



GOVERNMENT OF THE REPUBLIC OF KENYA
MINISTRY OF EDUCATION

**SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR
COMPETENCY BASED CURRICULUM COURSE MATERIALS**

KENYA INSTITUTE OF CURRICULUM DEVELOPMENT
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2019 EDITION

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DOCUMENT 1

INVITATION TO SUBMIT COURSE MATERIALS FOR EVALUATION AND APPROVAL

The Kenya Institute of Curriculum Development (KICD) wishes to invite Publishers registered or legally represented in Kenya to download the ***Submission, Evaluation and Approval Procedures for Competency Based Curriculum Course Materials 2019*** Edition from the KICD Website. These Procedures will enable interested Publishers submit course materials proposals for evaluation and approval. Publishers are therefore invited to submit proposals for suitable Course materials to the Kenya Institute of Curriculum Development in accordance with the requirements and time table established in the Procedures.

The ***Submission, Evaluation and Approval Procedures for Competency Based Curriculum Course Materials 2019*** Edition may be obtained from the KICD Website www.kicd.ac.ke

Submissions are required for Primary level: Grade 4

For the purpose of logistics, Publishers wishing to submit materials are required to inform the Director KICD by **10th July 2019**.

Publishers' submissions for any of the listed Learning areas for evaluation and approval must be made not later than **12.00 noon on 5th August 2019**. Each submission has to be accompanied by the non-refundable appropriate evaluation fees per Course material proposal in Banker's Cheque drawn in favour of the Director, KICD.

Course materials received will be opened/announced in the presence of submitting Publishers who wish to attend at **2.00p.m, Monday 5th August 2019** at the Conference Hall, Kenya Institute of Curriculum Development, Desai Road off Murang'a Road, Nairobi, Kenya. Any submissions coming after the deadline will not be received.

All enquiries should be directed to:

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DOCUMENT 2**SUBMISSION, EVALUATION AND APPROVAL OF COMPETENCY BASED CURRICULUM COURSE BOOKS
TIMETABLE**

NO	ACTIVITY	PROPOSED DATES
1	Formal invitation of Submission announcement to KPA & in the national print media	3 rd July 2019
2	Publishers' Conference	9 th July 2019
3	Notification of material submission by interested publishers	10 th July 2019
4	Deadline for clarification on Submission Procedures	19 th July 2019
5	a) Deadline for Submission of Publishers' proposals b) Formal submission opening	31 st July 2019 (12 Noon) 31 st July 2019 (2 P.M.)
6	Completion of Evaluation process	30 th August 2019
7	Formal approval of evaluation panel's recommendation by KICD	10 th September 2019
8	Release of Evaluation Results	13 September 2019
9	Submission of corrected copies	23 rd September 2019
10	Final date for receiving any Appeals	20 September 2019
11	Final date of KICD to respond to any Appeals	23 rd September 2019
12	Preparation, Publication for approved course books by Publishers	1 st October to 8 th November 2019
13	Books distributed to schools	11 th November 2019 to 20 th January 2020

DOCUMENT 3

SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR COMPETENCY BASED CURRICULUM COURSE MATERIALS

This document provides details under which Publishers will submit print course material proposals for evaluation and approval for Competency Based Curriculum for Primary Schools.

1.0 Eligibility:

Submissions will only be accepted from qualified Publishers¹. Qualified publishers are defined as Publishers who are legally incorporated and registered in Kenya and who can provide, a valid certificate of incorporation and legal operation². There should be evidence to show that the Publisher has

- Business premises (physical address, google maps locator)

2.0 Definition of Approved Course materials for the Competency Based Curriculum:

Approved course material status (Learner's Activity Book and Teacher's Guide), is one which has been evaluated and approved by KICD in accordance with the specified procedures, methodology, criteria and marking scheme for the Competency Based Curriculum as contained in Documents 4 and 5.

3.0 Duration of Approved Course Material Status:

Any course material which is awarded 'Approved' status as a result of the evaluation procedures will be **maintained** on the approved list for as long as there are no changes in the referenced curriculum.

4.0 The Maximum Number of Approved Print Course Material for any Learning Area in Primary Levels

It is the policy of the KICD to maintain the widest possible choice of course materials from which learning Institutions can select the titles that they wish to use. Course materials evaluation will therefore be competitive, with the best scoring titles being approved provided that minimum threshold quality requirements have been met.

5.0 Learning Areas/Activity Areas for which Course Material Submissions are required

5.1 Primary Grade 4

- i) English
 - ii) Kiswahili or Kenya Sign Language (for learners who have hearing impairment)
 - iii) Home Science
 - iv) Agriculture
 - v) Science and Technology
 - vi) Mathematics
 - vii) Christian Religious Education
 - viii) Islamic Religious Education
 - ix) Hindu Religious Education
 - x) Music
 - xi) Art and Craft
 - xii) Physical and Health Education
 - xiii) Social Studies
 - xiv) Foreign Languages (Arabic, French, German, Mandarin, Indigenous Language)
- Each language as stand alone**

¹ Membership of the Kenya Publishers Association is encouraged.

² Proof of company registration will require the production of a certified copy of the company registration certificate.

5.2 Special Needs Education

Foundation level

- i) Communication, social and pre-literacy skills
- ii) Activities of daily living skills and religious education
- iii) Sensory motor and creative activities
- iv) Orientation and mobility Activities
- v) Pre-numeracy Activities

5.3 Learners with physical, visual and hearing impairment will follow the regular curriculum with modifications (adaptations). The book that will be approved for the ordinary curriculum will be adapted by the publisher for the SNE learners. Publishers should indicate capacity to adapt approved materials for learners with special needs.

6.0 **Timetable for Submission, Evaluation, Approval and Stock Availability:**

Document 2, provides the timetable of deadlines and activities that Publishers are expected to adhere to in submitting proposals and making stock available to supply Schools /Institutions.

7.0 **The Evaluation and Approval Methodology and Criteria:**

This is provided for the information of participating Publishers in **Documents 4** and **5**.

8.0 **Types of Submission:**

Submissions will be new course material developed specifically for the Competency Based Curriculum.

9.0 **Submission Requirements:**

Publishers are required to submit the following information for each Course material proposal. It should be noted that Course materials submitted for Evaluation and Approval **must** be accompanied by a Teacher's Guide, unless otherwise specified by the Submission, Evaluation and Approval Procedures Document.

The selection of the appropriate category is entirely at the discretion and judgement of the submitting Publisher. No marks will be awarded or deducted on the basis of the category selected by the submitting Publisher. All submissions, whether new or revised, will be evaluated solely in terms of their suitability for the requirements of the relevant curriculum. The purpose of defining two different categories is simply to provide Publishers with guidance on what must be submitted to support submissions based on different types of course materials proposal. Thus, if an existing course material has been radically revised to meet the competency based curriculum requirements a Publisher should submit it as a *New or Revised Manuscript Developed Specifically for the competency based Curriculum and designs Requirements* (**Section 8.0**).

Publishers should note that all sample copies, proofs, annotated manuscript copy or printed page sections submitted for Evaluation and Approval should not contain any information that might identify the Publisher or any of the authors. Publishers should therefore remove all titles, authors' names, Publishers' names, logos, etc, from all samples intended to be seen by Evaluation Panels. Any sample copy, proof, annotated manuscript copy or printed page sections with any such writing or marking that can be used to identify the sample as a particular Publisher's sample shall be disqualified from further analysis. Materials for Evaluation will be provided to the Learning area Evaluation Panels without details of origin. The learning area and intended level must be clearly indicated.

Publishers should also note that the covering letter specifying how the submitted course material meets the Competency Based Curriculum Requirements, the detailed curriculum requirements and the methodological requirements specified in the curriculum, should also be submitted on un-headed sheets of paper.

