



**REQUEST FOR EXPRESSIONS OF INTEREST  
(CONSULTING SERVICES – INDIVIDUAL SELECTION)**

[KENYA]

**Project Name:** **The Regional Scholarship and Innovation Fund (RSIF) for Applied Sciences, Engineering and Technology**

**Grant No.:** **D347-3A**

**Assignment Title:** **Consultancy Services for design and development of a mentorship platform for the Regional Scholarship and Innovation Fund**

**Reference No:** **KE-ICIPE-210023-CS-INDV**

The International Centre of Insect Physiology and Ecology (*icipe*) has received financing from the World Bank toward the cost of the Regional Scholarship and Innovation Fund Project and intends to apply part of the proceeds for consulting services.

The consulting services (“the Services”) aim to design and develop an online mentoring/supervision system providing intra-scholarship communication and experiential learning-embedded mentorship for RSIF PhD scholarship recipients. This system will enable communication between the RSIF program, university, mentors, students, and peers with integrated pathways of support for doctoral candidates and mentors in their work related to the RSIF scholarship.

The detailed Terms of Reference (TOR) for the assignment can be found from page 3 to 7.

The International Centre of Insect Physiology and Ecology now invites eligible consulting firms (“Consultants”) to indicate their interest in providing the Services. Interested Consultants should provide information demonstrating that they have the required qualifications and relevant experience to perform the Services. The shortlisting criteria are:

- a. A PhD Degree in education or other relevant field, with a focus on cultural perspectives and/or cultural responsiveness.
- b. At least 5 years’ experience in leading the design, development, and/or implementation of contextually relevant online learning resources, media, and environments.
- c. Relevant Experience: Examples of at least three (3) relevant assignments undertaken in the last five (5) years of similar nature as sought by *icipe*.

The attention of interested Consultants is drawn to Section III, paragraphs, 3.14, 3.16, and 3.17 of the World Bank's "Procurement Regulations for IPF Borrowers" July 2016 ("Procurement Regulations"), setting forth the World Bank's policy on conflict of interest.

Consultants may associate with other firms to enhance their qualifications but should indicate clearly whether the association is in the form of a joint venture and/or a sub-consultancy. In the case of a joint venture, all the partners in the joint venture shall be jointly and severally liable for the entire contract, if selected.

A Consultant will be selected in accordance with the Selection Based on Consultants Qualification" (CQS) method set out in the Procurement Regulations.

Further information can be obtained at this address ([rsiftenders@icipe.org](mailto:rsiftenders@icipe.org)) during office hours **08:00 – 17:00 hrs East Africa Time**.

Expressions of interest must be delivered in a written form to the address below (in person and deposited in the **icipe Tender Box, located at icipe Duduville campus, Kasarani, Nairobi (Carroll Wilson Building, Ground Floor) (for local firms) or submitted via courier to the address below (for overseas firms)** on or before **26<sup>th</sup> February 2021 at 11:00 hrs, East Africa Time**. The bids will be opened the same date and time, in the presence of those submitting. The submissions in hard copy should be clearly marked: **'Expression of Interest – Design and Development of a Mentorship platform for the Regional Scholarship and Innovation Fund (RSIF)'**. REF: KE-ICIPE-210023-CS-INDV. Electronic submissions can be sent to [rsiftenders@icipe.org](mailto:rsiftenders@icipe.org)

International Centre of Insect Physiology and Ecology (*icipe*)

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**TERMS OF REFERENCE FOR CONSULTANCY SERVICES**  
**Consultancy services for Design and Development of a Mentorship platform for the**  
**Regional Scholarship and Innovation Fund (RSIF)**

**[KENYA]**

**Project Name: The Regional Scholarship and Innovation Fund (RSIF) for Applied Sciences, Engineering and Technology**

**Reference No: KE-ICIPE-210023-CS-INDV**

**Grant No.: D347-3A**

**Application deadline: February 26, 2021**

**Expected start date: April 2021 for a duration of 40 working days.**

**A. Background**

The Partnership for Skills in Applied Sciences, Engineering and Technology (PASET) established a Regional Scholarship and Innovation Fund (RSIF) to respond to key gaps in skills required to strengthen the use of science, engineering and technology to increase economic development in sub-Saharan Africa (SSA). RSIF aims to (a) support competitively selected host universities in sub-Saharan Africa to establish high-quality PhD training, research and innovation environments in priority sectors, and to develop their institutional capacity for the benefit of the whole region; (b) provide a model for inter-Africa study, pan-African and international collaboration and knowledge exchange; (c) support the use of transformative technologies to tackle the continent's most pressing challenges; and (d) build a critical mass of highly skilled science and engineering leaders, innovators and entrepreneurs, including more women. The program responds to the need for future leaders and skills to drive growth in key sectors, particularly ICTs including big data and artificial intelligence; food security and agribusiness; minerals, mining and materials engineering; energy including the renewables; and climate change. RSIF will implement PASET's vision to train a critical mass of locally trained PhDs in the next decade.

