

## CONSULTANCY TERMS OF REFERENCE (TOR)

### **Provision of Diploma in Early Childhood Teacher Education (DECTE) course for qualifying Pre-primary school refugee teachers**

**Programme Area:** Quality Services, Education

**Duty Station:** Kakuma, Dadaab Municipalities

**Duration:** Active through the Porticus project period and adaptive to the changes in the Education sector

#### **Introduction and Background**

The Porticus project seeks to address systemic challenges hindering the delivery of early years' education services to displaced communities in Kenya, particularly for displaced children in Kenya's Turkana and Garissa counties. In addition to other deliverables, the project seeks to facilitate the training of qualifying refugee teachers teaching in pre-primary schools in the Dadaab, Kakuma, and Kalobeyi refugee camps and settlements. The project will support the provision of a Diploma in Early Childhood Teacher Education (DECTE) training course for refugee teachers who meet the entry requirements for DECTE.

The Project is implemented in partnership with the Ministry of Education and UNHCR.

#### **About the Lutheran World Federation (LWF)**

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 has been present in Kakuma since 1992 and works in the three thematic areas of **Quality services**; primary education and Reception Center Management, **Protection and Social cohesion**; Youth protection, Child Safeguarding, Social Cohesion, and **Livelihoods**.

LWF provides pre-primary, primary and Junior school education services in Kakuma and Dadaab refugee camps as UNHCR's lead implementing partner. A total of 58 schools; 13 Pre-primary and 45 Primary and Junior schools in Kakuma and Dadaab are managed by LWF. All the learners in the Refugee schools study the validated Ministry of Education curriculum, sit for national examinations/assessment at the end of the primary and Junior school cycle and use the MoE school calendar.

According to the May 2024 EMIS reports, there were 236 ECDE teachers (140M, 96F): 123 in Kakuma (80M, 43F), 61 in Dadaab (31M, 30F) and 52 in Kalobeyi (29M,23F) engaged to deliver the curriculum. 90.7% of the teaching force comprises refugee teachers, of which 85% lack formal training in teacher education. 2% of the untrained refugee teachers completed their education in their home countries and therefore lack a proper understanding of the Kenyan education system. This also limits their chances of accessing the approved teacher training programs.

Underscoring the important role played by teachers in improving quality learning outcomes, refugee teachers are prioritized to access short term and long-term training opportunities whenever they arise. In collaboration with the Ministry of Education, over 90% of the teachers have been trained and retooled to deliver CBC and CBA. In addition, KISE and KEMI facilitate training in specific areas of inclusive education and education management respectively.

#### **Objective of the Consultancy**

The Lutheran World Federation is seeking to find a service provider to provide Teacher Training services mentioned above for refugee teachers teaching in Dadaab and Kakuma refugee camps and Kalobeyi settlement Primary schools. To this end, LWF seeks the services of reputable certified training institution to offer the training program. The training institution should either be approved by the Ministry of Education, an accredited University or a certified training college in Kenya. The Institution should have Primary Teachers training courses approved by MoE, or training programs that meet the UNESCO Teacher learning outcomes.

**Important to note** is that TSC's recognition of qualified refugee teachers is a complex goal that requires coordinated, evidence-informed advocacy that is in alignment with ongoing efforts led by UNHCR (and other relevant partners, leveraging the Djibouti Declaration, CRRF, etc.

The key objective of the training is to improve the pedagogical capacities of refugee teachers to enhance quality learning outcomes for the children they teach.

### **The scope of services**

The service provider will train refugee pre-primary school teachers in Dadaab, Kakuma and Kalobeyi Refugee Community Pre-primary schools.

Teachers with requisite entry behaviour will be identified and trained for the DPTE and Bridging / Certificate Courses. The training will be guided by content **approved by the MoE DECTE curriculum** and / or the **UNESCO Teacher learning outcomes** or an equivalent course by a certified institution of higher learning. The training will be camp-based with the trainers travelling to Kakuma and Dadaab to offer the training.

### **Methodology**

The preferred mode of delivery is a blend of face-to-face, distance module, research and project work, and practicum. Given the importance of digital learning, ICT integration is integral to the project.

### **Roles and Responsibilities**

#### **Role of LWF**

- i. Identify teachers with requisite entry behaviour for the course(s) for consideration by the service provider.
- ii. Ensure the trainees attend the training at identified venues on appointed times
- iii. Guide and provide technical and administrative support as required throughout the training.
- iv. Pay the training institution as agreed upon in the contract.

#### **Role of the training institution**

1. Submit a technical proposal demonstrating a clear understanding of the TOR and, a detailed response that includes the methodology and the training programme.
2. Submit a financial proposal indicating the unit cost per trainee (tuition, examinations, project work, supervision, graduation, etc) and administrative costs.
3. Design training modules/course content in consultation with relevant national authorities and stakeholders.
4. Provide the DPTE training to refugee teachers within the project's timeline.
5. Design a teacher assessment tool.
6. Organize graduation ceremony for the teachers upon successful completion of the training.
7. Award the graduating teachers with certificates

### **Accountability**

While the LWF Area Managers for Kakuma and Dadaab assume the overall responsibility for contract management, the training institution will work directly and closely with the Education Technical Leads, Education Officers under the supervision of the Quality Services Manager and Area Program Technical Coordinator. The team will be supported by the Senior Program Officer, Quality Services on technical matters.

### **Requirements from an institution to implement the project**

The institution shall be

- A reputable MoE certified teacher training college or university (public or private).
- Experience in designing and implementing teacher training programs. Demonstrated knowledge and expertise in designing and implementing teacher education curricula in crisis affected contexts is an added advantage.

- Demonstrated knowledge and understanding of **MOE-approved ECDE Teachers Training curriculum and UNESCO Teacher learning outcomes** for training Primary teachers.
- Demonstrate the ability to pool trainers/lecturers/tutors with vast subject content and experience in different learning areas.
- Demonstrated ability to provide Camp-based training to allow the refugee teachers to continue teaching in schools as they train.
- Familiarity with supervising teachers on Micro-teaching and practicum.
- Experience offering Certificate and Diploma in Early Childhood Teacher Education (ECTE and DECTE).

#### **How to apply:**

Interested and qualified institution(s) should submit a technical proposal demonstrating a clear understanding and response to the TOR, and a detailed Financial Proposal (separately). The same should be accompanied with proposed course outline and CV of the course coordinator

The applications should be submitted electronically to; [procurement.nairobi@lutheranworld.org](mailto:procurement.nairobi@lutheranworld.org), with the e-mail subject line, clearly marked; **Diploma in Early Childhood Teacher Education (DECTE) course for qualifying Pre-primary school refugee teachers**

The deadline for submission of applications is ~~Thursday~~ Wednesday 12<sup>th</sup> September, 2024 at 5:00 pm East African Time.