9.1 Requirements for samples for Learning and Teaching Materials developed for the Competency Based Curriculum

- 9.1.1 Evidence that the publisher satisfies the Qualification Requirements (**see Section 1.0**) – **1 copy only required**
- 9.1.2 Learners Activity Material - Final Laser/Inkjet Proofs of the full Learners Activity Material , set to type and with all specified art work – 7 spiral bound copies required. It should be noted that these proofs should be supplied **without identifying marks**.
- 9.1.3 A final proof of the accompanying Teacher’s Guide – 7 copies required. All proofs should be supplied without identification details.
- 9.1.4 A Final Proof per learning area is required.
- 9.1.5 An 8-page printed section or final laser/ink jet proofs section demonstrating the printing Quality of the submission must be submitted in support of each title of each submission for Evaluation and Approval. In this respect, the submitting Publisher has the option to submit 7 copies of an 8-page printed section using one of the following alternatives:

- a) An 8-page Printed Section or final laser/ink jet proofs section for each title submitted for Evaluation and Approval or;
- b) A representative sample of an 8-page printed section or final laser/ink jet proofs section for a grade/level/course for each submission or;
- c) One representative sample of an 8-page printed section or final laser/ink jet proofs section of each title for all Submissions from the Publisher.

The sample(s) should include text (font types and sizes), maps, photographs, graphs, illustrations, tables and use of colour, where applicable. It should also include at least a sample page of Teacher’s Guide.

It should be noted that the 8-page printed section should be submitted without identification information marks.

The packaging should clearly indicate all the categories of materials submitted.

9.1.6 A statement demonstrating and guaranteeing that the submitted manuscript either meets, or will meet, the Physical production specifications set out in Section 12.1 and the font type specifications set out in Section 12.2 – 1 copy only required

- 9.1.7 A finished Printer’s dummy of each title submitted for evaluation demonstrating the format, extent and proposed physical production specifications (**see Section 12**). A separate dummy must be submitted in support of each course material and Teacher’s Guide title included in the submission for Evaluation and Approval.

Each Dummy should carry a label with the following information:

- a) Learning area
- b) Level (Upper Primary)
- c) Learner’s Activity Book and Teacher’s Guide
- d) The full Technical Specifications, including format, number of pages, and number of colours planned for cover and text, materials, cover finish and binding style.

In the event that a title or titles have an identical format that applies to other titles submitted for evaluation, or an identical format applicable to titles in another submission, **only one dummy** need to be submitted to represent the titles with identical formats and extents, so long as this is clearly indicated on the label.

A uniform extent for the Dummies may be used as follows:

- a) Saddle stitched books up to 96 pages
- b) Thread sewn books glue over 96 pages

Each Dummy should carry the label with the information as described above. In addition, if several titles have an identical format and production specifications/binding style, only one

Dummy need be submitted – provided that the label makes it clear precisely which Learning areas, Level/ Grade/Learner’s Activity Book /Teacher’s Guide the Dummy represents. This applies only to identical formats. Where the formats or production specifications/binding styles are different, separate Dummies must be submitted (of up to 96 pages saddle stitched or thread sewn/PUR Glue for over 96 pages).

In addition, the Publisher must indicate in the submission the expected extent of the Course materials (Learner’s book/Teacher’s Guide) to within +/- 16 pages (i.e. a 32 page range).

Learner’s books and Teacher’s Guides should have separate Dummies even where their extents and formats are identical.

- 9.1.8 A Statement of the maximum retail price at which the learner’s books and the Teacher’s Guide will be offered for sale, specified in Kenya Shillings. The statement should also include a guarantee that the Maximum specified Retail Price will not be exceeded except under the conditions specified in **Section 15**, – **only 1 copy required.**
- 9.1.9 A Statement of Copyright Ownership, or the Ownership of Publication Rights, of the materials submitted for Evaluation, plus a statement indemnifying the KICD against any claim against them arising from any breach of copyright in material submitted for evaluation or supplied to educational institutions as a result of the award of approved status - only 1 copy required.
- 9.1.10 A List of all authors, advisors, consultants, editors, designers and developers, associated with the Course Materials and Teacher’s Guides submitted for evaluation. This includes name and pseudo/pen names. The publisher takes responsibility of this information - 1 copy only required
- 9.1.11 A Statement that the Publisher will grant a Licence free of charge to the KICD for publication of Braille, large print and talking book editions of the submitted materials, if they are approved; or that the Publisher will itself publish and make available these editions at cost price if requested to do so by the KICD.

All submitting Publishers should note that, whatever the method of Submission, the Evaluation Panels can only evaluate what has been submitted by the Publishers. Thus, if the Evaluation Panels have to evaluate Proofs or Course books that have uncorrected errors, the Panels will treat these errors as mistakes and will penalise them according to the Evaluation rules. The same principle applies to Dummies and Samples supplied for Evaluation against Technical Specifications. Publishers must take full responsibility for the accuracy and completeness of everything submitted for Evaluation.

The KICD reserves the right to disqualify any approved Course books where the format, extent, page layout, font type, font sizes or basic Physical Production specifications vary significantly from those Evaluated and Approved as part of the Submission for Evaluation and Approval.

Any Publisher who wishes to make any significant change to the presentation of an Approved Learner’s activity books/Teacher’s Guide should first seek approval in writing for the changes from the KICD

NOTE:

No title that is already Approved as Supplementary Material should be presented for evaluation and consideration for Approval as Course material.

10.0 **Receipt of Submissions**

10.1 **Number of Copies of Each Submission Required for Evaluation:** All submissions must contain 7 copies of all laser proofs/inkjets for Course materials and Teacher’s Guides.

- 10.1.1 A Covering Letter from the Publisher on Submissions on headed paper
- 10.1.2 Evidence that the Publisher meets the qualification requirements
- 10.1.3 Guarantee that the submitted Course materials either meet or will meet the Physical Production Specifications and the font type and sizes requirements
- 10.1.4 The Statement of Maximum Price ceiling
- 10.1.5 Printer’s Dummies
- 10.1.6 Copyright guarantees and indemnity
- 10.1.7 List of authors (including pseudo and pen names), consultants, editors, designers and developers (section 9.1.10)
- 10.1.8 Statement of grant of Licence
(Need only be submitted in one copy in a separate envelope clearly labelled ‘**Supporting Documentation**’ See **Section 11**).

10.2 Submissions will be received by KICD Director’s representative in Block B1 Door 252 at KICD on or before the Submission deadline. **The KICD and the representative of the submitting publisher** will check and sign for the Covering Letter (**Section 10.1.1**) and all the envelopes/packages submitted. Documents will be opened during the submissions opening meeting.

11.0 **Submission Packaging and Labelling Requirements:**

Every submitting Publisher will present envelopes/packages thus:

- 11.1.1 A Covering Letter from the Publisher on Submissions on headed paper, in a separate envelope. (See **Section 10.2**)
A large envelope containing Supporting Documents as outlined in **Section 11.3**
A large package/carton containing:
 - a) Dummy/Dummies and (8-page printed section(s)
 - b) Sample Materials for Content Evaluation
Each learning area should be packed separately and labelled appropriately. (See **Sections 11.4 and 11.5**)

11.2 **Submission of Covering Letter**

The envelope containing a covering letter from the publisher should be addressed to the Director /CEO KICD. The letter should be written on headed paper.

11.3 **Supporting Documents.**

The supporting documentation should be presented in a separate envelope/package, which should be clearly/boldly labelled on the outside, “**SUPPORTING DOCUMENTATION**”. The envelope, which will be opened during the submission opening meeting, should contain:

- 11.3.1 Name and address of submitting publisher, Curriculum learning area for which the submission is intended; The Level and grade for which the submission is intended; The Price offered for each Learners book and its accompanying teacher’s guide (**Document 8 form 2**)
- 11.3.2 Evidence of registration and incorporation in Kenya³
- 11.3.3 Proof of operational premises
- 11.3.4 The proposed Title of the submission
- 11.3.5 The names of the author(s), advisors, consultants, editors, designers and developers for each submission

³ This will also indicate the Publishers experience in business

- 11.3.6 Letter/report on curriculum coverage, presented on un-headed paper
- 11.3.7 A banker's cheque evaluation fees in a separate envelope
- 11.3.8 A statement of copyright ownership plus statement indemnifying the KICD against any claim against them arising from any breach of copyright in materials submitted for evaluation.
- 11.3.9 A Statement that the Publisher grant a Licence free of charge to KICD for publication of Braille, large print and talking book editions of submitted materials if approved, or that the publisher will publish and make available these editions at cost price, if requested to do so by KICD.

