Consultancy

Indigenous Language Learning and Language Policy in Kenya

Introduction

The Ministry of Education (Kenya) hosted a National Conference on Curriculum Reforms in 2019 themed Expanding Inclusion: Reaching Every Learner through Education Reforms. Ahead of the main conference, a series of pre-conferences were held, where participants deliberated on specific themes in education. One of the key sessions was the pre-conference on language in education with the theme; “Expanding Inclusion: Enhancing Learning through Language in the 21st Century”. The conference aimed at achieving the following objectives: A well thought out direction for language learning in Kenya in the Competency Based Curriculum dispensation, clear guidelines on implementation of indigenous languages, Kenyan Sign Language and foreign languages and the way forward regarding the existing Language in Education Policy in Kenya.

From the pre-conference on Language in Education, it was noted that despite the progress made in language learning, many challenges continue to face the implementation of the languages curricula. One of the five areas identified as critical in enhancing learning, promotion and preservation of the languages, was the establishment of a research center in one of the universities where university faculties would be custodians of orthographies.

In June 2021, the Ministry of Education hosted an inaugural stakeholders meeting to deliberate on the recommendations and chart the way forward. The committee members agreed to enlist the services of a consultant to document the current situation on indigenous languages. A subcommittee with representation from MoE, USIU-A, BTL and PAL Network, were tasked to take this forward.

Scope of work

The consultant shall undertake a scoping and documentation process on indigenous languages, conduct policy analysis to establish existing gaps and propose ways of addressing the identified gaps and propose concrete modalities of establishing a Centre for Development of Indigenous Languages in Kenya.

Specific Tasks

1. Gather and document data on existing materials done in indigenous languages by creating a bibliography and document developed orthographies.
2. Review the language policy framework to situate the place/space/functions of Indigenous Languages in teacher training and instruction in Kenya.
3. Undertake a policy gap analysis - through literature review, case study analysis - the case of Tanzania and Uganda - and a qualitative study - to establish opportunities, challenges and barriers in mainstreaming language policy in early years

1 For languages without orthographies, a system will be developed to document them
4. Recommend how the identified policy gaps will be addressed.
5. Provide a proposal and concrete modalities of establishing a Centre for the Development of Indigenous Languages in Kenya.

**Deliverables**

1. Report on documentation of indigenous language materials and orthographies
2. Report on Indigenous Language policy gap analysis, including case study documentation.
3. Detailed proposal on modalities to establish a Centre for the Development of indigenous Languages in Kenya.

**Person Specification**

**Education**
- At least a Master’s degree in education (with specialization in languages), linguistics, anthropology, sociology, development studies, policy analysis or a related field.

**Work experience**
- Minimum 2 years’ full-time work experience in a similar role with knowledge and understanding of Indigenous language programs, policies, and legislation.

**Communication**
- Strong attention to detail.
- Ability to communicate and engage with a diverse and cross-cultural audience.
- Clear and precise communication skills (oral and written) in English is essential.

**Technical**
- Experience of research writing
- Experience of designing and implementing research/M&E projects is preferred.
- Linguistic research experience and linguistics research methods will be an advantage

**Submission and Evaluation Guidelines**

Selection of the Consultant(s) will be based on Quality Cost Based Selection (QCBS). The evaluation methodology employed will aim to identify the strongest technical proposal at the best price. Hence, each submission’s technical proposal scores and financial proposal scores will be weighted, based on the quality-cost balance set by the procurement team, and the weighted scores summed, the final results will be produced. The following weighting will be used:

- Weight assigned to Technical Proposal: 80%
  - Technical score will be out of maximum possible 80 points (see evaluation matrix)
- Weight assigned to Financial Proposal: 20%
  - Formula to be used (for technical scores > 80%):
    - Financial score = 20 x 1 / (Big value / Lowest bid)

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<thead>
<tr>
<th>Evaluation Dimension</th>
<th>Maximum Score</th>
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<tbody>
<tr>
<td>Experience</td>
<td>20 points</td>
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<tr>
<td>Understanding, Approach and methodology</td>
<td>20 points</td>
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<tr>
<td>Overview of modules</td>
<td>20 points</td>
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<tr>
<td>Identification of risks</td>
<td>10 points</td>
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<td>Workplan and timeline</td>
<td>10 points</td>
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Interested consultants are requested to send their applications to jobs@palnetwork.org and copy to akaburu@palnetwork.org and wcherotich@palnetwork.org with the subject line Proposal for Indigenous Language Learning and Policy in Kenya Vendor name.

Application deadline is August 13th 2021.
Consultancy is expected to end by December 31st, 2021.