

Terms of Reference – Teachers Without Borders Finland

DISTANCE POSITION / KENYA

Location	Distance support to Kalobeyei/Kakuma, Northern Kenya
Host Organization	Finn Church Aid (FCA) Kenya Country Office (KECO)
Length of Posting	3 months
Time of Deployment	February–May 2024
Number of Positions	1
Title of the Position	Education Adviser (TWB Distance Expert)

NOTE the realization of the positions is conditional to securing funding.

Background and Description of the Project/Projects

KECO currently implements four education projects funded by United Nations Refugee Agency (UNHCR), the United Nations Children’s Fund (UNICEF), the United States’ Bureau of Population, Refugees and Migration (BPRM) and World University Services of Canada (WUSC) in Kakuma and Kalobeyei Refugee Settlements with a focus on strengthening the access to education and quality learning to children in the most vulnerable settings.

The project **Right to Inclusive and Safe Education III in Kalobeyei** (RISE, funded by PRM) has the following major capacity-building components for the targeted teachers and learners:

- Building the capacity of teachers and other school staff on psychosocial support (PSS) within teaching and the school community;
- Building the capacity of teachers on, for example, learner-centered pedagogy, inclusive and special needs education, gender responsive pedagogy and school, ICT integration in education;
- Support continuous professional development (CPD) opportunities for teachers through teacher learning circles (TLCs),
- Supporting extracurricular children’s clubs and recreational activities to strengthen peer support system development in schools;
- Training teachers, school and FCA office staff on safety and disaster risk management in the target schools;
- Conducting sensitization sessions and enrolment drives among parents, caregivers and community members on the right to education and inclusive education.
- Training headteachers and deputy headteachers on school management and administration.

The project **Provision of Safe and Inclusive Pre-Primary and Primary Education** (funded by UNHCR) has the following major capacity-building components for targeted teachers in Kalobeyei Refugee Settlement:

- Induction of primary school teachers to Teachers in Crisis Context (TiCC) training
- Training primary school teachers and other staff on Prevention of Sexual Exploitation and Abuse (PSEA) in schools;
- Conducting Competency-Based Curriculum (CBC) training for grade 1–7 teachers;
- Training of parents and caregivers on disability inclusion mainstreaming and awareness, and right to education for all;
- Building the capacity of school headteachers and deputy heads on school administration and management;
- Supporting school extra-curricular activities for enhancing positive school environment.

The project **Learning for Life: Early Childhood Development & Primary Education for Displaced Children and Access to Integrated Skills Building for Young People in Kalobeyei Settlement and Turkana West Host Community** (funded by UNICEF) has the following proposed capacity building components that aim at improved access to inclusive, accelerated education in Kakuma/Kalobeyei Settlement refugee schools:

- Capacity building of teachers on e.g. national Competency-Based Curriculum implementation, basic counseling skills, large classroom management, and gender-responsive education;
- Training parents and caregivers on early childhood development and how to support children’s mental health and psychosocial wellbeing during a crisis;
- Capacity building of schools’ Board of Managers (BoM) members on their role in resource mobilization, monitoring quality education standards, and management of ECD centers; school administration and sustainability;
- Support supervision for ECD teachers and centers;
- Capacity building of teachers on learner-centered pedagogics and functional teaching methods, peace education methods, inclusive education and gender equality in education;
- Capacity building of parents and caregivers on importance of educating and supporting learners with special needs.

The project **Learning Through Education and Access to Skills for Employment (LEAP)** is funded by WUSC. It has the following capacity building components for teachers and learners:

- Conducting training of trainers (ToT) capacity building for life skills facilitators;
- Facilitating parents/caregivers and community engagement forums on supporting girls’ life skills and digital skills training;
- Reviewing psychosocial support related materials with relevant stakeholders;
- Training psychosocial counsellors and heads of guidance and counselling department;
- Conducting community outreaches on psychosocial wellbeing and supportive environment for girls;

- Provision of quarterly counseling session to at-risk learners addressing key adolescent development issues including sexual and reproductive health;
- Training of community mobilizers and activists on girls' empowerment, gender equality, the importance of girls' education, and effective community mobilization.

The Distance Expert's Main Tasks May Include

- In coordination with KECO, reviewing existing training modules, building on a comprehensive training material package for teachers while focusing on positive discipline, remedial classes pedagogy, play-based learning *and/or* gamification;
- Planning and providing (online) guidance and model on peer mentorship at school and coaching for head teachers and deputy head teachers;
- Provide technical and pedagogical expertise for the education programme implementation as needed.

Position-Specific Qualifications and Competencies

- Master's Degree in Education *and/or* minimum of 2 years teaching experience from Finland, international teaching experience is an added advantage;
- Experience and interest in teacher education (in-service training), peer mentoring, education administration, *and/or* content development is an asset;
- Good command of online training, learning and communications tools;
- Innovativeness, self-initiative, and ability to work independently;
- Background in or familiarity with emergency/humanitarian context is an asset;
- **In addition, general qualifications and competencies for all TWB volunteers defined in the TWB webpage.**

Supervision and Support

TWB receives support on task division, coordination of the contents, implementation of the activities as well as technical guidance and support from KECO Education Specialist, Program Manager and the relevant project team(s). The volunteer will work under the supervision of the Country Director.

The working language in FCA Kenya is English. The language of instruction in materials and trainings related to the collaboration is also English.