Note that Forms have been provided in Document 8 as sample copies of submitting "Supporting Documentation"

11.4 Submissions for Technical Specifications Evaluation

The envelope/package containing the dummy submission conforming to **Section 13**, should be clearly labelled on the outside with the following information:

- 11.4.1 Name and address of Publisher
- 11.4.2 Curriculum learning area/activity Area for which the submission is intended
- 11.4.3 Level for which the submission is intended
- 11.4.4 The word "**dummy**"
- 11.4.5 An 8-page printed section⁴

11.5 Submission for Content Evaluation.

The 7 copies of samples or sample materials for content evaluation for each learning area/grade should be packed

in one large envelope or package which should be labelled with the following information:

- 11.5.1 Name and address of submitting publisher
- 11.5.2 Curriculum learning area/activity area for which the submission is intended
- 11.5.3 The grade/level for which the submission is intended
- 11.5.4 The List of names of the authors, advisors, consultants, editors, designers and developers
- 11.5.5 The proposed title of the submission
- 11.5.6 The words "**Unidentified Sample Materials for Content Evaluation**"

The envelopes containing materials for each learning area should be packed together in one package /carton and should bear the words "This box/envelop should not be opened before".

12.0 Minimum Physical Specifications and Type Requirements:

Publishers should produce affordable but durable materials without compromising quality. All materials approved for use in Educational Institutions should be strongly bound and finished to withstand constant handling and environmental conditions that may apply. The minimum text paper, cover card and binding styles specified below are therefore mandatory.

The Specifications given here are Minimum and Publishers are free to offer materials of superior physical production quality. Publishers should also note that the submitted printer's dummy (see **Section 9.1.7**) should conform in every detail with the required Specifications. The dummy is the Standard against which course books and teacher's guides to be approved for supply to educational Institutions will be measured and it will therefore be evaluated critically against the production criteria set out in **Section 12.1**.

12.1 Minimum Physical Production Specifications

The following Specifications apply to both learner books and teacher's guides.

⁴ This will depend on the choice made by the Publisher in **Clause 9.1.5**

Submitting Publishers should note that, due to minor variations possible from different methods of testing, a tolerance of 5% will be allowed in the evaluation of whiteness and opacity of paper.

- 12.1.1 TEXT PAPER:** 70gsm, white, MF, woodfree offset with a minimum 90% whiteness and 90% opacity For Pre-Primary Level Materials, 80gsm, white, MF wood free offset with a minimum 90% whiteness and 90% opacity.
- 12.1.2 COVER CARD:** a minimum of 240gsm one-sided coated white art board with grain direction parallel to spine and with 12 micron lamination or high gloss UV finish
- 12.1.3 BINDING STYLES:**
- a) **For extents up to 96 pages:** Saddle stitched, 2 rustles metal wires, evenly spaced from head to foot, cut to correct length and fully closed at the centre. Covers scored, one score, and trimmed flush.
 - b) **For extents over 96 pages:** Thread-sewn sections with minimum four stitches, fully glued on spine and up to, but not exceeding, the hinges using appropriate, flexible adhesives. Sections must be fully glued to covers to make square spine. Cover four-scored to provide minimum 6 mm and maximum 8 mm hinges fully glued front and back. Cut flush. The application and use of appropriate glues, which maintain flexibility during the expected book life and do not dry out or crack, will particularly be examined during evaluation and usage.
- 12.1.4 FORMATS:** Unless specified by the KICD for a particular title for grade 1 to 6, A4 and landscape formats will **not** be acceptable. **However, Teacher’s Guides in landscape format are acceptable.**

12.2 Font Faces (Sizes and Types)

Level	Minimum Size
Primary Grade 3 & 4	14pt
Teacher’s Guide	12pt

From Primary Grade 4 upwards font types may be *Sans Serif* or *Serif*, at the discretion of the publisher. Publishers should ensure that the font-face and line spacing selected will provide for maximum readability.

12.3 Other Production Issues

Submitting Publishers should note that extents are required to be appropriate and sufficient to provide adequate coverage of the curriculum and the achievement of the learning outcomes. During evaluation, unnecessary length and the inclusion of inappropriate activities/learning experiences may be penalised as severely as a title with insufficient activities/learning experiences to meet curriculum requirements and outcomes. Unnecessary extent will specifically be discouraged.

Full colour illustrations and the extensive use of colour throughout a text are relatively expensive but may be necessary in lower grades and in some specific learning areas. Colour should therefore be used where it is necessary and appropriate. However, the irrelevant and/or inappropriate use of colour (e.g. green camels or blue oranges) will be penalised during the evaluation process. Publishers are encouraged to adopt 4/1, 2/1 approaches to the use of colour wherever feasible.

Page design and layout should be appropriate to the level and for the learning area. It should aim for attractiveness and ease of use by both learner and teacher. Logical work sequencing with clear numbering, headings, captions, labels, signals and symbols for learners and teachers are important.

Page design that enhances readability and usability, and facilitates cross-referencing and intelligent use of the text, will be rewarded during evaluation. Aspects of page design which can hinder readability include font types which disappear into the gutters.

In the case of finished books, Publishers should avoid using the inside front and back covers for type since the type may be hidden once the books are covered with paper or other cover material.

Similarly, for the sake of convenience, copyright and other information should be placed, wherever possible, on the back of the title page.

13.0 Pedagogical Requirements

The KICD wishes to achieve a shift in pedagogical approach in the competency based curriculum and the course materials to be approved will be required to reflect this approach. The evaluation criteria will therefore give particular weight and importance to course materials in all learning areas, which can demonstrate satisfactorily that they achieve and further the following methodological outcomes:

- 13.1.1 An approach which focuses on the development of competencies, as opposed to an approach which focuses narrowly on content coverage and factual accumulation
- 13.1.2 An approach which encourages a genuine understanding of the Learning area through experiential activities
- 13.1.3 Problem-solving wherever relevant
- 13.1.4 The inclusion of learner-to-learner (peer-to-peer) approaches
- 13.1.5 Kenyan content and examples wherever relevant and appropriate according to Learning areas
- 13.1.6 The mainstreaming of Pertinent and Contemporary Issues (PCIs) wherever appropriate
- 13.1.7 Gender equitable approach and presentation
- 13.1.8 A representation of the cultural and environmental diversity of Kenya in the learning activities/experiences, illustrations and examples, wherever it is considered appropriate and relevant
- 13.1.9 The inclusion of appropriate examples of technological and industrial applications
- 13.1.10 ICT integration as appropriate

14.0 Composition of the Evaluation Panels:

There will be a separate evaluation panel for each curriculum learning area. All evaluation panel members and trainers of evaluators will be carefully scrutinised to ensure that there is no conflict of interest. No individual may be appointed as a Trainer of Evaluators or as an Evaluation Panel member if he/she is in full-time or part-time employment with a participating Publisher, or if they are authors of materials in the Learning area and level being evaluated, or if they are advisors, consultants, designers, developers, directors, shareholders, board members or are involved in any other way with a participating Publisher. Evaluation Panel members will be required to sign legal undertakings that they have no conflict of interest as specified above, and that each one of them will observe **confidentiality**.

