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## **Business, Technical & Vocational Education & Training Support Project**

**Islamic Development Bank  
Project No. UGA-1022**

**The Government of Uganda  
Ministry of Education and Sports**

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# **REQUEST FOR PROPOSALS**

**CONSULTANCY SERVICES FOR CURRICULUM  
REVIEW & DEVELOPMENT FOR SELECTED  
TECHNICAL & VOCATIONAL EDUCATION  
& TRAINING (TVET) AREAS OF FOCUS**

**Procurement Ref: IsDB-MOES/SRVCS/22-23/00210**

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*final*

**AUGUST 2022**

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## Section 7. Terms of Reference

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### 1 BACKGROUND

The Government of Uganda (GOU) has secured a long-term Loan from the Islamic Development Bank to the tune of **US\$ 45 million**, to finance the Business, Technical & Vocational Education & Training (BTJET) Support Project. Government is providing counterpart funding of **US\$ 6.14 million**. The Project Executing Agency is the Ministry of Education and Sports (MOES). The Ministry's joint Projects Coordination Unit (PCU) for the IsDB, OFID & Arab-funded Projects, is handling the day-to-day planning, coordination and management of the project activities.

The project is aligned with the National Vision of transforming Uganda from a peasantry-based society into a modern, self-sustaining, industrialized, competitive upper middle-income and prosperous country, by 2040. The overall project aim is to support key Education Sector priorities included in the National Development Plan (NDP III) and the Education Sector Strategic Plan (ESSP III), focusing on expanded and equitable access to quality BTJET. In so doing, the project shall contribute towards the paradigm shift in the BTJET sub-sector, aimed at making it a comprehensive system of skills development for employment, enhanced productivity and national growth, while augmenting Government's efforts to address the increasing demand for alternative further education opportunities, from outputs of Universal Primary Education (UPE), Universal Secondary Education (USE) and Universal Post O-Level Education & Training (UPOLET).

### 2 OBJECTIVES OF THE CONSULTANCY ASSIGNMENT

- 2.1 **The overall objective of the consultancy services described in these Terms of Reference (TOR) is to provide competent curriculum-related consultancy services for relevant core areas of training focus under the project.** The services are therefore to be provided within the stipulated project time frame and consistent with best national and international standards and practices, to the satisfaction of both Government and IsDB. The consultancy process is expected to involve the review, development and relevant upgrading of demand-driven competency-based and modularized curricula packages for the selected training areas, resulting in up-to-date and most appropriate training content, teaching methodologies and instructional materials/aids (*including text/reference books, equipment/tools/consumables and relevant ICT/AI*).
- 2.2 Under the TVET Policy 2019, the precursor document to the TVET Act that under formulation, Government is appropriately transferring the mandate for all TVET-related curricula reviews and development to the upcoming TVET Council. The TVET Policy 2019 is therefore expected to be a primary reference for the this assignment. The policy particularly requires curricula and training frameworks to be done in a widely consultative manner, including the development of job competence profiles and national/international occupational, training, assessment, qualification and certification standards. The policy also places emphasis on proper assessment of national/regional labour market needs, prevailing conditions, work practices, technological trends and skills gaps, all against the expectations of industry and the world-of-work.
- 2.3 The consultant will therefore be expected to work closely with the relevant Sector Skills Councils (SSCs) in Uganda. Other key stakeholders to be congruently engaged and/or consulted in executing the curriculum review/development assignment will include key industry practitioners & employers, the relevant assessment and certification bodies, the National Curriculum Development Centre (NCDC) and selected national training providers of 'near centre of excellence' status, as well as relevant institutions responsible for curricula harmonisation across the East African Region.

The consultant will particularly be required to establish strong working relationships with relevant international accreditation bodies, i.e. City & Guilds (*and others recommended by them*), to establish their Quality Assurance (QA) requirements early enough, for timely rationalization

and feed into the project activities. In so doing, the consultant will be required to review and provide technical advice to the Ministry and the Infrastructure-related Consultant (IRC) on the final lists and technical specifications for the required training supplies and equipment.

