

## CONSULTANCY TERMS OF REFERENCE (TOR)

**Consultancy Title:** Needs Assessment and Design of English Language Support Modules for Refugee Teachers in Kenya.

**Program Area:** Quality Services, Education

**Duration:** one month

**Reporting to:** Program Manager

**Location:** Kalobeyei Settlement, Kakuma and Dadaab Refugee Camps, Kenya

**Grade:** Consultancy, National Consultant – Nationally recruited Contractors Agreement

### 1.0 Introduction

Lutheran World Federation (LWF) is a faith-based humanitarian International Non-Governmental Organization implementing programs in emergency relief, rehabilitation, and development in 32 countries across the world. In Kenya, LWF works through its Kenya-Somalia program with operational field Area programs in Kakuma, Dadaab, and Kismayu. LWF works with UNHCR and the Department of Refugee Services providing services for refugees in Kakuma refugee camps and Kalobeyei settlements. LWF has been present in Kakuma since 1992 and works in the three thematic areas of i) **Quality services:** Education and Reception Center Management, ii) **Protection and Social Cohesion** Youth protection, Child Safeguarding, conflict management, and iii) **Livelihoods.**

Under Education, LWF provides and manages pre-primary, primary education, and junior school education services in Kakuma and Dadaab refugee camps with the overall goal of **providing access to inclusive quality education for refugee children in a friendly, age-appropriate-protective environment.** LWF manages 44 primary schools in both Kakuma and Dadaab with 95,152 (53,913boys, 41,239girls) learners enrolled; 40,297 (22,253boys, 18,044girls) learners in Dadaab and 54,855 (31,660boys, 23,195girls) in Kakuma. There are 573 (56 nationals, 517 refugees) teachers in Kakuma and 537(52 national, 485 refugees) in Dadaab. In Kalobeyei, there are 6 primary schools under the management of Finn Church Aid (FCA) with 19,216 (10,985boys, 8,231girls) learners enrolled. There are 275 (68 national, 207 refugee) teachers in Kalobeyei. Overall, refugee teachers constitute 87.3% of the teacher establishment in the refugee camps.

All the learners in the schools in the refugee camps study the validated Kenyan curriculum and assessment i.e. the Kenya Primary School Education Assessment (KPSEA) and Kenya Certificate of Primary Education (KCPE) at the transition classes of Grade 6 and class 8. The Competency Based Curriculum (CBC), introduced in 2017, emphasizes the teacher's role as a facilitator in ensuring the acquisition of core learning competencies.

LWF in partnership with IRC, RTI, APHRC and FilmAid Kenya, secured funding from the LEGO Foundation to implement a five-year (September 2023 –August 2028) Teacher Professional Development (TPD) project; *“The TeachWell Project”*. The project aims at having a harmonized approach to TPD for teachers in the refugee hosting counties of Turkana and Garissa and improving the quality of learning outcomes as well as the wellbeing of children. Under the project, LWF intends to offer English language support to refugee teachers. A majority of refugee teachers speak English and Kiswahili as their third languages and with varying degrees of proficiency. This impacts the quality of instruction, and learning outcomes.

### 2.0 Context

Sustainable Development Goal (SDG) 4 on education calls for, substantially increasing the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states. The quality of education in the schools in the refugee camps remains a challenge with a majority of refugee teachers having no formal training and qualification in teaching. Some of these refugee teachers are from the Horn of Africa and Great Lakes region where English is not the official language of communication. A study by Education Development Trust (EDT, 2022); Teacher Management in Refugee Settings: Kenya, conducted in Kalobeyei, Kakuma and Dadaab refugee camps revealed the following;

- i. Over half of teachers in camp schools did not have teaching qualifications.
- ii. Female teachers had lower qualifications and taught lower grades.

Other formative assessments by different partners in the camp show that;

- i. Refugee teachers were less qualified than national teachers (35% completed a diploma course, compared to 67% of national teachers).
- ii. Refugee teachers had a mix of languages, with 45% proficient in English or both Swahili and English.

These findings point to the fact that a majority of the refugee teachers have inadequate capacity to promote quality-learning outcomes.

### 3.0 Purpose and scope of the assignment

The overall purpose of this Request for Proposals is to find a prospective bidder(s) to assess refugee teacher's English language needs and design a language support module to help improve communication and curriculum instruction. The English language support module will be tested and adopted as a component of the "TeachWell Project".

The assessment will be conducted in the Kalobeyi settlement, as well as in the Kakuma and Dadaab refugee camps.

### 4.0 Objectives and key Tasks:

The following are the objectives of the assessment:

- i. To conduct a needs assessment and get reliable data on refugee teachers' English language proficiencies.
- ii. To profile refugee teachers according to their language proficiencies.
- iii. To design, test, and train TOTs (Teacher Trainers) on the language support module for refugee teachers.

Specifically, the consultant will:

- i. Conduct a literature review of similar English language support provided to teachers in refugee camps in the region and benchmark with documented best practices in other refugee hosting communities in the world.
- ii. Conduct interviews with refugee teachers to understand/ assess their proficiency in English language and support needs.
- iii. Analyze the data and produce a comprehensive report detailing findings on refugee teachers' English language needs.
- iv. Facilitate a co-design process for English language support modules for refugee teachers with key components of effective listening, speaking, reading, writing, and communication.
- v. Facilitate a validation workshop on the findings and language support module for review and adoption.
- vi. Train TOTs (Teacher Trainers) on the modules.

