MERU NATIONAL POLYTECHNIC**

**EAST AFRICA SKILLS FOR TRANSFORMATION AND REGIONAL INTEGRATION  
PROJECT (EASTRIP)**

**TERMS OF REFERENCE**

**DEVELOPMENT OF TRACER STUDY SYSTEM AND CONDUCTING OF THE  
BASELINE SURVEY FOR THE PROPOSED REGIONAL FLAGSHIP TVET INSTITUTE  
FOR BUILDING TECHNOLOGY AT THE MERU NATIONAL POLYTECHNIC**

**REF No: KE-MERUPOLY- 213417-CS-CQS**

**JANUARY 2021**

## **1. BACKGROUND**

The Meru National Polytechnic herein refers to as “MNP” is a National Polytechnic in Kenya situated in Meru, about 240km from Nairobi. MNP is among the 16 beneficiaries of World Bank funded project, spread across Kenya, Ethiopia and Kenya, under East Africa Skills for Transformation and Regional Integration Project (EASTRIP). The main objective of EASTRIP is to increase the access and improve the quality of TVET programs in selected Regional Flagship TVET Institutes and to support regional integration in East Africa. By improving the capacity of flagship TVET providers and relevant national agencies, and expanding the pool of qualified skilled labor in the growing economic sectors, the project will contribute to the high-level project objective of promoting regional integration through supporting the regional corridors and sector markets and promoting mobility of students, faculty, and graduates. In addition, it will contribute to the high-level objectives of poverty alleviation and economic growth for the participating countries and for the East Africa region by developing highly skilled and productive workforce.

### **Project Development Objectives**

The Project’s proposed development objectives and results will be achieved through activities grouped under three components namely:

**Component 1:** Strengthening selected Regional Flagship TVET Institutes for high quality skills development in priority sectors;

**Component 2:** Creating national TVET enabling environments;

**Component 3:** Enhancing regional collaboration in TVET and project coordination;

### **Project Strategic Objectives**

1. To provide high quality market driven academic programs and produce competent workforce to the economy
2. To attract and retain an adequate, competent and efficient work force
3. To strengthen the Polytechnic financial management system
4. To enhance Information Communication Technology (ICT) Integration
5. To upgrade training equipment and Polytechnic physical infrastructure
6. To enhance a strong and distinct image of the Polytechnic
7. To strengthen the established Quality Management System

To achieve this Project Development Objectives (PDO), six (6) sub components have been identified namely;

- 1) Strengthening governance and management
- 2) Institutionalizing industry links
- 3) Developing market relevant competency-based training programs
- 4) Training of TVET managers and teachers
- 5) Upgrading key training facilities and equipment
- 6) Outreach and support for non-project national TVET institutes

This ToR has been developed as one of the key activities in sub-component 6: Outreach and Support for non-project national TVET institutes.

The primary recipients of services will be MNP, MOE-National Component, ICUEA and the World Bank. Deliverables will be used to inform the engagement and mentoring of the selected TVET institutions.

## **2. OBJECTIVE AND SCOPE OF THE ASSIGNMENT**

### **2.1. Objective of the Assignment**

The overall objective of the service is to conduct a baseline tracer study and develop a system that will guarantee efficient implementation of tracer studies at the flagship center. This system will establish the relationship between courses offered by MNP and the labour market needs

The consulting firm will evaluate the sustainability of employment of trainees who have finished long and short term training programs, their satisfaction with the training programs and employers' satisfaction with the skills and knowledge of the trainees

### **2.2. Scope of the assignment**

The scope of the assignment will entail:

- i. Review relevant documents to become familiar with the objectives of the short-term training sub-output of the SDP, and the precise requirements of tracer study;
- ii. Work with the Project Implementation Unit (PIU) monitoring staff to develop the surveys, Focus Group Discussion (FGD) and institution questionnaires, and the analysis plan for the final report;
- iii. Train an adequate number of experienced enumerators and field supervisors and provide them, in collaboration with the PIU, orientation and training on the pilot testing and refinement and coding of the survey, FGD and institution questionnaires;