- 2.4 Four modular curricula (*as outlined in the table below*) for which relevant curriculum review work was recently carried out between 2019 and 2020, under the WB-funded Uganda Skills Development Project (USDP) and Albertine Region Sustainable Development Project (ARSDP), will be adopted for use as follows: (1) Animal Husbandry (*for Lutunku TI*), (2) Building Construction (*for Kabale & Minakulu TIs*), (3) Road Construction (*for Nkoko MTI*) and (4) Light Manufacturing (*for Moyo TI*).

No.	Training Area	Curricula recently developed	Qualification
1	Animal Husbandry	<ol style="list-style-type: none"> <li>1. Livestock production (Level 4)</li> <li>2. Livestock production (Level 3)</li> <li>3. Agri-processing (Level 4)</li> <li>4. Agri-processing (Level 3)</li> </ol>	<ol style="list-style-type: none"> <li>1. Livestock Production Technician (Level 4)</li> <li>2. Livestock Production Assistant (Level 3)</li> <li>3. Agri-processor (Level 4)</li> <li>4. Agri-processing assistant (Level 3)</li> </ol>
2	Building Construction	<ol style="list-style-type: none"> <li>1. Electrical Installation</li> <li>2. Plumbing and Gas line construction</li> <li>3. Geotechnical &amp; building construction                             <ul style="list-style-type: none"> <li>✓ Topography</li> <li>✓ Soils</li> <li>✓ Rebar</li> <li>✓ Concrete</li> <li>✓ Bricklaying</li> <li>✓ Roofing</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Electrician (Level 1)</li> <li>2. Plumber &amp; gas line installer (Level 1)</li> <li>3. Surveying assistant</li> <li>4. Soils and material tester (Assistant)</li> <li>5. Steel bender (Assistant)</li> <li>6. Concrete worker (Level 1)</li> <li>7. Bricklayer Assistant</li> <li>8. Roofer Assistant</li> </ol>
3	Road Construction	<ol style="list-style-type: none"> <li>1. Soils and materials testing (Levels 2)</li> <li>2. Soils and materials testing (Level 1)</li> <li>3. Topography and land surveying (Level 2)</li> <li>4. Road Construction &amp; maintenance (Level 2)</li> <li>5. Road Construction &amp; Maintenance (Level 1)</li> <li>6. Bridge Construction &amp; Maintenance (Level 2)</li> <li>7. Bridge Construction &amp; Maintenance (Level 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Soils and Materials Testing Technician (Level 2)</li> <li>2. Soils and Materials Testing Technician (Level 1)</li> <li>3. Topographical &amp; Land Surveying Technician (Level 2)</li> <li>4. Road Construction &amp; Maintenance Technician (Level 2)</li> <li>5. Road Construction &amp; Maintenance Technician (Level 1)</li> <li>6. Bridge Construction &amp; Maintenance Technician (Level 2)</li> <li>7. Road Construction &amp; Maintenance Technician (Level 1)</li> </ol>
4	Light Manufacturing	<ol style="list-style-type: none"> <li>1. Metal Fabrication - Level 4</li> <li>2. Industrial Production – Level 4</li> <li>3. Industrial Maintenance – Level 4</li> <li>4. Metal Fabrication - Level 3</li> <li>5. Industrial Maintenance – Level 3</li> <li>6. Automated Machine Operation – Level 3</li> <li>7. Welding &amp; Fabrication</li> </ol>	<ol style="list-style-type: none"> <li>1. Metal fabrication Technician – Level 4</li> <li>2. Industrial Production Technician – level 4</li> <li>3. Industrial Maintenance Technician – Level 4</li> <li>4. Metal fabricator – Level 3</li> <li>5. Industrial maintenance Mechanic – Level 3</li> <li>6. Automated Machine Operator – level 3</li> <li>7. Welder (Level 1)</li> </ol>

- 2.5 Two existing curricula will be reviewed and upgraded to the match current market requirements (*the national assessment body has done some work in modularizing the existing assessment guides for these*). New curriculum development work will then focus on the remaining three areas of new training in Uganda. The above five areas are outlined in the tables below, including mappings of the key curriculum-related stakeholders (*the consultant shall be required to involve all, but is not limited to these*). For uniformity, the consultant will make benchmarking reference to the overall formatting of the four modular curricula already handled under the WB-funded Projects (*as at item 2.4 above*).