### 5.0 Approach and Methodology

The consultant is expected to suggest a tested and tried empirical methodology that provides for reliable data on English language proficiency. The consultant should demonstrate how s/he will collect data, analyze and present the findings within the provisions of ethical data collection and protection.

### 5.0 Deliverables and timelines

The following are key deliverables:

- i. An inception report outlining the understanding of the assignment, program of work and data collection tools.
- ii. Field Work - data collection.
- iii. A high-quality Assessment report written in English (in soft and hard copy). The structure and format of the final report will be agreed upon by LWF and the consultant.
- iv. Language support module(S) for refugee teachers.
- v. Training of TOTs (Teacher trainers) on the new modules.

### 6.0 Accountability

While the LWF Program Manager assumes the overall responsibility for contract management, the Consultant will work directly and closely with the Education Technical Lead, the Quality Services Manager and Education Officers in Kakuma and Dadaab. The Program Manager will ensure inclusion of refugee teachers in the Kalobeyi settlement through working with FCA.

### 7.0 Submission

The bid will consist of two parts, technical and financial, as follows;

#### Part A: Technical Proposal

The Technical Proposal shall be straightforward and concise, describing how the consultant intends to complete and satisfy the task described above. No cost or pricing information is to be included in the technical proposal.

Technical proposals are limited to 15 pages in total. Organizational Information, CVs of proposed personnel, and examples of previous relevant work are to be included in an Annex. Key personnel resumes, dividers and past performance report forms are not included in the page limitation. Bidders are encouraged to provide an Annex, or "portfolio" of samples demonstrating past experience performing similar activities. The Annex can include copies of photographs, other visual representations, and media/social media clippings. The Annex should not exceed 10 pages.

The technical proposal shall be formatted using the following sections:

- i. **Technical Approach**– Narrative not to exceed five (5) pages.

The bidder shall demonstrate his/her understanding, ability, and overall approach to perform the requirements described in the Scope

of Work/Tasks/Activities. S/he shall clearly explain how they propose to structure, design, manage and execute the work required that meets LWF objectives.

The Technical Approach must include a timeline or Gantt chart of the deliverables required to execute this project.

**ii. Capability Statement - Narrative – not to exceed two (2) pages.**

The bidder shall demonstrate his/her specialized competence with regard to the requirements of the tasks/activities. S/he shall demonstrate they have the necessary personnel to successfully comply with the contract requirements and accomplish the deliverables.

**iii. Past Performance – Narrative not to exceed five (3) pages.**

The Bidder shall provide at least three (3) examples of past performance of implementing similar projects. The past performance examples must be within the last three (3) years and shall be similar in terms of scale and relevance. S/he must provide references for each example, including the name, title, phone number, and email address of the reference.

**iv. Personnel/Staffing – A narrative not to exceed two (2) pages.**

A summary describing the proposed staff for the project including up to three team members. The summary shall include names, relevant qualifications of similar experience and the proposed role for each individual. A Project Manager must be identified with a minimum of five years' experience in related field.

The bidder must also include the CVs of the key staff members involved in the Project, including the Project Managers and up to 3 Team members. Each CV should not exceed three (3) pages.

## Part B: Financial Proposal

The bidder shall propose realistic and reasonable costs for this work in accordance with the His/Her technical approach.

The cost should be in Kenya Shilling (KES) and include all applicable local taxation. The financial proposal shall list all costs associated with the assignment.

Items described in the technical proposal but not priced, shall be assumed to be included in the prices of other items.

### 1.0 Evaluation Criteria

This solicitation is open to local institutions of higher learning, training firms/companies registered in Kenya, specializing in language and communication or teacher training.

The selected Consultant will be responsible for designing and executing all activities outlined in this Request for Proposal in coordination with LWF.

Proposals will be evaluated using the quality and cost-based selection, with a total score calculated out of 100% of which 60% is the weight of the technical proposal and 40% is the weight of the financial proposal.

Proposals meeting the mandatory requirements will be evaluated for technical merit based on the criteria in the below chart. Those proposals scoring 65 points or higher (out of 80 points) will be considered for cost-effectiveness

Section	Description	Maximum Points
Technical Approach	Proposed structure, design, and approach to execute the work required; needs assessment, designing language support module, validation and training of ToTs (25 points) Detailed work plan and program of works. (5 points)	30
Capability Statement	Demonstration of the necessary organizational systems, and personnel to successfully comply with the contract requirements and accomplish the expected results.	10
Past Performance	- Inclusion of at least 3 relevant past performance examples of similar projects. (5 points) - References provided by past clients for these examples and their evaluation of the bidder's ability to deliver on time and within quality and budget expectations. (5 points)	10
Personnel/Staffing	Qualifications and past relevant experience of the Project Manager and up to 3 team members proposed to perform the requirements of this scope of work. (10 points)	10
Technical Evaluation Threshold (Only offers that receive a technical evaluation score of 42 and above points (out of 60) will be considered for cost evaluation.)		
Cost Evaluation	The financial proposal will be evaluated using the following formula: $FS=40*\text{lowest price}/F$ , in which FS is the financial score and F is the price of the proposal under consideration.	40
<b>Total Points</b>		<b>100</b>

**How to Apply:**

Interested and qualified consultant(s) should submit their technical proposal and financial proposals to [procurement.nairobi@lutheranworld.org](mailto:procurement.nairobi@lutheranworld.org) with the e-mail subject line clearly marked; **‘Language Support Modules for Refugee Teachers in Kenya.’** The deadline for submission of applications is [Monday 11<sup>th</sup> December 2023 at 5:00 pm](#) Nairobi time *LWF reserves the right to reject any application(s) without disclosing the reasons*