In July 2018, the International Centre of Insect Physiology and Ecology was competitively selected as the Regional Coordination Unit (RCU) of RSIF with mandate to manage the RSIF two funds and to administer the three windows of RSIF (doctoral scholarships with related capacity building support, research and innovation). Since 2018, the RCU has, among others, i) facilitated the selection of seven additional African Host Universities to host RSIF Scholars to bring the total number of AHUs to eleven (11); ii) Supported the training of the 15 first cohort scholars inherited from the Association of African Universities and placing them at selected International Partner Institutions (IPIs) as part of the sandwich training; iii) facilitated the selection of 67 Second Cohort PhD Students for RSIF and their transition into the AHUs; iv) Designed and published the third Call for PhD students, towards the award of 116 PhD students in December 2020; v) Designed and implemented the first call for research and innovation grants, that resulted in the award of 14 grants by the PASET EB to RSIF AHUs that are currently being rolled out; and, vi) strengthened operational procedures and processes for management of the program

The growth in student numbers from the initial 15 RSIF scholars in Cohort one, to the planned over 200 students by early 2021 highlights the need for systematizing the training of students to achieve RSIF intended goals and objectives. Achieving the intended outcomes of RSIF will require that future leaders (PhD scholars) will have access to mentorship and supervision that supports them to achieve their PhD training objectives and also to prepare them to start their careers at research institutions across the continent. The mentorship is needed to support them both within their PhD training and importantly when they complete to start and play out their careers. RSIF hopes that the strong networks formed during PhD training will be an important catalyst for the facilitating career growth when they go back to their local institutions, with an important focus on women and young faculty. Mentoring relationships play an important role in improving the student experience and have been known to contribute to increased knowledge retention, motivation, and overall satisfaction within the context of doctoral studies. Mentorship has also been identified as a mechanism to enhance the participation and achievement of underrepresented populations and disadvantaged groups including women, youth and the physically impaired. A key challenge remains the need to improve the skills of potential mentors, particularly faculty. Icipe is seeking a relevant expert to design RSIF's mentorship component and to contribute to the achievement of RSIF objectives and goals.

## **B. Scope of Work**

The overall vision of the consultancy is to design and develop an online mentoring/supervision system providing intra-scholarship communication and experiential learning-embedded mentorship for RSIF PhD scholarship recipients. This system will enable communication between the RSIF program, university, mentors, students, and peers with integrated pathways of support for doctoral candidates and mentors in their work related to the RSIF scholarship.

RSIF aims to build a cadre of researchers and academics within the national innovation systems in SSA who will lead the future training of PhD qualified staff in the applied sciences, engineering and technology. The objective of this project is to facilitate the development of a remote supervision and mentorship system for RSIF PhD scholars with the overall goal of supporting them in their PhD training so that they may afterwards, confidently and competently assume research and training positions in Africa.

Specific objectives of the assignment are to:

1. To develop an online system to support the remote mentorship and supervision of the students.
2. To support the building of capacity of the RSIF, RCU, and AHUs in implementing effective remote mentorship and supervision for RSIF PhD students.
3. To create a self-guided experiential learning process for remote mentorship/supervision in which PhD candidates guide themselves through modules based on the skills they need to develop their academic professionalism.
4. To create collaborative learning spaces to provide formal and informal professional communication opportunities to doctoral candidates, mentors, and the science academy more generally.
5. To train users to effectively utilize and adapt the developed systems on an ongoing basis to support local needs and reduce barriers to gaining academic professionalism

6. The aim of this assignment is to contribute to the successful implementation of the RSIF Communications Strategy and achievement of its goals and objectives. The assignment will contribute to increasing the visibility of RSIF and effective sustainable resource mobilization for RSIF and achievement of its desired impact on Africa's socio-economic transformation.

### **System Components:**

1. **An online platform optimized to support remote and face-to-face PhD training, supervision, and mentorship:** Effective mentorship across a multi-regional programme with a large audience requires a strong systems model supported by clear learning goals and benchmarks. To this end, RSIF are constructing an online mentorship platform accessible to both PhD students and mentors. The platform will contain self-learning modules for PhD students focusing on developing the necessary skills and understandings for these three domains of academic professionalism:
  - a. **The Path of Study:** How to succeed in your postgraduate studies: What the pathway is and how to walk it successfully.
    - Understanding the System: roles, expectations, groups, associated processes, barriers, and supports in the PhD process.
    - Research Planning: What needs to be done first?
    - Methodological Rigor: Choosing a methodology and meeting its benchmarks.
    - Collaborative Opportunities: How to build towards collaborative work.
    - Informal Sharing: What needs to be communicated to create a shared understanding?
    - Ethical Practice: How do I do my work in ethical ways?
    - Professionalism: What is the model of a professional that I am trying to achieve?
    - Determining Expertise: How do I find my niche?
    - Technology: What technologies can support me in my work and how do I harness it?
    - Academic Balance: How do I balance the responsibilities of being an academic with other aspects of life?
  - b. **What Makes me a Researcher?** Applied science professionalism
    - Applied Practice
    - Work Submission: Proposal writing, CVs, and grant/fellowship applications
    - Formal Presentations, Conferences, Workshops, and Webinars
    - Obtaining Funding
    - Publishing
    - Defending your Work
  - c. **Building Future Professionalism:** Contributing to academia and beyond
    - Developing a Good Reputation
    - Effective Networking
    - Global Academics
    - Academic Communities

