



**Title:** Consultancy ToR: Teacher Professional Development in Crisis-Affected Countries - KIX Africa 19 Hub Situational analysis

**Organizational Unit:** UNESCO IICBA

**Duration of Contract:** To start on 2<sup>nd</sup> October 2023 and end on 15<sup>th</sup> December 2023

**Application Deadline (midnight,):** Monday 25<sup>th</sup> September 2023

**Application to be sent to:** [i.recruitment@unesco.org](mailto:i.recruitment@unesco.org)

## 1. Background:

The KIX Africa 19 Hub aims to improve policies and practice that will strengthen national education systems within GPE DCPs to accelerate progress towards Sustainable Development Goal (SDG) 4 for quality, equitable education for all and expedite the implementation of the African Union (AU)'s Continental Education Strategy for Africa (CESA). The Regional Knowledge and Innovation Exchange (KIX) Africa 19 Hub aims to facilitate the collection, generation and exchange of data, knowledge and innovation for education policy formulation and implementation in 19 GPE DCPs, including Eritrea, Eswatini, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, Somalia (Somaliland and Puntland), South Sudan, Tanzania (mainland and Zanzibar), Uganda, Zambia and Zimbabwe.

In recent decades, there has been a notable global progress in expanding educational opportunities, thereby upholding individuals' rights, preserving human dignity, and facilitating advancements in various facets of society, including social, economic, political, and cultural domains. Nevertheless, hundreds of millions of the global population, comprising vulnerable

children, youth, and adults, continue to be deprived of access to education, while millions of those who are enrolled in educational institutions do not acquire meaningful learning experiences<sup>1</sup>.

In 2020, KIX Africa 19 Hub undertook a series of research inquiries to determine developing country partners' education needs, priorities, and emerging issues, and to build strategies around responding to countries' needs. These inquiries took the shape of the comprehensive primary and desk research of the in-depth country mapping of priorities, and the rapid assessment of institutional and capacity building needs. Based on the rapid assessment results, 59% of respondents expressed a strong need for research focused on identifying effective strategies to enhance access to quality education and improve learning outcomes for children in conflict and crisis contexts. Among the countries that expressed strong need for this kind of research are Ethiopia, Kenya, Somalia, South Sudan, and Uganda.

Moreover, these five countries have highlighted in their GPE compact documents (Kenya, Uganda) and their education sector plans ( Ethiopia, Somalia, South Sudan) the presence of insufficiently prepared and supported teachers in their countries including in crisis zones and refugee camps. The Uganda partnership compact document highlights as a significant constraint: the presence of insufficiently prepared and supported teachers nationwide, including those in refugee and crisis areas. The document underscores that a considerable portion of the current schoolteachers lack the necessary skills, especially in teaching pre-primary and primary literacy and numeracy<sup>2</sup>. The findings of this analysis will offer valuable perspectives on existing teacher professional models in refugee and crisis zones. Moreover, it will propose effective strategies for teacher professional development that can be applied not only in refugee settings but also across the entire nation.

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<sup>1</sup> [https://www.un.org/sites/un2.un.org/files/report\\_on\\_the\\_2022\\_transforming\\_education\\_summit.pdf](https://www.un.org/sites/un2.un.org/files/report_on_the_2022_transforming_education_summit.pdf)

<sup>2</sup> EDUCATION PARTNERSHIP COMPACT FOR UGANDA, 2022. Available at : <https://www.globalpartnership.org/node/document/download?file=document/file/2022-09-Uganda-Partnership-Compact.pdf>

Similarly, within the framework of South Sudan's Education Strategic Plan 2017-2022, the government pledges to equip teachers to address conflict-related risks to schools and students and to establish comprehensive safety protocols, ensuring the protection of learners both within the school environment and during their commute to and from the institutions<sup>3</sup>. The findings of this study will offer valuable insights on existing teacher professional models and propose strategies and frameworks that could be adopted by the government.

Like South Sudan, the government of Somalia is also prioritizing education for children in crises settings in the country's National Education Sector Strategic Plan for 2022-2026. Against the background of repeated drought and failed crops, internal displacement, and protracted conflict, three million Somali children are out of school.<sup>4</sup> One of Somalia's strategic goals is to ensure that all emergency-affected and internally displaced school-age girls and boys receive uninterrupted access to safe and quality education.<sup>5</sup> To achieve this, the government has committed to developing and implementing a safe schools' declaration, providing specialized materials to learners at risk of dropping out due to conflict, and strengthening the policy and coordination environment for education in emergencies (EiE). This proposed study can identify teacher professional development models that could support the government's aims to provide crisis-affected children with uninterrupted education.

Furthermore, the overall reform priority for Kenya as outlined in their partnership compact document is improving learning outcomes. One of the ways to achieve this as outlined in their theory of change is to ensure the uninterrupted continuation of teaching and learning during emergencies and in regions facing insecurity. The government of Kenya aims to extend its reach to conflict-affected zones, remote and economically disadvantaged regions within the country, as well as refugee camps by redeploying and redistributing as well as supporting teachers<sup>6</sup>.