15.0 Price Adjustments:

All participating Publishers will be required to specify a maximum retail price at which the course books and the accompanying teacher's guide will be offered for sale to Schools, if approved. This maximum retail price can only be adjusted upwards if there has been a demonstrable increase in costs of more than 12.5% since the Submission for Evaluation and Approval deadline. Any revision of price downwards would be welcome.

All price increases and the annual adjusted maximum prices for use in the annual approved list of school course materials (Orange Book) will be governed by percentage price increases based on the Kenya Retail Price Index (KRPI) maintained by the Central Bank of Kenya. Each year, at the time of preparation of the approved list of school course materials all publishers of approved course materials will be formally permitted to increase prices if they wish. Prices may not be increased by more than the % increase in the KRPI between the 1st of January of the current calendar year and the final copy date established by the KICD for the publication of the annual approved list of school course books. The KICD will be responsible for calculating the permitted annual price increases based on the KRPI and for informing all publishers of approved course books. If the KPA believes that publishing/printing input prices (i.e. the specific costs of paper, cover card and manufacturing

costs) have risen by more than the calculated KRPI increases referred to above, then the KPA may present specific evidence to the KICD in support of a claim for additional price increases.

16.0. Minor Deviations:

The KICD may, at its discretion, waive any minor deviations or non-conformities or irregularities in a submission which do not constitute material deviation, provided such waiver does not prejudice or affect the relative ranking order of any submitting publisher.

17.0 Release of Evaluation Results:

The results of the evaluation will be announced to all submitting publishers immediately after the evaluation panel recommendations have been formally approved by KICD. The notification of performance will be conveyed in writing by the Director KICD to all publishers who have made submissions.

18.0 Updating the Orange Book

The Director KICD will be responsible for the revision and updating of the annual *Approved List of Educational Course Books (Orange Book)*. The printing, publication and distribution of the Approved List of Educational Instructional Materials (Orange Book) will be the responsibility of the Director KICD.

19.0. Publishers' Access to Evaluation Marks:

In the interest of transparency, all Publishers who submit proposals for evaluation and approval will have the right to see the evaluation scores of their **own** titles submitted for evaluation. These will be made available by KICD for a period of 30 days from the date on which the notification of performance has been released at the Institute. Publishers who wish to see their evaluation mark sheets must make an appointment with Director KICD.

Any Appeals regarding specified areas of evaluation as notified under **Section 18**, must be made in writing to the Director KICD, by the date and time specified in **Document 2**. The appellant should state the reasons for Appeal in detail and the appeal should be accompanied by a banker's cheque for the full amount of the fee for appeals (see **Section 21.3.0**) payable to the Director, KICD.

Any Appeal(s) should be confined to the confirmation of decisions on responsiveness and eligibility of submissions and/or the computation of marks. Under no circumstances will learning area evaluation panels or technical team(s) be reconvened or asked to reconsider the marks that have been awarded to materials evaluated.

Responses to appeals will be made in writing by the date specified in **Document 2**. The decision of the KICD on all appeals will be final.

20.0 Costs of Documentation, Submission, Approval and Claim:

It is intended that the costs of evaluation and approval will be covered by publisher fees and will thus be self-financing. It is not the intention of the KICD to make a profit from this exercise. The fee scales provided below have been carefully calculated to cover the estimated costs of Evaluation and Approval. Adjustments in fees may be necessary if the current assumptions on which the fee scales are based are incorrect. The fees for the 2019 Submissions have been established as follows:

Submission Document

20.1 *The 'Course Materials Submission, Evaluation and Approval Procedures'* will be downloaded from the KICD Website: www.kicd.ac.ke

20.2.0 **Evaluation fees payable on Submission per Grade, per learning activity area and Level for:**

20.2.1 **Primary Level:** - Thirty Five thousand Kenya Shillings (Kes. 35,000) per Submission

20.2.2 **Special Needs Education:** Ten Thousand Kenya Shillings (Kes. 10, 000) per submission

- 20.2.3 Conditional approval: Ten Thousand Kenya shillings (Kes, 10,000) per title
20.2.4 **Fees for Appeals:** Twenty Thousand Kenya Shillings (Kes. 20,000) per title

21.0. Clarification of Documents:

A prospective submitting publisher requiring any clarification in the *Submission, Evaluation and Approval for Competency Based Curriculum Course materials*, documents may notify the Director KICD in writing at the address specified in Document 1. The KICD will respond in writing to any such request for clarification that is received any time but not later than 10th July 2019. Written copies of the KICD response will be sent to the local representatives of all prospective submitting publishers.

21.1 At any time prior to the deadline for submission, KICD may, for any reason, whether of its own initiative or in response to a clarification requested by a prospective submitting publisher, modify the course materials submission documents by amendments and notify Publishers.

21.2 In order to afford prospective submitting publishers reasonable time to consider any amendment in preparing their Submission, KICD may, of its own discretion, extend the deadline for the Submission of proposals.

22.0 Invitation to Resubmit Proposals:

In the event that no title qualifies for approval for which submissions have been invited or that the requisite number of titles per learning area/grade are not realised, KICD reserves the right to call for new proposals or resubmissions of improved/revised materials from publishers.

23.0 Review and Amendment of the Evaluation and Approval Procedures and Documentation:

The KICD will review and propose amendments to these procedures and documents on an annual basis in the context of experience. The publishers and relevant stakeholders will be informed of the timing of the annual reviews and will be able to make proposals to the review process as appropriate.

24.0 Disqualification for Irregular Practices:

Any submitting publisher who fails to abide by the laid down Procedures relating to any stage of the Submission, Evaluation and Approval Process of Course Materials, will be disqualified from the award of approved status for any title submitted for Evaluation and Approval for four years.

DOCUMENT 4

COURSE BOOKS EVALUATION AND APPROVAL METHODOLOGY

1.0 Management and Appointment of Evaluation Panels

The process of Course books Evaluation and Approval will be managed by the KICD. The KICD will be responsible for scrutinising and approving the membership of all Evaluation Panels. Each Learning area Evaluation Panel (LEP) will comprise but not limited to:

- i) A learning area/activity area specialist representative of the MoE Directorate of Quality Assurance and Standards, nominated by the Director of Quality Assurance and Standards (DQAS)
- ii) A Curriculum Developer nominated by KICD, who is a specialist in the learning area/activity area and has knowledge of the competency based curriculum.
- iii) A learning area/activity area specialist teacher trainer nominated by KICD
- iv) At least one (1) experienced, practising learning area/activity area specialist teachers nominated by KICD.
- v) A KNEC CBA specialist.

The Evaluation Panels will use the criteria and scoring systems established in Document 5 as the basis for their assessment of each Course material submitted.

Each Evaluation Panel member will receive training in the techniques of course materials evaluation according to the criteria and approach as specified in Document 5.

2.0. Evaluation Stages

The process will be conducted in stages.

2.1 Preliminary Examination/Eligibility and Responsiveness

In this stage, the Evaluation office will verify that each submitting publisher meets the eligibility criteria and proposal submission requirements, and has submitted complete Documentation. Any application that fails to meet any of the three conditions should be rejected and should not be considered for further evaluation. Only such submissions that pass the preliminary examination should proceed to the second stage of evaluation (Technical Specifications Evaluation Stage).

2.2. Technical Specifications Evaluation

Submissions that fully meet the Eligibility Criteria and Submission requirements, and are complete, will be evaluated on the basis of the technical specifications criteria stipulated in the bidding documents. Deviations that may be detected under the technical specifications criteria should be brief but explicitly stated as footnote with an indication of whether a deviation is major or minor to facilitate the decision of KICD. Professional expertise will be engaged to undertake the technical evaluation of dummies, or books in warehouses and schools, in order to ascertain compliance with the required minimum production specifications.

2.3 Evaluation on Content Quality and Presentation

Each evaluation panel member will mark each submitted course material and teacher's guide individually and without prior consultation with other panel members. The panel will then discuss their findings and agree on the score for the material under evaluation. Submissions that fail to reach key threshold levels (e.g. conformity to curriculum and language) will be disqualified. All materials that meet the set thresholds proceed to the next evaluation stage. (Moderator mark sheets shall be subjected to a plenary session)

Note:

There may be minor differences in the nature and specific requirements of the evaluations for the different curriculum learning areas.