No.	Training Area	Relevant SSC	Other Potential Stakeholders
<b>The Two Areas for Curriculum Review &amp; Upgrading Work</b>			
1	Electronics & Telecommunications ( <i>St. Kizito TI Kitovu</i> )	ICT ( <i>not yet formed</i> )	<ol style="list-style-type: none"> <li>1. Private: MTN, Airtel, Simba Telecom</li> <li>2. Ministry of ICT &amp; National Guidance (MOICTNG)</li> <li>3. Uganda Communications Commission (UCC)</li> <li>4. UBTEB, DIT, NCDC and City &amp; Guilds</li> <li>5. Uganda Institute of ICT (UICT)</li> <li>6. Kyambogo University</li> </ol>
2	Tourism & Hospitality ( <i>Moroto TI</i> )	Tourism & Hospitality ( <i>operational</i> )	<ol style="list-style-type: none"> <li>1. Private: Africana Hotel, Great Lakes Safaris, KaziBora</li> <li>2. Ministry of Tourism, Wildlife &amp; Antiquities (MOTWA),</li> <li>3. Uganda Tourism Board (UTB)</li> <li>4. Uganda Wildlife Authority (UWA)</li> <li>5. UBTEB, DIT, NCDC and City &amp; Guilds</li> <li>6. Jinja Hotel &amp; Tourism Training Institute (HTTI)</li> <li>7. St. Simon Technical Institute (Enabel-funded)</li> </ol>

No.	Training Area	Relevant SSC	Other Potential Stakeholders
<b>The Three Areas for New Curriculum Development Work</b>			
1	Textiles value addition ( <i>Nalwire TI</i> )	Agriculture ( <i>operational</i> )	<ol style="list-style-type: none"> <li>1. Private: Nylil, Phoenix, Nile Accro Industries</li> <li>2. Cotton Development Organization</li> <li>3. Ministry of Agriculture, Animal Industry &amp; Fisheries</li> <li>4. UBTEB, DIT, NCDC (<i>plus accreditation body</i>)</li> <li>5. Bukalasa Agricultural College (<i>COE in Agriculture</i>)</li> </ol>
2	Agricultural Mechanization ( <i>Birembo TI</i> )	Agriculture ( <i>operational</i> )	<ol style="list-style-type: none"> <li>1. Mobuku &amp; Olwenyi irrigation schemes</li> <li>2. Ministry of Agriculture, Animal Industry &amp; Fisheries,</li> <li>3. UBTEB, DIT, NCDC (<i>plus accreditation body</i>))</li> <li>4. Bukalasa Agricultural College (<i>COE in Agriculture</i>)</li> <li>5. Pearl Engineering Company Ltd</li> </ol>
3	Mineral Development ( <i>Moroto TI</i> )	Minerals ( <i>not yet formed</i> )	<ol style="list-style-type: none"> <li>1. Private: African Gold Refinery, Kasese Cobalt Osukuru Phosphate, TMT Mining Company Ltd</li> <li>2. Ministry of Energy &amp; Mineral Development (MOEMD)</li> <li>3. Uganda Chamber of Mines &amp; Petroleum (UCMP)</li> <li>4. UBTEB, DIT, NCDC (<i>plus accreditation body</i>)</li> <li>5. Natural Resources Governance Institute (NRGI)</li> <li>6. Institute of Quarrying</li> </ol>

2.6 The TOR leaves ample room for the consultant’s creativity and innovation in determining the most appropriate approach and methodology for achieving the consultancy objectives. Particular attention is to be placed on **Climate-responsiveness, Energy efficiency and Sustainability, in line with the Sustainable Development Goals (SDGs, dubbed ‘Transforming our World: the 2030 agenda for Sustainable Development’)**, which are geared towards achieving an environmentally sustainable and socially inclusive World by 2030. Key elements from a curriculum development perspective include, but are not limited to: <sup>1</sup>**Participatory approaches** (*i.e. best involvement of key stakeholders*), <sup>2</sup>**Energy Efficiency** (*low overall energy utilization*), <sup>3</sup>**Costs/Benefits** (*optimum training costs vis-à-vis overall affordability*), <sup>4</sup>**Environment and Ecosystem** (*harmony with the broader environment/ecosystem of the World, including environmental protection and much-reduced carbon emissions into the atmosphere*).