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<sup>3</sup> Bethke, L., (2017) THE GENERAL EDUCATION STRATEGIC PLAN, 2017 -2022 Available at : [https://www.globalpartnership.org/sites/default/files/general\\_education\\_strategic\\_plan\\_south\\_sudan\\_2017-2022.pdf](https://www.globalpartnership.org/sites/default/files/general_education_strategic_plan_south_sudan_2017-2022.pdf)

<sup>4</sup> UNICEF (2023). Education: Somalia. Available at: <https://www.unicef.org/somalia/education>

<sup>5</sup> Federal Government of Somalia, Ministry of Education, Culture, and Higher Education. National Education Sector Strategic Plan 2022-2026. Available at: <https://moe.gov.so/wp-content/uploads/2022/07/ESSP-2022-2026.pdf>

<sup>6</sup> Kenya Global Partnership for Education (GPE) Compact, 2021. *Improving Learning Outcomes*;

Similar to the case for Uganda and South Sudan, this study's findings will offer valuable perspectives on existing teacher professional models in refugee and crisis contexts in Kenya and propose effective strategies for teacher professional development that can be applied not only in refugee settings but also across the entire nation thereby transforming their education system.

Teachers play a critical role during conflict . The challenging circumstances exacerbate the stressors that teachers already face in their work as they assume additional responsibilities beyond their traditional teaching roles. <sup>7</sup> Beyond teaching, they play roles of counselors and caregivers for students who have endured severe violence and suffered loss of family members. It is paramount that teachers working in these contexts are continuously and effectively supported. multidimensional approach to teacher training is recommended. This approach equips teachers with the relevant knowledge and essential life skills to thrive in their educational roles in such contexts.<sup>8</sup>

KIX Africa 19 Hub requires consultants from Ethiopia, Kenya, Somalia, South Sudan, and Uganda to undertake a situational analysis to explore existing teacher professional development (TPD) models in conflict zones and refugee camps and provide specific recommendations on existing teacher professional development in these contexts.

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*Supporting development of Kenya's human capital for productivity and growth* . Available at: <https://www.globalpartnership.org/content/kenya-partnership-compact-2021>

<sup>7</sup> Falk, D., Shephard, D. and Mendenhall, M., 2022. "I always take their problem as mine"—Understanding the relationship between teacher-student relationships and teacher well-being in crisis contexts. *International Journal of Educational Development*, 95, p.102670. <https://doi.org/10.1016/j.ijedudev.2022.102670>

<sup>8</sup> Ndiku, J., 2021. Teacher Empowerment Strategies for Conflict Transformation and Peace Building in Kenya. <http://hdl.handle.net/2263/80059>

<sup>7</sup> Eritrea, Eswatini, Ethiopia, The Gambia, Ghana, Kenya, Lesotho, Liberia, Malawi, Mozambique, Nigeria, Rwanda, Sierra Leone, Somalia (including Puntland and Somaliland), South Sudan, Tanzania (including Zanzibar), Uganda, Zambia, and Zimbabwe

## 2. Aims and objectives.

The aim of the analysis is to explore existing TPD models in conflict zones and refugee camps in select KIX Africa 19 hub countries and propose effective TPD models and strategies that can be applied in crisis settings thereby transforming education systems in the participating countries.

The specific objectives include the following:

1. **Knowledge generation:** Identify and document existing teacher professional development models currently implemented in crisis-affected countries within the KIX Africa 19 Hub.
2. **Knowledge exchange:** Compile a comprehensive report outlining the findings, insights, and recommendations derived from the study, which can be shared with education stakeholders, policymakers, and practitioners to inform future teacher professional development initiatives in similar contexts( policy briefs, reports).
3. **Knowledge translation:** Compile, package, and present TPD models along with actionable recommendations for policymakers (Dissemination of findings).

## 3. Expected outcome.

To strengthen evidence on existing teacher professional development models in conflict zones and refugee camps.

## 4. Scope of work

- 1) **Identify and document** existing teacher professional development models implemented in select crisis affected countries.
  - **Inception report:** drafting of the inception report detailing the methodology, workplan, stakeholders interview guide, and timeline for the consultancy.
  - **Meetings:** Participate in online and physical meetings/briefings organized by the KIX Africa 19 Hub secretariate other stakeholders during the period of consultancy.

- **Literature Review:** Conduct a comprehensive review of existing literature to identify studies, reports, and research articles related to teacher professional development models in crisis zones and refugee camps.
- **Sample selection :** Choose a representative sample of crisis-affected countries to focus on in your analysis. Consider factors such as the severity of the crisis, geographic diversity, and availability of data.
- **Data Collection:** Gather relevant data on existing teacher professional development models in crisis zones and refugee camps in selected countries.
- **Stakeholder Interviews:** Conduct interviews with key stakeholders involved in teacher professional development in the selected countries. This could include government officials, educators, program coordinators, and representatives from NGOs and international organizations.
- **Data Synthesis and Analysis:** Organize and analyze the collected data to identify common themes, patterns, and variations across different teacher professional development models.

