**EXPRESSION OF INTEREST FOR – PROCUREMENT OF ADAPTED FURNITURE, INCLUSIVE LEARNING & PLAY MATERIALS**

 **PROJECT CODE. BMZ 6664**

**PROJECT: Improving Inclusive Education**

**ACTIVITY: A01.03 Improving Accessibility in schools and EARCs**

1. **Background Information**

Girl Child Network (GCN) is an independent, non-political, non-religious, and non-profit organization partnering with over 300 organizations working to improve the well-being of children in Kenya with emphasis on the education of the girl child. The Network was established in 1995 as a follow-up of the Beijing Platform for Action and implementation of Article 12- The Girl Child.

Girl Child Network (GCN) in partnership with Christian Blind Mission Kenya is implementing the **Improving Inclusive Education** project in Kajiado Central Sub-County. This is a **three-year project** that targets children aged between 4-14 years from resource poor households with the aim of improving access to education. The project goal; **to improve the quality of Early childhood education and primary education for children with and without disabilities.** The specific objective of the project is that 11,131 children with and without disabilities in Kajiado county learn together in an inclusive learning environment.

The project therefore seeks to intervene by creating an enabling environment for Inclusive Education in 25 public schools and 2 EARCs, capacity building for all the stakeholders, close cooperation among stakeholders in the areas of early identification, intervention, referral, enrolment of children with disabilities to build synergy and accountability.

Inclusive education is an approach that aims to provide equal educational opportunities for all learners, regardless of their background, abilities, or disabilities. It recognizes and celebrates the diversity of learners and seeks to create an inclusive learning environment where every learner feels valued, respected, and supported. It is therefore a vital goal for educational systems around the world. By embracing inclusive education, societies can move closer to achieving equitable and inclusive education for all, ensuring no learner is left behind. Access to education, therefore, is important for a child’s development as they strive to become independent, and is also their basic right. It means adjusting the environment to make it accessible to all individuals. Children with disabilities are the most affected when the environment is not adjusted to accommodate their needs. However, implementing inclusive education is not without its challenges. It necessitates a change in mindset, policies and practices, and the provision of adequate resources and support systems. It requires the collaboration and commitment of all stakeholders, including educators, parents, policymakers, and the wider community.

2.0. **Project overview**

The Improving Inclusive Education project seeks to ensure that the schools and EARCs are barrier free and are providing quality inclusive education and that the Education Assessment Resource Centers can adequately identify, assess, refer children with disabilities and support their parents and caregivers.

An accessibility audit was therefore conducted in the 25 project schools and 2 EARCs to review disability readiness and the inclusivity of the available infrastructure within the schools and EARCs to promote inclusive and accessible education to all children.

The audit mainly covered key areas such as the physical infrastructure, teaching materials and teaching pedagogies, among other important inclusion indicators. After the review, a report was developed that provides detailed findings and recommendations to inform infrastructure modification of the schools and EARCs.

The Educational Assessment and Resource Centers (EARC) were established in 1984 to ensure early identification, assessment, intervention and placement of learners and trainees with disabilities.

Improving the accessibility of the schools will create an environment that promotes inclusive education and provide an inclusive school environment where all children are welcome to learn. Modifying EARCs will ensure learners are identified early, followed by interventions, including educational placement and support and referral for medical interventions.

Analysis and provision of appropriate devices and technologies will facilitate the mobility, social inclusion, and learning for learners with disabilities.

According to Mwiria (1985) students’ performance is affected by the quality and quantity of teaching and learning materials.

**3.0. Main objective of the Consultancy**

* Procurement of inclusive furniture and play materials for the 25 project schools

Based on this, Girl Child Network seeks to engage an external bidder to supply adapted furniture, inclusive learning and play materials for 25 schools in Kajiado Central Sub County.

**3.1 Specific objectives**

* To procure adapted furniture, play & learning materials to support learners with disability in adapting to inclusive learning in 25 schools in Kajiado Central Sub County.

**4.0. Scope of work**

* The project aims to procure inclusive furniture and play materials for 25 project schools in Kajiado Central Sub County.
* Based on the audit report currently there are no adapted furniture such as desks, chairs and tables that would accommodate learners with all categories of disabilities. It was also identified that the highest proportion of learners with disabilities in Kajiado Central Sub County are learners with visual impairments (31%), followed by those with intellectual disabilities (27%), hearing impairments (17%), physical challenges (15%) and the least are those with other disabilities (9%).
* The provision of the furniture, inclusive learning and play materials is based on the individual categories of disabilities within each of the 13 project schools and should be able to cater for new cases enrolled in the schools as enrolment of children with disabilities in the schools happens progressively within the school year.

**5.0. Deliverables**

* The eligible bidders will be expected to provide technical and financial bids for the necessary modification in the schools.
* 25 target project schools in the Kajiado Central Sub County fully equipped to suit the needs of children with disabilities

Guided by the document attached, find items to be supported in25 schools in Kajiado Central Sub County;



**6.0. Supervision**

The contractor will work closely with the school head teachers, Curriculum support officers for special needs education, with close supervision of the project staff of Girl Child Network based in Kajiado Town.

Interested firms should apply to the contacts below, a write up on the interpretation of the TOR and attaching all the professional qualifications as detailed below.

**7.0. Qualifications**

Interested vendors should submit an expression of interest for the services stated above with the following documents attached:

* Company profile
* Detailed quotation/ price list (VAT inclusive)
* Certified company incorporation certificate
* Valid KRA Tax compliance certificate
* KRA PIN certificate
* VAT Registration certificate
* Valid County Trading License
* Bank statements for the immediate last 6 months and deposit with us bank guarantee.

**8.0 How to Apply**

All Applications should be sent through consultancy@girlchildnetwork.org OR be hand delivered to Girl Child Network Nairobi Offices at Valley View Office Park Building (5" Floor), City Park Drive off Limuru Road, Parklands. As a requirement, all applicants will pay a non-refundable fee of **Ksh. 5,000.00 (Five Thousand Shillings Only) BY BANKERS CHEQUE** OR a deposit slip (Acc. No 6443400037-NCBA BANK-PARKLANDS BRANCH) for analysis of applications upon submission of the bid with a copy of proof of payment. Delivery of the expression of interest documents should submitted latest **26th February 2024** at 5.00pm.

The sealed envelope should be addressed to:

The Tender Committee

Girl Child Network

**GCN/IIE/2024**

Valley View Office Park Building – Tower A, 5th Floor

P.O Box 2447-00200

City Park Drive off Limuru Road

Nairobi, Kenya.

 ***(Persons with disabilities are encouraged to apply.)***

**The closing date for applications shall be** **26th February 2024**. Only shortlisted candidates will be contacted.

For questions and clarifications, kindly reach Girl Child Network using the mail: gcn@girlchildnetwork.org.

***NB: Girl Child Network reserves the right to accept or reject any tender documents without assigning reasons thereof.***