### **3 SCOPE OF SERVICES, TASKS AND EXPECTED DELIVERABLES**

The scope of consultancy services will be as outlined below. The consultant will be responsible for all technical investigations and preparation of essential documents for executing the assignment.

#### **3.1 Stage 1: Preliminary Studies & Concepts**

1. Conduct desk, Internet & other studies on the curricula status of each core training area.
2. Conduct comprehensive assessments of national & international occupational standards and selected best-practice workplaces in Uganda, for each core training area.
3. Assemble detailed working files for each core training area, including *inter alia* job competence profiles and synthesized curriculum development concept notes.
4. Make suitable proposals for curriculum development panels for each core training area, with guidance from the relevant SSC.
5. Prepare/submit the Preliminary Curriculum Development Report for presentation and approval.

#### **3.2 Stage 2: Design/Development of Draft Teaching Syllabi**

1. Technically facilitate required detailed engagements of the approved curriculum development panels for each core training area (*propose suitable number/time inputs of sessions*).
2. Prepare draft teaching syllabi for each core training area, together with the respective panels, with cognizance to the Preliminary Curriculum Development Report, including the required lists of training equipment, tools, consumables and other supplies for students.
3. Conduct a Key Stakeholders Workshop to present the draft teaching syllabi concepts.
4. Prepare/submit the Draft Teaching Syllabi Report for presentation and approval.

#### **3.3 Stage 3: Development of Draft Instructor Guides**

1. Technically facilitate required detailed engagements of the approved curriculum development panels for each core training area (*propose suitable number/time inputs of sessions*).
2. Prepare draft instructor guides for each core training area, together with the respective panels, with cognizance to the Draft Teaching Syllabi Report, including the required lists of instruction equipment, tools, consumables and other supplies for tutors/instructors.
3. Prepare/submit the Draft Instructor Guides Report for presentation and approval.

#### **3.4 Stage 4: Development of Draft Assessment Guides**

1. Technically facilitate required detailed engagements of the approved curriculum development panels for each core training area (*propose suitable number/time inputs of sessions*).
2. Prepare draft assessment guides for each core training area, together with the respective panels, with cognizance to the Draft Teaching Syllabi and Draft Instructor Guides reports, including the required lists of assessment equipment, tools, consumables and other supplies.
3. Prepare/submit the Draft Instructor Guides Report for presentation and approval.

#### **3.5 Stage 5: Preparation of Final Curriculum Documents**

1. Conduct a Key Stakeholders Workshop to present the draft modularised teaching syllabi, instructor guides and assessment guides for each core training area.
2. Conduct comprehensive reviews and editing/fine-tuning of the technical content, language and visuals (*pictures, diagrams, tables, charts, etc.*) in the draft teaching syllabi, instructor guides and assessment guides, incorporating feedback from the above Key Stakeholders Workshop.
3. Prepare User Orientation Manuals for the curriculum documents for each core training area.
4. Prepare/submit the Final Curriculum Development Report for presentation and approval.

### 3.6 Stage 6: Printing and Orientation on the Curriculum Documents

1. Prepare the final curriculum documents for approval & publishing, including high quality typesetting, page layouts and visuals (*pictures, diagrams, tables, charts, etc.*).
2. Prepare/submit prints of the Final Curriculum Documents.
3. Conduct relevant orientation workshops for potential key users of the curriculum documents for each core training area (*particularly instructors and assessors*).
4. Actively participate in the Official Launch Ceremony for the curriculum documents.