*(Please note; the assessment of TPD programs would be based on a scorecard (diagnostic tool) that the consultant/s designs and which must be vetted by UNESCO IICBA before interviews start to complete the scorecard for the five countries)*

## **2) Reporting and recommendations**

- Compile the findings from the activities above into a comprehensive report. Document each identified teacher professional development model, providing details about its design, implementation strengths, and challenges.
- Based on the analysis, develop specific recommendations for improving teacher professional development in crisis zones and refugee camps. These recommendations should be informed by the strengths and weaknesses identified in the existing models.

## **3) Packaging, quality control, and dissemination.**

- In collaborate with KIX Africa 19 Hub team, plan how to package and deliver the results of the analysis (policy briefs, PowerPoints etc.)
- Share the preliminary findings and recommendations with ministries and other stakeholders through a virtual meeting for validation and receive feedback.  
*(The development of the final synthesis products and the channels through which these products are disseminated shall be guided by UNESCO IICBA).*

## 5. Deliverables

1. **Inception report:** outlining process, methodology, stakeholder engagement, workplan with timelines and team for conducting the study and dissemination strategy.
2. **Draft reports and original data sets:** The draft report and all original data sets should be submitted to the KIX Africa 19 Hub.
3. **Dissemination:** Virtual presentation of findings and recommendations to ministries and other stakeholders for validation.
4. **Final report:** A published situational analysis report to better understand the teacher professional development models in crisis zones and refugee camps.

The following annexes should be attached to the final documents:

- a) All notes from meetings with stakeholders, including a list of all respondents in consultations, interviews, and other meetings.
- b) All available statistics gathered during the data/information collection and assessment process.
- c) All references and sources consulted.
- d) Any other material relevant to the assignment

## 6. Timeframe of the assignment

The consultancy will be undertaken in 14 weeks between 2<sup>nd</sup> October and 5<sup>th</sup> December 2023.

The consultant/consulting agency will be hired during this period and the schedule below sets out the expected deliverables and indicative dates;

<b>Task</b>	<b>Key deliverable submitted for approval</b>	<b>Indicative weeks</b>
Develop an inception report for the assignment	Inception report	Week 1
Conduct literature reviews, sample selection, gather relevant data, conduct interviews, organize and analyze the collected data	Original Data sets	Week 2- Week 8
Write and submit a draft analysis report for review by the KIX secretariat	Draft analysis report	Week 9
Review the draft analysis report including feedback from KIX secretariat and relevant partners	2 <sup>nd</sup> draft analysis report	Week 10
Facilitate the national validation workshops on the draft analysis report	PowerPoint presentations Policy briefs Agendas Meeting notes including attendance lists.	Week 11 – Week 13
Prepare the final synthesis report taking into consideration	Final synthesis report	Week 14



recommendations from MoE officials and other partners at country level.		
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## 7. Payments

Payment will be made in four instalments upon certification of the satisfactory completion of tasks as per the following schedule:

<b>Instalment</b>	<b>Task to be completed</b>	<b>Payment</b>
1st Installment	upon submission of the inception report.	20% of the total payment
2nd Installment:	Upon submission of the draft situational analysis and original data sets	20% of the total payment
3 <sup>rd</sup> Instalment	Upon submission of PowerPoint presentations Policy briefs, Agendas, dissemination meeting notes including attendance lists.	30% of total payment
4 <sup>th</sup> Instalment	Upon submission of satisfactory final situational analysis report	30% of total payment

## 8. Required Expertise and Qualification

The task may be undertaken by an individual consultant or a firm. The following expertise and qualification are required:

- Advanced academic degree in a related field (preferably education, education policy planning and analysis, international relations, social science, or other related fields).
- Extensive professional knowledge and experience in developing TPD programs , and at least 5 years' experience working with governments in Sub-Saharan Africa.

- Demonstrated experience in regional review of evidence, stakeholder consultations, analysis, and synthesis of research findings;
- Demonstrated experience undertaking research and multi-country initiatives.
- Experience synthesising and communicating complex information in plain language is an asset. Prior experience with UNESCO, and other UNESCO education programs would be an asset.

## 9. Reporting

The contract will be managed by the UNESCO IICBA Office in Addis Ababa- Ethiopia.

## 10. How to apply

Interested consultant must submit the following documents:

**Technical proposal**, specifying the understanding of the assignment, detailed methodology for carrying out the work, proposed work, and work plan, qualifications of key personnel, and relevant experiences of the consultant, samples of reports of similar work done previously. Personal CV indicating all experience from similar assignments, as well as the contact details (email and telephone number) of the candidate and at least three (3) professional references.

**Financial proposal**, the interested consultant is requested to provide a financial offer in USD and includes separately professional fees related to the activity and costs for field mission dates and days, travel cost and daily allowance if need be.

Applications may be emailed to [i.recruitment@unesco.org](mailto:i.recruitment@unesco.org) and copy [yr.mboya@unesco.org](mailto:yr.mboya@unesco.org) and must reach KIX Africa 19 Hub no later than 25<sup>th</sup> September 2023, midnight (East Africa Time).

**Please note that only selected candidates/firms will be contacted.**

**UNESCO-IICBA**

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