- Academic Societies and Organizations (International Collaborators)
  - Academia and/or Industry
2. **Capacity building, training, and skills development:** Research has shown that the quality of supervision and mentorship can vary across mentors. To develop the quality mentorships necessary for our programme success, RSIF offers training to support mentoring capabilities in program mentors. This training embraces the expertise of mentors and works with groups of mentors to coalesce their expertise into strong shared understandings of scientific professionalism and applied research practice. Through this meaningful engagement, the RSIF mentorship model will equip mentors with the skills, tools, and strategies to share resources, provide feedback, and develop expert research and academic professionalism in their RSIF scholars.
  3. **Networking and career development:** Academic science is strengthened by effective collaboration. PhD scholars need to develop and participate in professional networking and communication to enable the sharing of knowledge across communities of practice. Furthermore, they need opportunities to informally practice the applied skills of professionalism. The RSIF mentorship model will involve scholars in collaborative activities, events, competitions, and dialogic communications enabling them to acquire the necessary skills for high quality research and career success.

### **C. Deliverables:**

#### *Phase One: Systems Design and Framework Development*

1. Assessment of current status of PhD students access to online tools and resources
2. A Microsoft Teams-based learning management system (LMS).
3. Communication pathways for stakeholders.
4. Template collaborative spaces for stakeholders,
5. Design templates for learning units, resource guides, and learning assessments.
6. One example learning unit with resource guide and learning assessment, created with design templates, to illustrate process.
7. Digital product repository for the collection and storage of learning artifacts.
8. Learner assessment system.
9. Documentation system for project development and process.
10. Successive versions of project that incorporate feedback from stakeholders.

### **D. Qualifications**

*icipe* is looking for a competent, results-oriented, and effective individual consultant(s) to support the work of the RSIF. Specific attributes being sought include:

1. A PhD Degree in education or other relevant field, with a focus on cultural perspectives and/or cultural responsiveness.
2. At least 5 years' experience in leading the design, development, and/or implementation of contextually relevant online learning resources, media, and environments.
3. At least 5 years' experience with educational technology including but not limited to: LMS, qualitative and quantitative research technology, social media, and ICT.
4. Experience in facilitating programme design and development processes for online training, instructional materials development, and international research collaborations.
5. Strong programme design skills, including capacity to prepare logical, coherent, and consistent technical documents.

6. Specialization in instructional design for adult learning using participatory methodology and integrating trauma-informed & cognitive load approaches (or similar) will be an added advantage.
7. At least 10 years' experience working in the higher education sector with experience in problem-based learning, professional networks, and communities-of-practice.
8. Excellent English communication, reporting and editorial skills.
9. Previous working experience with regional or international organizations is a key advantage

#### **E. Application Guidelines**

Interested applicants should submit the following documents to *icipe* Tender Box, located at *icipe* Duduville campus, Kasarani, Nairobi (Carroll Wilson Building, Ground Floor) via email to [rsiftenders@icipe.org](mailto:rsiftenders@icipe.org) by **Friday 26<sup>th</sup> February 2021** at 11.00 am local time.

##### **A. Technical proposal**

- i. Detailed cover letter expressing interest in this assignment, including full contact details (name, tel. e-mail), and physical address.
- ii. Consultant's detailed CV
- iii. Demonstrate capacity and at least 5 years' experience in leading the design, development, and/or implementation of contextually relevant online learning resources, media, and environments.
- iv. Demonstrate At least 5 years' experience with educational technology including but not limited to: LMS, qualitative and quantitative research technology, social media, and ICT.
- v. Experience in facilitating programme design and development processes for online training, instructional materials development, and international research collaborations
- vi. Attach at least three (3) relevant assignments undertaken in the last five (5) years.
- vii. Provide contacts of at least three references.
- viii. Clear understanding of the assignment/interpretation of the TORs and methodology to be used during the assignment.
- ix. Work plan clearly indicating the maximum time/duration required for the assignment.
- x. Should be in English language.

##### **B. Financial proposal**

- i. Provide a competitive and detailed cost breakdown (fee quote in US\$) to perform the assignment, including all the chargeable taxes.
- ii. Terms of payment

#### **F. Criteria for selection of the best offer**

The Consultant will be selected in accordance with the criteria laid down in "Selection Based on Consultants Qualification" (CQS) method set out in the World Bank's Procurement Regulations for IPF Borrowers July 2016, Revised November 2017 and August 2018 which can be found at the following website: [www.worldbank.org](http://www.worldbank.org)