## 4 TEAM COMPOSITION & QUALIFICATION REQUIREMENTS FOR KEY EXPERTS

Given the diversity of core training areas, the consultant shall assemble a well-qualified and experienced team of key curriculum development experts, of sufficient size and capacity. Each key expert shall have a technical degree or higher diploma in his/her specific discipline, relevant work experience (*in industry, TVET delivery and/or other relevant area*) and an excellent track record in carrying out assignments of similar nature. The consultant will be required to have a good understanding of the BTJET sub-sector reform process in Uganda, excellent communication skills, analytical report writing skills, and access to local/regional/international TVET networks. Each expert should have capacity to provide both pre and post curriculum development technical support. The consultant’s team shall include, but not be limited to the following key experts.

No.	Key expert	Minimum Overall experience	Minimum Related experience
1.	Team Leader/Project Manager	15 years	10 years
2.	Electronics & Telecommunications Expert	12 years	8 years
3.	Agricultural Value Addition Expert ( <i>Textile Development</i> )	12 years	8 years
4.	Agricultural Mechanization Expert ( <i>Mini-Irrigation, etc</i> )	12 years	8 years
5.	Tourism & Hospitality Expert	12 years	8 years
6.	Mineral Development Expert	12 years	8 years

## 5 REPORTING REQUIREMENTS AND TIME SCHEDULE FOR DELIVERABLES

### 5.1 Reporting Requirements

The Consultant will prepare and submit stage reports to the satisfaction of GOU and IsDB. The content and presentation of reports will be guided by the detailed scope outlined in sub-section 3. The metric system and the British standard codes shall apply and the consultant shall retain sole responsibility for analyses and credibility of all information gathered and conclusions made thereof. The consultant will consider all comments of the Client on each report submission and accordingly make modifications. Below is the specific list of required reports.

Reports shall be submitted in **Five Hard Original Copies** (*all of the same quality, i.e. colour, visibility, page arrangement/orientation, etc.*) and **One Flash Disc Electronic Copy** direct to PDF.

### 5.2 Time and Payment Schedule for Deliverables

The consulting services described in this TOR will be undertaken over a period of **20 months**. The table below shows the indicative breakdown of the consultancy period in relation to the completion of each stage, as well as the related percentage of the total fees payable. The consultant is expected to follow this schedule closely in executing the assignment.

Stage	Description	Duration (Months)	% of Contract Price
<b>1</b>	<b>Preliminary Curriculum Development Report</b>	<b>3.0</b>	<b>20%</b>
	Client review/approvals	1.0	
<b>2</b>	<b>Draft Teaching Syllabi Report</b>	<b>3.0</b>	<b>20%</b>
	Client review/approvals	1.0	
<b>3</b>	<b>Draft Instructor Guides Report</b>	<b>2.0</b>	<b>15%</b>
	Client review/approvals	1.0	
<b>4</b>	<b>Draft Assessment Guides Report</b>	<b>2.0</b>	<b>15%</b>
	Client review/approvals	1.0	
<b>5</b>	<b>Final Curriculum Development Report</b>	<b>2.0</b>	<b>15%</b>
	Client review/approvals	1.0	
<b>6</b>	<b>Final Curriculum Documents (<i>printed</i>)</b>	<b>2.0</b>	<b>15%</b>
	Client review/approvals	1.0	
	<b>Totals</b>	<b>20.0</b>	<b>100%</b>

## **6. CLIENT’S INPUTS AND COUNTERPART PERSONNEL**

### **Assistance with Information, Approvals and Permits**

The Client shall assist with the required contacts and access to relevant information essential to the proper implementation of the consultancy. Where necessary and possible, the Client will provide or assist the Consultant to obtain relevant documentation that is required to carry out their duties expeditiously. In case of foreign consultants requiring work permits, the Client will assist by introducing such consultants to the relevant Government authorities.

## **7. ENVIRONMENTAL AND SOCIAL POLICY & CODE OF CONDUCT**

### **7.1 Environmental and Social Policy**

This policy shall integrate environmental protection, occupational and community health and safety, gender equality, child protection, vulnerable people (including those with disabilities), sexual harassment, gender-based violence (GBV), sexual exploitation and abuse (SEA), HIV/AIDS awareness and prevention and wide stakeholder engagement in the planning processes, programs, and activities of the parties involved in the execution of the Consultancy.