- iv. Test the validity and reliability of the questionnaire using a random sample of 100 trainees.
- v. Conduct interviews using the survey questionnaires with a finalized and statistically valid sample of trainees and their employers taking into account possibilities for disaggregation (gender, ethnic groups, sector, occupation, district and region);
- vi. Check a 10% random sample of completed questionnaires at the field level so that corrections can be made to ensure the integrity of the data collected;
- vii. Prepare and enter data into the data base using Statistical Package for the Social Sciences or other relevant software, and generate output tables based on the analysis plan;
- viii. Conduct the FGDs and the institution enquiries using the guide questions and carefully observing the guidelines for conducting FGDs and enquiries;
- ix. Transcribe the FGDs and enter the transcripts in a relevant software and analyze the data based on the analysis plan;
- x. Prepare a brief report on proceedings of each FGD and institution enquiry conducted and a summary report for all the FGDs and institution enquiries;
- xi. Prepare a draft report on the tracer study, integrating findings from the survey, FGDs and the institution enquiries
- xii. Present tracer study findings, in English, to the PIU staff
- xiii. Prepare final report, in English, on the tracer study taking into consideration comments and suggestions from the PIU staff.

### **3. Required Methodology for Study**

The tracer study will assess the training and employment performance aspects of the project. The tracer study aims at all trainees who are graduated. It does not matter whether they passed the skills test or not.

- a) The results of the tracer study will aim to:
  - i. Inform the PIU whether the institution has actually been successful in achieving a 75% employment rate of the trainees enrolled,
  - ii. Collect feedback from the trainees on the quality and relevance of the training, particularly for women
  - iii. Gather information from employers on the quality and relevance of the training particularly for women
  - iv. Identify areas for improvement based on quantitative results showing employment rates, income levels and general satisfaction, and qualitative results based on trainees' and employers' perceptions, and
  - v. Draw up recommendations to improve the training quality of the project, relevance and effectiveness.

- b) As stated above, the tracer study must use both quantitative and qualitative approaches. The quantitative approach must involve short, direct interviews taking a statistically valid sample across occupation-wise groups of trainees from the first and second round of trainees trained by the project. These interviews at the place of employment will determine the fact of current employment, the type of employment and the income, but also the development of life skills during the training, received support from training institute to find a job or start own business and general satisfaction with the training. While at the workplace the employer will also answer a short set of questions to measure the employer's satisfaction with the skills and knowledge of the trainees. For every employed trainee an employer should fill a questionnaire. For trainees who are unemployed or self-employed the employer's part of the questionnaire can left blank.
- c) The qualitative approach involves focus group discussions (FGDs) with employers and different groups of trainees. The discussions with employers will assess how satisfied they are with the skills of the trained trainees, the discussions with the trainees will inquire more in depth what the training experience was like and determine ways to improve it. Findings from the two approaches, together with some secondary information observing training centers and information from the project monitoring staff, will be triangulated in order to draw conclusions and make recommendations.
- d) A pre-tested survey questionnaire will be the main data collection instrument. The questionnaire will consist of two parts. One part will be filled by the trainee and the second part by their employer if they have one. Indicative questions for the trainee part would confirm the trainee name and course attended, course completion date, skill test pass/fail, details of the employment, income, employment and training satisfaction, satisfaction with support provided by the institution to find employment and suggestions for improvement in the selection, training and placement methodology. Indicative questions for the employer are confirmation of the income, satisfaction of trainee's skills and knowledge, match between trainee's skills and market demands and suggestions for improvement of the training. Filled-up questionnaires will be checked for completeness and accuracy and data will be encoded and entered into the computer using, for example, Statistical Package for the Social Sciences software and output tables generated as needed for analysis.

#### **4. Duration of Service Delivery**

Duration of assignment will be 3 months from the date of signing of the contract.

#### **5. Team Composition and Qualification Requirements**

The tracer study firm will be selected based on the World Bank's Guidelines on the Use of Consulting Services following Consultant Qualification Selection (CQS) procedure.

##### **5.1 Qualification Requirements of Key and Non-Key Experts**

###### **A. Key Experts**

###### **Team Leader (Monitoring and Evaluation Expert) :**

- i. Master's degree in education, development studies, statistics, social sciences or a related field;
- ii. A doctoral degree in any one of the above disciplines would be an added advantage;
- iii. Preferably 15 years general working experience;
- iv. Preferably 10 years specific experience in conducting and leading quantitative and qualitative research in the field of education, preferably TVET, or a related field;
- v. Understanding of the education and TVET sector in Kenya;
- vi. Excellent report writing and communication skills in English.

###### **Quantitative Research Specialist :**

- i. Master's degree in education, statistics, economics, social sciences or a related field;
- ii. Preferably 10 years general working experience;
- iii. Preferably 5 years specific experience in conducting quantitative research in the field of education, preferably TVET, or a related field;
- iv. Experience with SPSS or other statistic software packages;
- v. Excellent report writing skills in English.