2.4 Price submission

All submitting Publishers will be required to specify a maximum retail price for listing in the Approved Educational Instructional Materials (Orange Book.)The retail price will not be scored during evaluation and approval.

3.0 KICD Recommendations

The Evaluation Report (ER) will be submitted to a committee of the KICD for scrutiny. The KICD Committee will require a summary of the evaluators' marks for each submission. The Committee may also wish to inspect the individual evaluator's mark sheets. After the Committee is satisfied that the evaluation has been conducted in accordance with the laid down provided procedures, methodology, criteria and marking scheme, it will adopt the Evaluation Report (ER) and make recommendations.

4.0 Approval

Once satisfied that the process of evaluation and vetting has been undertaken in line with the stated procedures, KICD will award 'approved' status to the materials that qualify, thereby authorizing release of evaluation results.

5.0 Release of Results

Publishers will be notified of the evaluation results as soon as KICD approves the materials. The notification of Approval will be communicated to Publishers in accordance with the procedures established in **Section 17** of **Document 3**. Procedures for any appeals by publishers against specified areas of evaluation are set out in **Section 20** of **Document 3**.

6.0 Signing of the Register

Successful publishers are required to sign the register of Approved Instructional Materials within two weeks after the release of the Evaluation Results. They should provide all the relevant details of the course materials to facilitate listing of the same in the next Edition of the '**Orange Book**'.

7.0 List of Approved Educational Course Materials

The lists of Approved Educational Instructional Materials (Orange Book) for Pre-Primary, Primary and Secondary Schools and Teacher Colleges titles will be updated annually and published. This will contain up-to-date prices and will be supplied to all Public Educational Institutions, and made available for purchase by other stakeholders.

8.0 Records of Documents

KICD will maintain a complete set of all Evaluation Documents for a period of at least one (1) year after the formal Evaluation and Approval process is finalised.

DOCUMENT 5

COURSE BOOKS EVALUATION MARK SHEETS AND SCORING SYSTEM

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Course Material (CM) Mark Sheet 1

COURSE MATERIALS EVALUATION: 2019 EVALUATION MARK SHEET

Each Evaluator in an evaluation panel must complete this mark sheet for every title (Learner Activity Book and accompanying Teacher's Guides) submitted for evaluation. The questions should be answered by reference to the Learner Activity Book for criteria 4-9 and by reference to the Teacher's Guides for criterion 10. The alternative chosen by an Evaluator must be clearly written. The panel will then discuss their scores and agree on the deserved score. This will be filled in ink by the panel secretary as the panel decision.

Learning Area Level Grade.....

Learner Activity Book (LAB) Code..... Teacher's Guide (TG) Code.....

No. of Pages: Learner Activity Book..... TG.....

Name of the Panel Date

4. CONFORMITY TO THE CURRICULUM

(A full list of strands, sub-strands/themes/sub themes, specific learning outcomes, core competencies, core values, pertinent and contemporary issues provided in the curriculum design must be prepared by the evaluation Panel prior to starting the live evaluation. This list must be consulted in answering the following questions).

4 (a) Coverage of Required curriculum design sub-strands/themes/subthemes

What percentage of strands/ sub-strands/ themes/subthemes required by the curriculum are covered: (Tick one alternative for Learner Activity Book)	Marks	Score
i) All (100%) the strands/ sub strands/themes are covered	5	
ii) 95-99% of the strands/ sub strands/themes are covered	4	
iii) 90-94% of the strands/ sub-strands/themes are covered	3	
iv) 85-89% of the strands/ sub-strands/themes are covered	2	
v) Less than 85% of the strands/ sub-strands /themes are covered	1	

4(b) Coverage of required curriculum specific learning outcomes

What percentage of learning outcomes required by the curriculum is covered? (Tick one alternative for Learner Activity Book)	Marks	Score
i) All (100%) the learning outcomes are covered	5	
ii) 95-99% of the learning outcomes are covered	4	
iii) 85-94% of the learning outcomes are covered	2	
iv) 75-84% of the learning outcomes are covered	1	
v) Less than 75% of the learning outcomes are covered	0	

4 (c) Coverage of required concepts

What percentage of concepts required by the curriculum is covered? (Tick one alternative for Learner Activity Book)	Marks	Score
i) 95-100% of the concepts are covered	3	
ii) 85-94% of the concepts are covered	2	
iii) 75-84% of the concepts are covered	1	
iv) Less than 75% of the outcomes are covered	0	

4 (e) Coverage of required skills

What percentage of specific skills required by the curriculum is covered? (Tick one alternative for Learner Activity Book)	Marks	Score
i) 95-100% of the skills are covered	3	
ii) 85-94% of the skills are covered	2	
iii) 75-84% of the skills are covered	1	
iv) Less than 75% of skills are covered	0	

5. CONTENT

5(a) Relevance of Content to Subject Specific Learning Outcomes

The content is: (Tick one alternative for Learner Activity Book)	Marks	Score
i) 95-100% relevant to the subject specific learning outcomes	4	
ii) 85-94% relevant to the subject specific learning outcomes	3	
iii) 75-84% relevant to the subject specific learning outcomes	2	
iv) Less than 75% relevant to the subject specific learning outcomes	1	

5(b) Concept Development

There is:

Tick one for Learner Activity Book	Marks	Score
i) Sufficient development of all concepts	6	
ii) Sufficient development of some concepts	2	
iii) No concept sufficiently developed	0	

5(c) Skills Development

There is:

Tick one for Learner Activity Book	Marks	Score
i) Sufficient development of all skills	5	
ii) Sufficient development of some skills	2	
iii) No skills sufficiently developed	0	

5(d) Accuracy and Correctness of Information

There is/are (Tick one alternative for Learner Activity Book)	Marks	Score
i) No factual errors	4	
ii) Factual error(s)	0	

NB: A material with factual error(s) should not be recommended for approval

5(e) Currency of Information

There is: (Tick one alternative for Learner Activity Book)	Marks	Score
i) No dated information	3	
ii) Some dated information	1	
iii) A lot of dated information	0	

5(f) Appropriateness to the Level of the target Learner

(Tick one alternative for Learner Activity Book)	Marks	Score
i) All of the information is appropriate	4	
ii) Some of the information is not appropriate	0	

5(g) Organization of the Information

Evaluate the text on the following statements:

(Tick one alternative for Learner Activity Book)	Marks	Score
i) The sequencing of strands throughout the material is logical	2	
ii) The sequencing of strands throughout the material is not logical	0	
iii) The sequencing of information within strands is logical	2	
iv) The sequencing of information within strands is not logical	0	

5(h) Mainstreaming Pertinent and Contemporary Issues into content

The Text: (Tick one alternative for Learner Activity Book)	Marks	Score
i) Consistently mainstreams PCIs	4	
ii) Makes some effort to mainstream PCIs	3	
iii) Makes little effort to mainstream Pertinent and Contemporary Issues	0	

5(i) Promotion of values and positive attitudes

The material:

Tick one alternative for Learner Activity Book	Marks	Score
i) Consistently promotes values and positive attitudes	6	
ii) Makes some effort to promote values and positive attitudes	3	
iii) Makes no effort to promote values and positive attitudes	0	

NB : A material that promotes unethical practices should be disqualified**6. LANGUAGE****6(a) Accuracy of Language**

There are: (Tick one alternative for Learner Activity Book)	Marks	Score
i) No grammatical mistakes	4	
ii) Grammatical mistakes	0	

6(b) Correctness of language

There are: (Tick one alternative for Learner Activity Book)	Marks	Score
i) No editorial mistakes	4	
ii) Editorial mistakes	0	