The policy will include a frame for monitoring, continuously improving processes and activities and reporting on compliance. The policy shall include a statement that, for the purpose of the policy and/or code of conduct, the term “child” / “children” means any person(s) under the age of 18 years. The policy shall be brief, but specific, explicit and measurable, to enable reporting of compliance with the policy and reporting requirement. As a minimum, the policy shall commit to:

1. Apply good international industry practice to environmental conservation and protection;
2. Provide and maintain a healthy and safe work environment and safe systems of work;
3. Protect the health and safety of local communities and users, with particular concern for those who are disabled, elderly, or otherwise vulnerable;
4. Ensure that terms of employment and working conditions of all workers engaged in the Works meet the requirements of the ILO labour conventions to which the host country is a signatory;
5. Be intolerant of, and enforce disciplinary measures for illegal activities, including GBV, inhumane treatment, sexual activity with children, and sexual harassment;
6. Incorporate a gender perspective enabling both women and men to have equal opportunity to participate in, and benefit from the planning and development for the consultancy assignment;
7. Work co-operatively, including with end users, authorities, contractors and local communities;
8. Engage with and listen to affected persons and organizations and be responsive to their concerns, with special regard for vulnerable, disabled, and elderly people;

9. Provide an environment that fosters the exchange of information, views, and ideas that is free of any fear of retaliation, and protects whistle blowers;
10. Minimize the risk of HIV transmission and mitigate related effects in executing the assignment;

The policy shall be signed by the Client to signal the requirement for it to be applied rigorously.

## **7.2 Environmental and Social Code of Conduct (ESCC)**

The consultant's ESCC is to contain obligations on all their experts that are suitable for addressing the following issues, as a minimum. Additional issues may be added to respond to particular concerns of the region, location, sector or specific project requirements.

1. Compliance with applicable environmental laws, rules, regulations and reports, e.g. ESIA/ESMP.
2. Compliance with applicable health and safety requirements to protect the local community (including vulnerable and disadvantaged groups), the Consultant's experts, the Client's personnel, and the Contractor's personnel, including sub-contractors and day workers, including wearing prescribed personal protective equipment (PPE), preventing avoidable accidents and a duty to report conditions or practices that pose a safety hazard or threaten the environment.
3. Use of illegal substances (drugs, chemicals, etc).
  4. Non-Discrimination in dealing with the local community (including vulnerable and disadvantaged groups), the Consultant's Experts, the Client's personnel, and the Contractor's personnel, including sub-contractors and day workers, for example, on the basis of family status, ethnicity, race, gender, religion, language, marital status, age, disability (physical and mental), sexual orientation, gender identity, political conviction or social, civic, or health status.
  5. Interactions with the local community, members of the local community and any affected person(s), for example to convey an attitude of respect, including to their culture and traditions.
  6. Sexual harassment, e.g. to prohibit use of language or behaviour towards women and/or children, that is harassing, abusive, sexually provocative, demeaning or culturally inappropriate.
  7. Violence, including sexual and/or gender-based violence, for example acts that inflict physical, mental or sexual harm or suffering, threats of such acts, coercion, and deprivation of liberty.
  8. Exploitation including sexual exploitation and abuse, for example the prohibition of the exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading behaviour, exploitative behaviour or abuse of power.
  9. Child protection, including prohibitions towards them against sexual activity or abuse, unacceptable behaviour, limiting interactions, and ensuring their safety in project areas.
  10. Sanitation and accommodation requirements, for example, to ensure workers use specified sanitary facilities provided by their employer and not open areas and live in decent housing.
  11. Avoidance of conflicts of interest, ensuring that benefits, contracts, employment, or any preferential treatment, are not given to anyone with whom there is a financial, family, or personal connection.
  12. Respecting reasonable work instructions, including on environmental and social norms.
  13. Protection and proper use of property, for example, to prohibit theft, carelessness or waste.
  14. Duty to report violations of the Code to the Client or relevant authorities.
  15. Non-retaliation against personnel who report violations of the Code, if made in good faith.

The code shall be written in plain language and signed by each expert to indicate that they have: (1) received a copy of it; (2) had it explained to them; (3) acknowledged that adherence to it is a condition of employment; and (4) understood that violations of it can result in serious consequences.