

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	Between February – May 2025.
Number of Positions	1-2
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.

(i) Background and Context

FCA's education work in Kenya aims at improving access to safe and inclusive quality education for refugee and host community children, in addition to enhancing their protection and wellbeing. FCA Kenya Country Office (KECO) is an implementing partner for UNHCR in Kakuma/Kalobeyei where it manages 2 secondary and 6 primary schools for refugees, with 6 Early Childhood Development (ECD) centres attached to them. FCA also supports 15 primary school in the host community and provides basic education to new arrivals at Child Friendly Space in the Kalobeyei reception centre. To ensure enhanced protection and strengthened assistance to children and youth in refugee and host communities in the Kalobeyei refugee settlement, FCA focuses on the provision of safe and inclusive learning spaces, teacher professional trainings, psychosocial support, mentorship, provision of education supplies, education awareness and stakeholder engagements.

Integration of ICT in schools:

FCA supports ICT integration in FCA managed schools in Kakuma/Kalobeyei to enhance educational experience and prepare learners for digital age. This is in line with the National Education Sector Strategic Plan (2023-2027) of Kenya. FCA Kenya has installed ICT devices in the 2 secondary and 6 primary schools in Kalobeyei. All 8 schools have been connected with internet through support from UNICEF. Similarly, FCA has provided 240 tablets in all 8 schools to improve digital literacy among learners. However, due to the high enrollment of learners in Kalobeyei schools, these devices are insufficient and hence few learners access them for their use. FCA has also installed TV screens in all 8 schools to support teachers to project their lesson for learners to follow.

Nevertheless, many of the teachers lack competencies to use the ICT devices and rely on the 8 ICT coaches for support. Consequently, most teachers drift back to traditional methods of teaching which do not focus on innovative and learner-centred pedagogies. For optimal use of ICT devices in school, teachers need to be supported through capacity building on integration of ICT in curriculum delivery approaches. Additionally, the tablets should be pre uploaded with Kenya Competency Based Curriculum content for ease of learning. This content should be accessed as well by the learners. Furthermore, the 8 ICT coaches also require capacity building on effective and innovative teaching pedagogies to improve their support to teachers and learners in all schools.

Also, the use of ICT in education is still rather new for the teachers in Kalobeyei settlement and little or no training has been provided on the matter. The use of the available ICT equipment such as tablets and tv screens is still often teacher-centred, and the opportunities of using the ICT tools in education are not fully utilized. The ICT coaches working in the schools focus on technical support and lack necessary pedagogical knowledge. Therefore teachers have some technical skills but limited pedagogical skills to use the equipment. As follows, teachers need support for using the available ICT materials to implement learner-centred pedagogy. They should also be supported in using ICT for searching and creating learning platforms and materials, and for searching information. For instance, secondary school STEM teachers have not fully utilized the ICT in schools to deliver virtual lab lessons in schools. Virtual labs become effective with limited lab supplies which is a reality in schools in refugee settlements. This complacency is prevalent due to limited pedagogical skills in ICT among STEM teachers.

(ii) Description of TWB collaboration

The TWB education expert will support the integration of ICT in teaching and learning through material development and training of trainers. The priority will be on developing a teacher training manual for learner-centred digital pedagogy, which can be used in Training of Trainers (TOT) settings. The TWB education expert will also train FCA staff on the use of the manual. Other areas of work may include the development of a complimentary teacher guidebook for implementing learner-centred pedagogy, a manual for ICT clubs, and a concise monitoring tool for integration of digital tools and pedagogies in the classroom. It is expected that the education expert utilises available material in the task, such as FCA's distance education and digital pedagogy manual as well as UNICEF's Superstar Teacher Toolbox on Digital Pedagogy.

(iii) Volunteer's main tasks may include:

- Developing teacher training manual for learner-centred digital pedagogy. It should contain guidelines for a trainer on how to use the training manual. ICT coaches and FCA staff should be trained on this manual as ToTs as they will later train teachers on the same content.
- Developing/drafting a concise teacher guidebook for implementing learner-centred pedagogy in ICT/learner-centered digital pedagogy.
- Developing/drafting a manual for ICT club matrons and patrons ("club leaders") guiding the club members' weekly deliberations. The manual should outline at least 10 sessions implemented during one-year and aim for learners' development and improvement in digital competencies.

- Developing/drafting a monitoring tool for digital integration in teaching in school. The tool will be adopted by MoE and utilized during classroom observation. FCA education staff will also utilize the tool during classroom observation.

(iv) 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.
- Strong experience in using ICT in teaching especially in primary or lower secondary level of education.
- Experience in creating teacher training materials or teacher guidebooks is an asset.
- Good command of online working and communications tools, experience conducting trainings online.
- Creative thinker, positive and solution-oriented attitude.
- Experience or understanding of emergency/humanitarian context is an asset.
- **General qualifications and competencies for all TWB volunteers as defined on the TWB webpage.**

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

(v) Support and Supervision

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, Regional Education Specialist, Program Managers, and the relevant project teams. The volunteer will work under the supervision of the Country Director.