###### **Technical Education and Vocational Training (TEVT)/Qualitative Research Expert**

- i. Master's degree in education, economics, social sciences or a related field;
- ii. Preferably 7 years working experience in TEVT;
- iii. Preferably 3 years specific experience in conducting qualitative research in the field of education or a related field;

- iv. Experience with Atlas.ti, Nvivo or other relevant software;
- v. Excellent report writing skills in English.

## **B. Non-Key Experts**

### **Enumerators (5 Nos)**

- i. Bachelor's degree in a field relevant to the assignment;
- ii. 1 year of working experience, but if the enumerator has field work experiences in university program, it does not necessarily require actual working experience.
- iii. Good quantitative and/or qualitative data collection skills.
- iv. Basic knowledge of IT.

## **5.2 Detail TOR of Key and Non-Key Experts**

### **A. Key Experts**

#### **Team Leader (Monitoring and Evaluation Expert):**

- a. Lead a consultant team comprising a quantitative research specialist, a TVET expert and 5 enumerators;
- b. Review relevant documents to become familiar with the objectives of the short-term training sub-output of the SDP, and the precise requirements of tracer study;
- c. Develop the overall research framework, including analysis plans, for the tracer study in collaboration with the PIU;
- d. Work with the TVET expert on developing the instruments of the qualitative part of the tracer study;
- e. Select and train an adequate number of experienced enumerators and field supervisors and provide them orientation and training on facilitating and transcribing the fgds;
- f. Lead the analysis of the qualitative data collected during the fgds;
- g. Supervise the quantitative part of the tracer study;
- h. Ensure quality and timely completion of the research design, data entry, data analyses and reports;
- i. Prepare a draft report on the tracer study, integrating findings from the survey, fgds and the institution enquiries;

- j. Present tracer study findings, in English, to the PIU staff, CTEVT, MOE; and
- k. Prepare final report, in English, on the tracer study taking into consideration comments and suggestions from the PIU staff.

**Quantitative Research Specialist:**

- a. Work closely with and report to the Team Leader on all matters of the quantitative part of the tracer study project;
- b. Review relevant documents to become familiar with the objectives of the short-term training sub-output of the SDP, and the precise requirements of tracer study;
- c. Develop a questionnaire to collect data on (1) trainees' employment, income and satisfaction with the training program and (2) employers' satisfaction with the level of skills and knowledge of the trainees;
- d. Develop manual on how to conduct the survey;
- e. Develop analysis plan for the quantitative part of the tracer study;
- f. Train an adequate number of experienced enumerators and field supervisors and provide them, in collaboration with the PIU, orientation and training on the pilot testing and refinement and coding of the survey;
- g. Test the validity and reliability of the questionnaire using a random sample of 100 trainees.
- h. Supervise the enumerators in conducting the interviews using the survey questionnaires with a finalized and statistically valid sample of trainees and their employers;
- i. Check a 10% random sample of completed questionnaires at the field level so that corrections can be made to ensure the integrity of the data collected;
- j. Prepare and enter data into the data base using Statistical Package for the Social Sciences or other relevant software, and generate output tables based on the analysis plan;
- k. Contribute to the draft and final report.

**Technical Education and Vocational Training (TEVT)/Qualitative Research Expert:**

- a. Work closely with and report to the Team Leader on all matter of the qualitative part of the tracer study project;
- b. Review relevant documents to become familiar with the objectives of the short-term training sub-output of the SDP, and the precise requirements of tracer study;
- c. Ensure the TVET context is well reflected in the research design and report;

- d. Support the quantitative researcher in developing the questionnaire;
- e. Develop, in collaboration with the team leader, leading questions for the three FGDs and a manual on how to conduct the FGDs;
- f. Supervise the enumerators in conducting fgds;
- g. Check the transcript of enumerator's first FGD and provide feedback if necessary;
- h. Ensure all FGDs are transcribed in the correct way and the transcripts are entered in the software to be developed
- i. Support the team leader in coding and interpreting the data of the FGDs;
- j. Prepare observation guidelines to assess the general facilities of institutions;
- k. Conduct observations at institutions to assess the general facilities;
- l. Contribute to the draft and final report.

