

CONSULTANCY TERMS OF REFERENCE (TOR)

Provision of Diploma in Primary Teacher Education (DPTE) and Certificate / Bridging courses for qualifying Primary school refugee teachers

Programme Area: Quality Services, Education

Duty Station: Kakuma, Dadaab Municipalities

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

Introduction and Background

The LEGO Foundation and Grundfos Foundation in 2023, partnered to support a five-year (2023-2028) teacher development program for refugee and host community teachers in Kenya called **TeachWell**. The project seeks to unlock playful learning by ensuring teachers have the skills to transform classrooms into spaces that are joyful, meaningful, actively engage, iterative and socially interactive so as to meet the holistic needs of children as individual learners, within classrooms, and in broader communities. In addition to other deliverables, TeachWell seeks to facilitate training of qualifying refugee teachers teaching in primary and Junior schools in the Dadaab, Kakuma and Kalobeyei refugee camps and settlements. The project will support the provision of Diploma in Primary Teacher Education (DPTE) training and alternative training courses for refugee teachers that do not meet the entry requirements for DPTE.

The Project is implemented in partnership with the Ministry of Education, UNHCR and through the TeachWell NGO Consortium which is comprised of the African Population and Health Research Centre (APHRC), Film Aid Kenya (FAK), Lutheran World Federation (LWF), Research Triangle Institute (RTI), and The International Rescue Committee (IRC) as the lead partner. LWF is the lead refugee education partner for TeachWell and lead education partner for education 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.

In Kalobeyei Settlement, our partner Finn Church Aid (FCA) is the lead partner for pre-primary, primary and Junior School Education and manages 6 Pre-primary and 6 primary/Junior Schools 118,152 (66,255 M, 52,207F) learners including 4,164 (2,326M, 1,838F) children with disabilities are enrolled in pre-primary, primary and Junior schools in Kakuma, Dadaab and Kalobeyei Settlement schools. 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 1,645 teachers (1,241M, 404F): 779 in Kakuma (567M, 212F), 602 in Dadaab (492M, 110F) and 264 in Kalobeyei (182M, 82F) engaged to deliver the curriculum. 85.7% of the teaching force comprises refugee teachers, of which 83.8% lack formal training in teacher education. 2.8% 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 Kalobeyei 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 this collaboration will be done in alignment/in close coordination with the broader TeachWell consortium. It is also good to acknowledge 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 primary school teachers in Dadaab, Kakuma and Kalobeyei Refugee Community 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 DPTE 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. ICT integration is integral to the project, given the importance of digital learning.

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 Primary 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 in Primary Teacher Education (CPTe), OR appropriate bridging courses for teachers without requisite entry behaviour for the DPTE course.

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, with the e-mail subject line, clearly marked; **DF 5941- Diploma in Primary Teacher Education (DPTE) and Certificate / Bridging courses for qualifying Primary school refugee teachers**

The deadline for submission of applications is **Wednesday 28th August, 2024 at 5:00pm** East African Time.