Any material with more than 20 mistakes will not be recommended for approval**6(c) Appropriateness of the Vocabulary and Sentence Structures to the Level of the target Learner**

(Tick one alternative for Learner Activity Book)	Marks	Score
i) Both vocabulary is within the level of the target learner	2	
ii) Some vocabulary is not within the level of the target learner	0	
iii) Sentence structures are within the level of the target learner	2	
iv) Some sentence structures are not within the level of the target learner	0	

7. Learning Activities

7(a) Relevance to the curriculum

(Tick one alternative for Learner Activity Book)	Marks	Score
i) All the activities are relevant	4	
ii) Some of the activities are not relevant	0	

7(b) Appropriateness to the Level of the target Learner

(Tick one alternative for Learner Activity Book)	Marks	Score
i) All learning activities are appropriate to the target learner	3	
ii) Some activities are not appropriate to the target learner	0	

7 (c) Adequacies

The learning activities are; (Tick one alternative for Learner Activity Book)	Marks	Score
i) Adequate	3	
ii) Not adequate	0	

7(d) Variety

There is ; (Tick one alternative for Learner Activity Book)	Marks	Score
i) A wide variety of activities	3	
ii) Some variety in learning activities	1	
iii) No variety in learning activities	0	

7(e) Clarity of Instructions

(Tick one alternative for Learner Activity Book)	Marks	Score
i) Instructions are clear	2	
ii) Instructions are not clear	0	

7(f) Clarity of Questions to activities

(Tick one alternative for Learner Activity Book)	Marks	Score
i) All questions are clear	3	
ii) Questions are not clear	0	

7(g) Learning activities provide learners with opportunities for development of core of competencies

Tick one alternative for Learner Activity Book	Mark s	Score
i) All learning experiences provide opportunities for developing core competencies	8	
ii) Some learning experiences provide opportunities for developing core competencies	4	
iii) The learning experiences do not provide opportunities for developing core competencies	0	

8. ILLUSTRATIONS

NOTE: All Course materials **should** have illustrations

8(a) Relevance

(Tick one alternative for Learner Activity Book)	Marks	Score
i) All illustrations are relevant	2	
ii) Some illustrations are relevant	1	
iii) All illustrations are not relevant	0	

8(b) Variety and Adequacy

Variety

Illustrations are; (Tick one alternative for Learner Activity Book)	Marks	Score
i) Varied	2	
ii) Not varied	0	

Adequacy

Illustrations are; (Tick one alternative for Learner Activity Book)	Marks	Score
i) Adequate	2	
ii) Not adequate	0	

8(c) Clarity, Colour and Proportion

Clear

Illustrations are; (Tick one alternative for Learner Activity Book)	Marks	Score
i) All illustrations are clear	2	
ii) Some illustrations are not clear	1	
iii) All illustrations are not clear	0	

Colour

Illustrations are; (Tick one alternative for Learner Activity Book)	Marks	Score
i) All illustrations are in proper colour	2	
ii) Some illustrations are not in proper colour	1	
iii) All illustrations are not in proper colour	0	

Proportionality

Illustrations are; (Tick one alternative for Learner Activity Book)	Marks	Score
i) All illustrations are proportional	2	
ii) Some illustrations are not proportional	1	
iii) All illustrations are not proportional	0	

8(d) Captioning, Numbering and Labelling

(Tick one alternative for Learner Activity Book)	Marks	Score
i) All illustrations are well captioned/ numbered / labelled	2	
ii) Some illustrations are well captioned/ numbered / labelled	1	
iii) No illustration is captioned/ numbered / labelled	0	

8(e) Position of Illustrations

(Tick one alternative for Learner Activity Book)	Marks	Score
i) All illustrations are well positioned relative to text	2	
ii) Some illustrations are not well positioned relative to text	1	
iii) All illustrations are not well positioned relative to text	0	

8(f) Accuracy of Illustrations

(Tick one alternative for Learner Activity Book)	Marks	Score
i) All illustrations are accurate	2	
ii) Some illustrations are not accurate	1	
iii) All illustrations are not accurate	0	

8(g) The submission has no illustrations (Tick)

9. LAYOUT

Evaluate the book for the accuracy on the following statements

(Tick one alternative for Learner Activity Book)	Marks	Score
i) Page layout is appropriate to the level and subject	2	
ii) Page layout is not appropriate to the level and subject	0	

(Tick one alternative for Learner Activity Book)	Marks	Score
i) The layout enhances readability and ease of reference	2	
ii) The layout enhances readability and ease of reference	0	

(Tick one alternative for Learner Activity Book)	Marks	Score
i) There is rational use of font sizes, boldness and font types across the text in highlighting topics and sub-topics	2	
ii) The use of font sizes, boldness and font types across the text in highlighting topics and sub-topics is not rational	0	

(Tick one alternative for Learner Activity Book)	Marks	Score
i) Illustrations are correctly positioned in relation to the relevant text	2	
ii) Some Illustrations are not correctly positioned in relation to the relevant text	1	
iii) All illustrations are not correctly positioned in relation to the relevant text	0	

10. TEACHER'S GUIDE

10 (a) Accuracy and correctness of content

There are: (Tick one alternative for Teacher's Guide)	Marks	Score
i) No factual errors	4	
ii) Factual errors	0	

10(b) Currency of Information

There is: (Tick one alternative for Course Material)	Marks	Score
i) No dated information	3	
ii) Some dated information	1	
iii) A lot of dated information	0	

10(c) Methodology/Pedagogical issues

- The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Instructions that set out practical Activities for facilitating each sub strand	2	
ii) Some instructions that set out practical Activities for facilitating each sub strand	0	

- The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Instructions that set out approach to nurturing values and positive attitudes	2	
ii) Some instructions that set out approach to nurturing values and positive attitudes	0	

- The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Instructions that set out approach to integration of Pertinent and Contemporary Issues	2	
ii) Some instructions that set out approach to integration of Pertinent and Contemporary Issues	0	

- The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Instructions that set out learner centred activities for Inquiry Based Learning to developing Core Competencies	2	
ii) Some instructions that set out learner centred activities for Inquiry Based Learning to developing Core Competencies	0	

- The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Instructions that set out approach to developing skills	2	
ii) Some instructions that set out approach to developing skills	0	

- The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Instructions that set out the approach to presenting the various types of activities	2	
ii) Some instructions that set out the approach to presenting the various types of activities	0	

- The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Instructions that set out approaches to parental empowerment and engagement	2	
ii) Some instructions that set out approaches to parental empowerment and engagement	0	

- The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Instructions that set out approaches to Community Service Learning	2	
ii) Some instructions that set out approaches to Community Service Learning	0	

10(d) Suggestions on teaching learners with special needs

The material has:

(Tick one alternative for Teacher's Guide)	Marks	Score
i) Suggestions on methods for teaching learners with special needs	3	
ii) No suggestions on methods for teaching learners with special needs	0	

10(e) Suggestions for teaching and learning resources

(Tick one alternative for Teacher's Guide)	Marks	Score
i) The teacher's guide provides useful, relevant appropriate and practical suggestions for teaching and learning resources	5	
ii) The teacher's guide provides some useful relevant appropriate and practical suggestions for teaching and learning resources	2	
iii) There are no suggestions for relevant teaching and learning resources	0	

10(f) Suggested Assessment

There are:

- Appropriate tools

(Tick one alternative for Teacher's Guide):	Marks	Score
i) Relevant and useful suggestions on appropriate tools of assessment at sub-strand level	2	
ii) Some relevant and useful suggestions on appropriate tools of assessment at sub-strand level	0	

- Suggestions at the sub-strands level

(Tick one alternative for Teacher's Guide):	Marks	Score
i) Suggestions at the sub-strands level on how to develop appropriate competency based assessments	2	
ii) Some suggestions at the sub-strands level on how to develop appropriate competency based assessments	0	

