



Title: Terms of Reference for Wellbeing Debrief Training for Safeguarding Focal Persons

1. Background:

1.1.1 Background

Introduction

Lutheran World Federation/World Service (LWF/WS) is a faith-based humanitarian International Nongovernmental Organization operating programs in emergency relief, rehabilitation and development in 32 countries across the world. In Kenya, LWF/WS works through its Kenya-Djibouti-Somalia program with operational field Area programs in Kakuma, Dadaab, Djibouti and Kismayo. LWF is UNHCR's lead partner in implementation of Pre-primary and primary education and persons with specific needs in Dadaab. LWF manages Early Years Education (EYE) and Primary education in Hagadera, Ifo, Ifo 2 and Dagahaley camps. The program comprises of 23 schools with a population of a population of 41,737(23,260 Boys, 18,477Girls) learners. Of these Children with Disabilities (CWDs) are 2,516(1,272Boys, 1,244Girls). The overall goal is to provide access to inclusive quality education for refugee children in a friendly, age-appropriate, safe and protective environment. All the children in schools in the Dadaab refugee camps study the validated Kenyan MOE curriculum. Currently, schools in the camp are in the rollout and absorption phase of competence-based curriculum (CBC) targeting pre-primary to grade 8 which is characterized with teacher training and procurement of curriculum support materials. The new curriculum emphasizes building competencies, flexibility with opportunities for specialization, emphasis on education and learning, creating a demand for innovative teaching approaches, better resources and better-equipped schools and teachers where best practices an innovative processes are entrenched in to support quality teaching and learning in line with Sustainable Development Goals (SG) goal 4- 'ensure inclusive and equitable quality education and promote life-long learning opportunities for all.

Objective 1: 81,512 children in Kakuma and Dadaab refugee camps access quality and inclusive education in protective and safe schools

Outcome 1:4: Number of individuals with increased awareness of protection needs and rights

Output 1:4:4: Provide wellbeing debrief for safeguarding focal points-part B

Budget line: 6312-09-4867-152-6050-4136

2.1.1 Rationale of the Wellbeing Debrief Training for Safeguarding Focal Persons

SNE and education program staff play a vital role in addressing the social and psychological needs of children with disability who face protection challenges at home and in schools. They do provide education to special needs children, create awareness to the community and acting as SNE focal person necessary for inclusive education and well- being of SNE learners.



They support the emotional and mental well-being of learners and these interventions provided do have possibilities of affecting their own well-being which is essential in effectively fulfilling their responsibilities.

The safeguarding focal persons handle learners who suffer from psychological distress and trauma that have profound and complex effects on their well-being if not trained and supported on self-care.

Psychological debriefing and well-being training will address issues concerning stress, compassion fatigue, and burnout that could have significant and detrimental effects on focal persons such as SNE teachers, education officers, EARC staff, and national counselors.

2.2 Specific Objectives:

- Enhancing the understanding of wellbeing concepts.
- Equipping safeguarding focal persons with skills for effective debriefing.
- Fostering a supportive and empathetic environment.

3.0 Scope:

- Provide an overview of the purpose of the wellbeing debrief, emphasizing the importance of supporting the mental and emotional health of focal person and special needs teachers.
- Recognizing and addressing the unique stressors faced by special needs teachers.
- Providing a platform for open communication and sharing of experiences.
- Offering coping strategies and resources for mental and emotional well-being.
- Tailor the discussion topics to address the specific challenges faced by safeguarding focal person including:
 - Emotional impact of working with special needs learners.
 - Managing stress and burnout.
 - Strategies for self-care and maintaining a healthy work-life balance.
 - Recognizing signs of compassion fatigue.
- Create a safe and supportive environment for teachers to share their experiences, challenges, and successes. Encourage open and honest communication.
- Provide information on effective coping strategies, both inside and outside the classroom, to help teachers manage stress and emotional challenges.
- Discuss and promote self-care practices tailored to the unique needs of special needs teachers. This may include mindfulness exercises, relaxation techniques, and hobbies.

4.0 Participants: 25 persons focal person

The safeguarding focal persons will include 11 SNE national teachers, 3 National EARC staff, 3 Education officers, 3 National counselors, and an additional 5 national teachers engaged in supporting peer-to-peer mentorship.

5.0 Duration and Schedule:



- Three days from 20th June 2024 to 23rd June, 2024 during mid-term break

6.0 Methodology and Training Materials:

- Workshops, presentations, case studies, role-playing, or interactive discussions.
- Powerpoint presentations, handouts, and any multimedia materials.

7.0 Topics to be Covered:

- Wellbeing and mental health awareness.
- Effective communication and active listening.
- Debriefing techniques and strategies.
- Self-care practices for safeguarding focal persons.

8.0. Trainers:

- Masters graduates in counseling/clinical psychology with two (2) years of demonstrable experience and a certificate in clinical supervision from KCPA/KPA

9.0 Evaluation and Reporting:

- This may include pre and post-training assessments, participant feedback, and practical exercises.
- The consultant and coordinator will write progress reports and evaluations will be provided to the management to ensure transparency and accountability.
- This report will be submitted five days after the supervision to the Quality service office for accountability, follow-up, and improvement of the progress.

10.0. Logistics:

- Consultancy services- training-1 person
- Conference package in Garissa-3 days
- Accommodation full board-3 days
- Flight charges

11.0. Confidentiality:

Confidentiality will be strictly maintained throughout the program. All discussions and information shared during the professional debriefing and supervision sessions will remain confidential among counselors and supervisors.

12.0. Budget: A budget has been allocated to cover the consultancy, accommodation and travel plans.



Technical and financial proposals to be submitted to procurementfollowup.nairobi@lutheranworld.org and copied to procurement.nairobi@lutheranworld.org with the e-mail subject line clearly marked; '*DF 29547-Debriefing for safeguarding focal points.*' The deadline for submission of applications is **Wednesday 29th May 2024 at 5:00 pm** Nairobi time