



Brussels, 04 October 2012

**Mr. Denis SALORD**  
**Head of Unit DEVCO/E5**  
**European Commission**  
**Lois 41 - 5/1**  
**B-1049 Brussels**

Dear Sir,

**Our Ref: 9 ACP RPR 140 – 066-12 - DEVELOPMENT OF THE CURRICULUM FOR THE FOREIGN SERVICE INSTITUTE, MINISTRY OF FOREIGN AFFAIRS, KENYA**

## **1. BACKGROUND INFORMATION**

### **1.1. Beneficiary country**

Kenya

### **1.2. Contracting Authority**

The General secretariat of the ACP Group is the contracting authority of the Programme. The Secretary General of the ACP Group is the Regional Authorising Officer.

### **1.3. Relevant country background**

Kenya became a sovereign State in 1963. Until August 2010, the Kenya's legal system was based on a Constitution that was drafted at the Lancaster House in United Kingdom and which was heavily influenced by the former colonial master, Britain

On 4<sup>th</sup> August 2010, Kenyans voted overwhelmingly in favour of a new and more elaborated home grown Constitution. The new Constitution places all aspects of foreign trade under the ambit of the Ministry of Foreign Affairs. In accordance with paragraph one (1) of Part one (1) of schedule four(4) of the new constitution on distribution of functions at the national level, Foreign affairs, foreign policy and international trade are placed under one schedule and will operate under the Ministry of Foreign Affairs.

The Ministry of Foreign Affairs sought for assistance to prepare a Foreign Trade Policy Paper that will guide the country on international trade issues and the general direction in the years to come. The paper was prepared under the assistance provided by the ACP MTS PROGRAMME late last year. The policy paper was complimented by an intensive trade policy training that was jointly organised by the WTO and the ACP MTS PROGRAMME in June this year.

One of the recommendations made during the validation workshop that adopted the policy paper was the need to strengthen the role of the Foreign Service Institute (FSI) to train present and future diplomats on trade policy issues before being posted abroad. The idea is to ensure that future diplomats are well trained to participate effectively in the discussions and negotiations on various trade issues and establish an effective coordination between the missions abroad and the capital. The FSI would in future extend the training to the neighbouring countries and within the region.

As with most activities in trade, curriculum development is not carried out in isolation from other activities, but is part of an iterative planning, development, implementation and review cycle.

One of the aims of the curriculum will be to raise questions about and uncover some of the workings of a technocratic-mindedness in diplomatic working environment as well as to consider the possibilities for revitalizing trade issues and visions that can flow from interpretive, critical, and postmodern perspectives.



#### **1.4. Current state of affairs in the relevant sector**

Kenya has an elaborate Foreign Trade Policy paper and its effective implementation will depend on the training provided to its diplomats. Nevertheless, it does not have a well structured curriculum with a detailed course coverage that is flexibility enough to take into account the changing global trading environment. The current curriculum has been designed to respond on an ad hoc manner in the sense that diplomats are trained after being posted rather than the other way round.

#### **1.5. Related programmes and other donor activities:**

This is a follow up to the development of the Foreign Trade policy paper, which is currently undergoing the government review process. The full implementation of the paper is to be rolled out early next year.

## **2. OBJECTIVE, PURPOSE & EXPECTED RESULTS**

### **2.1. Overall objective**

The overall objective of the programme is to contribute to an effective Aid for trade, which will enable ACP countries to integrate into the multilateral trading system

### **2.2. Purpose**

- ◇ To develop an effective and implementable Curriculum for the FSI that would be used to train Kenyan Diplomats before posting abroad.
- ◇ To make the FSI the centre of excellence for training diplomats from the Eastern African Region and beyond.
- ◇ To use the curriculum to prepare the Ministry officials to participate effectively in the Regional and multilateral trade relations.

### **2.3. Results to be achieved by the Consultant**

- ◇ Development of a flexible and effective curriculum that will contribute to the smooth implementation of the Foreign Trade Policy.



## 3. SCOPE OF THE WORK

### 3.1. Description of the assignment

On order to implement the Foreign Trade policy paper, the government of Kenya has sought additional assistance to develop a curriculum for the FSI that will be used to train diplomats on trade and trade-related issues prior to their posting abroad. The FSI intends to be a centre of excellence where diplomats from the neighbouring countries and beyond will also be trained in the medium to long term. Hence, the curriculum will need to be flexible enough to accommodate the changing global trading environment and the special circumstances of the countries of the region.

The curriculum will provide a template or design, which enables learning to take place. It should define the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes, it should specify the main teaching, learning and assessment methods and provide an indication of the learning resources required to support the effective delivery of the course.

The expert will be expected to

- identify the limitations of the current curriculum and why it has not worked as originally intended,
- establish the target audience and the needs to be addressed, identify clear goals and objectives of the FSI,
- Identify the strategies by which the curricular objectives will be achieved by involving both content and method,
- Identify sufficient resources, support, and others to successfully implement the curriculum
- Describe the plan to evaluate the effectiveness of the curriculum
- Provides information about continuous quality improvement

The assignment calls for an expert with a minimum of a Masters degree in Economics, International Trade or Business Administration coupled with extensive knowledge, and experience on trade policy, research, and teaching methods. The expert should be prepared to work closely with the FSI so that it can claim ownership of the final product.

The Expert will, besides preparing the curriculum, hold an in-house validation workshop before it is finalised. The expert will invite two persons from other local institutions dealing with trade issues to review and provide input during the in-house workshop.

The PMU has identified Dr. Paul Kamau whose CV is attached to carry out the assignment. Dr. Kamau combines the skills and experience demanded by the assignment. He is a well versed on trade policy issues and has the necessary experience on teaching including designing both research and teaching methodologies. The PMU has adequate funds to cater for the implementation of this assignment. If this meets your favourable consideration, we would like to seek your authority to allow the PMU to enter into global price contract of less than 10.000 Euros.

I trust that the request and the financing proposed will meet your concurrence.

Yours Sincerely,

**Nelson Ndirangu**  
**Project Director**