- Approaches to handling assessment

(Tick one alternative for Teacher's Guide):	Marks	Score
i) Useful suggestions on the approaches to handling assessment tasks in the learners' book	2	
ii) Some useful suggestions on the approaches to handling assessment tasks in the learners' book	0	

10(g) Answers to exercises/Activities (for guides that provide answers)

(Tick one alternative for Teacher's Guide):	Marks	Score
i) All the answers to the exercises and activities are correct	3	
ii) Some answers to the exercises and activities are not correct	0	

10(h) Clarity of Writing and Presentation of text

The layout : <i>(Tick one alternative for Teacher's Guide):</i>	Marks	Score
i) The writing, organization and presentation is clear and easy to use.	3	
ii) The writing, organization and presentation in some instances is not clear and easy to use.	1	
iii) The writing, organization and presentation is not clear and not easy to use.	0	

10(i) Clear Cross Referencing to the Course books

(Tick one alternative Teacher's Guide):	Marks	Score
i) The Guide contains clear and easy to use cross referencing to the Course Materials	5	
ii) There is cross-referencing with the Course material but it is not easy to use	2	
iii) There is no cross-referencing between the teacher Guide and the Course material	0	

10 (j) Layout

Evaluate the text for the accuracy on the following statements

- The layout enhances readability and ease of reference
- There is rational use of font sizes, boldness and font sizes across the text in highlighting topics and sub-topics

Tick one alternative for Course materials	Marks	Score
i) All statements apply	2	
ii) One of the statements applies	1	
iii) None of the statements applies	0	

11. ACCOMPANYING Digital MEDIA (CASSETTES, DVD, CD, USB,) WHERE NECESSARY

If cassettes accompany the relevant course book, they should be evaluated alongside the learners' book and scored in the relevant section of the TB Mark Sheet 1. However, the following aspects of the cassette should also be evaluated.

11(a) Audio speed

(Tick one alternative for Cassette /CD):	Marks	Score
i). Appropriate to level of the learner	2	
ii). Too slow/too fast for the learner	0	

11(b) Clarity of Sound

(Tick one alternative for Cassette / CD):	Marks	Score
i). Clear and audible	2	
ii). Not clear and not audible	0	

11 (c) Transcriptions

(Tick one alternative for Cassette /CD):	Marks	Score
i). Available and corresponds to the recorded content	2	
ii). Available but does not correspond to the recorded content	1	
lii). Not available	0	

Unique features of the material (Creativity in CBC design interpretation and presentation) 2 Marks

.....
.....
.....
.....

Name & Signature of Moderator

Name & Signature of Evaluator 1

Name & Signature of Evaluator 2

Name & Signature of Evaluator 3

Name & Signature of Evaluator 4

Name & Signature of Evaluator 5

NB: Every evaluator must make notes to justify the score during discussion. The notes will be compiled into a report for the material.

CM Mark Sheet 2

COURSE MATERIALS (PRINT) EVALUATION:- 2019 SUMMARY MARK SHEET OF ALL TITLES EVALUATED BY PANEL

(The marks for all titles evaluated by the Learning area panel should be inserted on this mark sheet)

Learning area **Level/Grade/Year**

Date

Name & Signature of Moderator

Name & Signature of Evaluator 1

Name & Signature of Evaluator 2

Name & Signature of Evaluator 3

Name & Signature of Evaluator 4

Name & Signature of Evaluator 5

Course Material Code	MARKS FOR CRITERIA							TOTAL MARKS	REACHED THRESHOLD? YES/NO
	4 Conformity*	5 Content*	6 Language	7 Learning Activities	8 Illustrations	9 Layout	10 Teacher's Guide		

**Threshold is 90% for "Conformity" and for "Content", 90% for "Teacher guide" and 85% overall for criteria*

CM Mark Sheet 4

COURSE BOOKS (PRINT) EVALUATION:- SUMMARY MARK SHEET AND CRITERIA FOR EACH TITLE – EA'S MARK SHEET

(The marks derived from the evaluation panel summary mark sheets should be inserted into the appropriate spaces for criteria 4, 5, 6, 7, 8, 9 and 10 by the evaluation administrator. The evaluation administrator should also enter the marks awarded by the relevant Learning area Evaluation Panels for Criteria 1, 2 and 3)

Learning area Level Date
 Title
 Author(s)
 Publisher

Criteria	Marks to be Allocated	Marks Awarded	Comments
1. CONFORMITY TO PHYSICAL PRODUCTION AND TYPE SPECIFICATIONS <ul style="list-style-type: none"> • Quality of text paper • Quality of cover card • Binding styles • Formats • Type and type sizes 	Pass or Fail	N/A	Technical specifications will not be assessed by the evaluation panel but by technical specialists. The submitted items/dummies <u>must</u> conform to the minimum specifications. The submission is disqualified if the course material does not meet the minimum technical requirements.
2. PUBLISHER QUALIFICATION as specified in section 1 Doc. 3	Pass or Fail	N/A	Publisher qualification will <u>not</u> be judged by the evaluation panel but by the KICD. The submission is disqualified if the publisher is not qualified
3. CONFORMITY TO SUBMISSION REQUIREMENTS (as specified in section 11, 12 and 13)	Pass or Fail	N/A	Conformity will <u>not</u> be judged by the evaluation panel but by the KICD. The submission is disqualified if the publisher does not conform to the requirements.
Criteria 4, 5, 6, 7, 8, 9 and 10 will be evaluated by Evaluation Panel for the submission			
4. CONFORMITY TO THE CURRICULUM (90% of the available marks for this criterion are required for approval)	16		Failure to achieve 90% coverage of the curriculum (14/16 marks) will lead to disqualification

5. CONTENT (80% of the available marks for this criterion are required for approval)	40		Failure to achieve 90% coverage (36/40 marks) will lead to disqualification
6. LANGUAGE	12		
7. LEARNING ACTIVITIES	26		
8. ILLUSTRATIONS	18		
9. LAYOUT	8		
10. TEACHER GUIDE	50		Failure to achieve 85% coverage (43/50marks) will lead to Disqualification
TOTAL MARKS	170		QUALIFIED, DISQUALIFIED? (delete as necessary for criteria 1,2,3,4,5,10). Also see note below.

NB: Each submission must score 85% in total for criteria 4-10.. Failure to achieve 145 marks out of 170 overall will lead to disqualification. This threshold does not take price into account.

Name of Moderator/Chair

Signature

Date.....

KICD Evaluation Committee Chair.....

Signature

Date.....

KICD Evaluation Committee Secretary

Signature

Date.....

DOCUMENT 6

PUBLISHER'S /PRODUCER'S WARRANTY TO KICD

1. A publisher/producer who has agreed to participate in the process of acquisition of an approved status under the document entitled **SUBMISSION, EVALUATION AND APPROVAL PROCEDURES FOR COMPETENCY BASED CURRICULUM COURSE MATERIALS 2019** agrees to be bound by the terms and conditions herein provided.

