

Terms of Reference – Teachers Without Borders Finland

DISTANCE POSITION / KENYA

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

NOTE the realization of the positions is conditional to securing funding, and the global and local health security situation.

Background and Description of the Project/Projects

Kenya Country Office (KECO) currently implements four education projects 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. These projects are funded by the United Nations Refugee Agency (UNHCR), the United Nations Children’s Fund (UNICEF), World Universities Canada (WUSC) and the United States’ Bureau of Population, Refugees and Migration (BPRM).

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

- Building the capacity of teachers and other school staff on inclusion of psychosocial support (PSS) into teaching and the school community.
- Supporting extracurricular children’s clubs and recreational activities to strengthen peer support system development in schools.
- Conducting sensitization sessions and enrolment drives among parents, caregivers, and community members on the right to education and inclusive education.
- Capacity building teachers, Special need clubs and caregivers talking circles on inclusive education.
- Supporting the implementation of information sessions among adolescent boys and girls on life- skills and becoming adolescents, including bodily changes.
- Capacity building teachers on digital learning content to enhance their capacity in the use of ICT equipment and ICT pedagogical methods.
- Conducting sessions on Personal Hygiene Management (PHM), including Menstrual Hygiene Management (MHM) for adolescent girls and boys in school.

- Conducting sensitization sessions and practical workshops among parents on child protection, hygiene, and sanitation practices.
- Capacity building teachers on play-based learning, gamification, Competency- Based Curriculum (CBC), and inclusive education.
- Supporting continued professional development (CPD) opportunities for teachers through teacher learning circles (TLCs).
- Training headteachers and deputy headteachers on school management and administration.
- Capacity building remedial and child friendly spaces teachers on pedagogical skills and lesson delivery.
- Reviewing teacher training content /modules.
- Supporting continued teacher supervision, including classroom observations and school monitoring visits for continued pedagogical improvement.

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 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 teachers on CBC, basic counseling skills, large classroom management, and gender-responsive education.
- Training parents on Early Childhood Development Education and how to manage their mental health and those of their children during a crisis.
- Capacity building Schools Board of Managers members on their role in resource mobilization, monitoring quality standards, and management of ECD centers.
- Supporting and facilitation reflection sessions and seminars held for school board of managers to strengthen governance and sustainability.
- Conducting teachers' supervision visits for ECE teachers and centers.
- Capacity building teachers on pedagogy, life skills, peace education, classroom management, gender inclusive education and gender equality as well as interactive learning.
- Capacity building caregivers on importance of educating and supporting the special need learners.

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

- Conducting training of trainers' capacity building sessions for life skills facilitators
- Conducting life skills and digital skills weekly trainings
- Facilitating parents meeting and community engagement forums on girls' life skills training and digital skills
- Conducting a co-creation workshop with relevant stakeholders to review the PSS manual.
- Training psychosocial counsellors and heads of guidance and counselling department.
- Conducting community outreaches on psychosocial wellbeing and supportive environment for girls.
- Provision of counseling session to at-risk learners addressing key adolescent development issues including sexual and reproductive health
- Facilitating workshop to support the adaptation of existing training and community mobilization materials.
- Training of community mobilizers and activists on girls' empowerment, gender equality, the importance of girls' education, and effective community mobilization.
- Designing, printing, and distribution of IEC materials to community members.

The Teacher Without Border Distance Expert's Main Tasks May Include

- In coordination with KECO, review existing training modules, building on a comprehensive training material/package for teachers while focusing on numeracy and literacy skills.
- Planning and providing (online) guidance and model on peer mentorship at school level and providing coaching for head teachers and deputy head teachers.
- Provide technical and pedagogical expertise for the education programme implementation where needs may arise, and as mutually agreed.

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.
- Familiarity with emergency/humanitarian context is an asset.
- In addition, general qualifications and competencies for all TWB volunteers as defined in the TWB webpage.

Supervision and Support

TWB distance expert 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 distance expert 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.