## **B. Non-Key Experts**

### **Enumerator:**

- a. Work closely with and report to the Quantitative and/or Technical Education and Vocational Training expert on all matters of the data collection the enumerator contributes to;
- b. Participate in training on collecting data using the developed survey and/or guidelines for the different types of FGDs;
- c. Develop a feasible planning to collect all data on time;
- d. Collect data using the correct instruments;
- e. Enter data in the required database for analysis;

## **6. Reporting Requirements and Time Schedules for Deliverables**

The firm will deliver the following:

- i. Inception report: within 2 weeks of contract signing;
- ii. Developed and deployed tracer study software, manual on how to use the software and analysis plan within one month of contract signing;
- iii. All data entered in the tracer study software before submission of draft report;
- iv. Training of stakeholders on the use of the developed software within two weeks of completion of assignment.

## **7. EXPECTED DELIVERABLES:**

- a) Deliverable 1: Tracer study system (software)
- b) Deliverable 2: System manual and guidelines
- c) Deliverable 3: Report of the pilot Tracer Study.
- d) Deliverable 4: Training of stakeholders on the tracer study system/software

## **8. DURATION OF THE CONTRACT**

The assignment is to be completed within a maximum of three (3) months after the date of signing the contract for execution.

## **9. THE PROGRAM OF WORK/REPORTS**

Over the period of execution, the Consultant is expected to undertake the following activities and submit reports within the time schedules indicated:

<b>Activity</b>	<b>Timeframe (Weeks)</b>
Inception report	2
System development and deployment	4
Pilot tracer study	4
Training on use of the tracer study system/software	2
<b>Total</b>	<b>12</b>

## 10. PAYMENT OF FEES

The Consultant's fee shall be fixed for all phases of the assignment covering all expenses and payment in foreign and local currencies.

The methods of payment of fees shall be as detailed in the proposed contract format attached to the letter of invitation for submission of proposals.

### Payments schedule

Payments shall be in accordance with the following schedule:

- i. Inception Report - 20% on presentation of the Inception Report upon acceptance by the client.
- ii. Pilot tracer study - 20% on presentation of the baseline tracer study report and its acceptance by the client.
- iii. System development and deployment - 40% on deployment of the system and its acceptance by the client.
- iv. Training on use of tracer study system - 20% on approval of the final tracer study system after training of stakeholders' and its acceptance by the client.

The Consultant shall be liable to pay all duties and taxes in connection with this assignment payable under the laws of Kenya. No tax or duty exemption shall be given to the consultant. The Consultant shall be deemed to have taken the above into consideration while preparing his financial proposal.

## 11. EVALUATION CRITERIA

The evaluation committee appointed by the client shall evaluate the proposals based on their responsiveness to the Terms of Reference, applying the evaluation criteria as follows:

	<b>Description of assignment</b>	<b>Total Marks</b>
1.	Firm's Experience	40
2.	Qualification of Proposed staff for the assignment	30
3.	Methodology of undertaking the assignment	30
	<b>TOTAL</b>	<b>100</b>

### **11.1 Firm's Experience**

The firm must demonstrate experience in Similar Work as indicated herein:

Firm's Experience in tracer studies	- 20 marks
Firm's Experience with institutions of higher learning	- 10 marks
Firm's Experience in the Education Sector and TVET subsector	- 10 marks
Total Score for Consultancy Specific Experience	- <b>40 marks</b>

The proof of experience in the last 15 years must be accompanied by documentary proof and current contact address (including telephone and e-mail addresses) of clients to enable cross-referencing by the client.

### **11.2 Methodology of undertaking the assignment**

The firm must demonstrate an adequate and fitting approach and methodology suitable for the successful execution of this assignment:

Technical Approach and Methodology	- 15 marks
Activity Schedule / Work Plan	- 10 marks
Task Assignment and Personnel Schedule	- 5 marks
Total Score for Consultancy Specific Experience	- 40 marks

The methodology must respond specifically to each of the items in the detailed terms of reference (TOR) indicating how the consultant will go about each. The individual time inputs of staff must correspond to the sequence of activities in the work plan and the individual activities must be arranged in logical sequence to result in the desired outputs. Points will be earned on the basis of the fit of the proposed methodology and work plan with the desired inputs, processes and outputs expected from the assignment. the consultant will also be expected to give a proposed table of content for the final strategic plan.

The overall period for the assignment will be evaluated based on how the consultant has explained the special measures that would be put in place by the consultancy team to finalize the assignment within the proposed time frame.

**Any further suggestion on the improvement on this Terms of Reference is encouraged.**