That, the Publisher/Producer:

- 1.1 Shall make available for the duration of this warranty sufficient quantities of the titles/productions to support reasonable demand through purchase by MOE on behalf of individual schools. In order to ensure effective teaching practices, there should be a ratio of at least 1: 50 teacher's guide to pupils' books; each multi-media device should be available with an accompanying user manual.
- 1.2 Shall maintain maximum retail prices within the limits specified in **Doc 3 Section 15.0** of the *terms and conditions of Evaluation and Approval*. The publisher/producer accepts that failure to supply at the retail price specified (or any permitted increase in the stated retail prices according to the provisions of Document 3 Section 15.0) may result in the removal of the defaulting titles/productions from the approved list.
- 1.4 Shall supply the titles/productions at the minimum standards of production quality specified in the *Terms and Conditions of evaluation and approval* and in all respects similar to the standards and specifications of the samples, dummies and guarantees submitted by the publisher/producer for evaluation and approval. Where the required standards and specifications are not replicated in the final print run/production, any offending publisher will be required to replace defective copies/multi-media devices at their own cost within sixty (60) days of notification of the detected problem. Failure to replace defective copies could lead to the respective titles being removed from the list of approved course materials (**Orange Book**). Where a publisher/producer persistently fails to comply with the required standards and specifications, the Publisher/Producer shall be prohibited from participating in subsequent submissions for evaluation and approval.
- 1.5 Shall acknowledge the right of the KICD to disqualify any approved title where the format, extent, page layout, font type, font sizes, number of colours and basic physical production specifications differ materially from those evaluated and approved. The KICD will accept that the Publisher/Producer may not always be able to use exactly the same text paper and cover card for every printing but requires that substitute raw materials must meet the basic production specifications set down, and the relevant technical specifications will apply to the multi-media devices.
- 1.6 Shall seek the prior approval in writing of the KICD before making any significant changes to the content or presentation or production standards of any approved titles/productions.
- 1.7 Shall ensure compliance with all of the conditions and requirements specified in the Terms and Conditions of Evaluation and Approval.
- 1.8 Shall supply free of charge to the KICD, within sixty (60) days of formal approval, five copies of each of the approved titles prior to delivery of bulk stock. These samples will be examined/tested and retained by the KICD as a basis for comparison with the samples submitted by the publisher for the process of evaluation and approval and also with the stock supplied by the publisher for use in schools. In addition, KICD/MoE may check stock in the warehouse prior to distribution, and also in schools in order to ascertain compliance to the required minimum technical standards.
- 1.9 Shall accept the right of the KICD to disqualify or remove from the approved list any title/production where an author/developer or any other person defined as associated with the publisher /producer

in the terms and conditions of Evaluation and Approval has not been declared in the Publisher's/Producer's submission and has consequently taken part as an Evaluator in the evaluation and approval process. Failure by the Publisher/Producer to disclose potential conflicts of interest with the evaluation process will always render a title/production or titles/productions liable to disqualification. Persistent failure to disclose conflicts of interest could lead to suspension of the publisher from future submissions for evaluation and approval for four years.

- 1.10 Shall recognise that the KICD/MoE cannot accept any responsibility for marketing approved titles nor can it accept responsibility for that matter if approved titles fail to achieve acceptable levels of sales.
- 2.0 Shall grant free of charge to the KICD/MOE, if so requested in writing, publication licences for Braille, large print and talking book editions of any of the approved titles. Such licences will only remain valid while the relevant Course materials and Teacher's Guides/User Manual remain on the approved list of Course materials and will be granted only on condition that the published titles/productions shall be supplied free of charge by either the GoK or a donor to schools in Kenya. The free license will not apply to any titles which are sold by the KICD/MoE or which are supplied outside the territory of Kenya, except with the prior approval of the Publisher/Producer in writing.
- 3.0 The Kenya Publishers Association has developed codes of conduct governing the promotion, marketing and sale of Course materials, Teacher's Guides/User manuals and other instructional materials to pre-primary, primary, secondary schools and tertiary institutions. It is expected that no publisher/producer whether a member or not of Kenya Publishers Association will act in a manner contrary to the above mentioned code.

Over and above the above code, the warranties herein provided shall remain in force for the duration of the Publisher's/Producer's approved status.

- 4.0 This Warranty shall be governed and interpreted in accordance with the Laws of Kenya.

Signed and stamped:
For the Publisher/ProducerDate.....Place

For and on behalf of

Director, Kenya Institute of Curriculum DevelopmentDate

Place.....

Witness Date

DOCUMENT 7

ADDITIONAL INFORMATION

1. **KICD Instructional Materials Vetting and Approval Committee**

1.1 **Authority**

The KICD IMVAC is the body charged with the Course Materials evaluation and approval process. It represents the Government of Kenya.

1.2 **Composition of the KICD IMVAC**

- Director General (MoE) - Chair
- Director, Kenya Institute of Curriculum Development - Secretary
- Director, Quality Assurance and Standards - Member
- Secretary, Kenya National Examinations Council - Member
- Director, Policy and East Africa Partnerships (MoE) - Member
- Director, Secondary & Tertiary Education - Member
- Director, Primary Education - Member
- Director, Teacher Education - Member
- Director, Early Childhood Education - Member
- Kenya Secondary Schools Heads Association - Member
- Kenya Primary Schools Heads Association - Member

1.3 **Terms of Reference**

The KICD IMVAC has, among others, the following responsibilities:

- a) To assess on Qualification, Eligibility and Responsiveness of the submitting Publishers/Producers as laid down in the submission and evaluation procedures document;
- b) To receive the partial *Course Materials Evaluation Report* (CMER) from the Evaluation Administrator;
- c) To scrutinize the partial CMER and to be satisfied that the evaluation process has been conducted in an accurate, fair and transparent manner in accordance with the documentation, and normal evaluation practices and the Management Guidelines;
- d) To scrutinize all technical reports attached to the CMER. These will include, but may not be limited to, reports from the Subject Evaluation Panels, the Technical Specialists' Report, and the Minutes of the Submission Opening;
- e) To scrutinize the marks awarded to each submission for each learning area and level. Where necessary, the KICD IMVAC may request copies of detailed mark sheets to supplement the summary marks sheets, which will normally be provided as part of the CMER;
- f) After due scrutiny, to complete Course Materials Mark Sheet 5 for each submission and to make a list of approved Course Materials per learning area per level/grade where applicable and to receive and sign the completed Course Materials Evaluation Report from the Evaluation Administrator for transmission to the Principal Secretary for approval for publication;
- g) To instruct the Evaluation Administrator to make the awards known to the relevant Publishers/Producers.

2. **Compliance**

The office of the Director, Quality Assurance and Standards has been vested with the responsibility to verify schools/field compliance.

2.1 Responsibilities

In liaison with the Course Materials Management Unit, the office of the Director, Quality Assurance and Standards will make random checks in the field to ensure that every supplied Course Material complies with the stated standards as approved by the Vetting Committee.

DOCUMENT 8

FORMS AND ATTACHMENTS

Form 1: Submission Covering Letter (sample)

To: Director, KICD

Dear Sir,

Having examined the proposal submission documents the receipt of which is hereby duly acknowledged, we, the undersigned, are submitting our applications for the publication of ___ titles of Course Materials in conformity with the said proposal submission documents.

If our titles are approved, we undertake to publish the approved titles in conformity with the approved technical specifications and any improvements that may be recommended at approval.

Number of packages accompanying this submission:

1. (Specify or insert description)
2. (Specify or insert description)
3. Specify or insert description)
4. (Specify or insert description)
5. Specify or insert description)

Date of submission _____

Date of Receipt _____

Representative Publisher _____

Receiving Officer's Name _____

Signature _____

Signature _____

Note: This form should be submitted in duplicate.

Form 2: Publisher's Details and Submissions (sample)

a) Physical Address

Publisher's Name _____

Address: Street Name _____ Building Name _____

Postal Address: P O Box _____ Code _____

Town: _____

Telephone: _____ Mobile _____ E-Mail _____

b) Titles, Authors and prices

Grade 4

Learning area	Title	Author	Price	
			LB	TG
English				
Mathematics				
Kiswahili				
Science and Technology				
Religious Activities CRE				
Religious Activities IRE				
Religious Activities HRE				
Creative Arts				
Physical and Health Education				
Chinese				
Social Studies				

Note: This form may be adjusted to suit individual requirements e.g. accommodate the list of authors, including advisors.

Attachments:

1. Bankers' cheque

Bankers' Cheque: No: _____ Amount (KES) _____ (in Words) _____

Date _____

Issuing Bank: _____ Branch: _____

2. Certificate of registration and incorporation

Business Registration No. _____ Date _____

3. Form 3: Form for Statement of Copyright ownership of publication rights (attach 1)
4. Form 4: For statement of Grant for License for publication of Braille, large print or talking book editions (attach 1)
5. Form 5: A statement of commitment signed by a lawyer.(attach 1)