**CARE INTERNATIONAL IN PNG**

***Pikinini Kisim Save* Program**

**Seeks the interest of a consultant to**

**Train teacher trainers on mentoring techniques and skills**

**Terms of Reference**

**OVERVIEW AND INTRODUCTION**

**About CARE International in PNG**

CARE is an international humanitarian aid organisation fighting global poverty, with a special focus on empowering women and girls to bring lasting change to their communities. CARE International has implemented development and humanitarian assistance projects in Papua New Guinea for more than 20 years. In 2006, CARE established a permanent country presence in PNG with the establishment of a Country Office in Goroka, Eastern Highlands Province, thereby strengthening local management and support to CARE’s in-country operations. In 2008 CARE International in PNG (CIPNG) established operations in the Autonomous Region of Bougainville (ARB). CARE International in PNG is guided by the vision, values, mission and core values and programming principles of CARE International and receives management support through CARE International Member, CARE Australia (CA).

**About the program**

The CIPNG *Pikinini Kisim Save* education project (2018-2020) addresses gaps in elementary education by strengthening skills and capacity of teachers, community leaders, existing education stakeholders and service providers. The project works towards three activity outcomes that contribute to the overall end of project outcome that *all children, including girls and children with disabilities, have* *improved access to quality elementary education in remote, disadvantaged communities in Jiwaka, Simbu, Western Highlands (WHP) and West New Britain (WNB)*. The project is committed to addressing gender inequality throughout all activities and has a particular focus on supporting gender and disability-inclusive education. The project works across 500 schools including around 1300 teachers.

Consortia members include the University of Goroka (UoG) that leads the upgrading of elementary teacher qualifications; ADRA that coordinates implementation in West New Britain; the Queensland University of Technology (QUT) that supports participatory and interactive Monitoring, Evaluation and Learning (MEL) processes and systems. The program works closely with Provincial and District Education officers, such as elementary trainers, school inspectors and education coordinators.

The End of Program Outcomes (EOPO) for the Project include:

1: Improved English and Mathematics learning outcomes for elementary students

2: Increased attendance and retention of girls in elementary schools

3: Strengthened sub-national gender-inclusive management and coordination in the education sector

Key Activities for EOPO1 include English and Mathematics teacher in-service training, combined with follow up sessions to mentor teachers and strengthen their capacities to teach the SBC English and Mathematics curricula and improve learning for students. In 2019, the program delivered in-service teacher training on the Standards Based Curriculum English and Mathematics, gender and disability-inclusion, and child protection. Each teacher received 30 hours of training in term 1 or 2 of 2019, focused on introducing the SBC English, including scripted lessons, and phonics. A follow up support session, focused on English teaching strategies, was received by all teachers. A further 30 hours of training was provided in term 3 and 4, focused on SBC mathematics. This will be followed up by further group mentoring support for teachers of mathematics teaching strategies, as well as classroom management and positive discipline.

All training and follow up mentoring support for teachers is delivered by teams consisting of CARE or ADRA teacher trainers, together with Provincial Division of Education elementary trainers. The team trainers are now experienced and confident in conducting SBC trainings, however there is limited experience in conducting (group) mentoring support. The group mentoring sessions for elementary teachers should focus on facilitating the sharing of best practices between participating teachers and the practicing of strategies, with less time spent on training/lecturing.

**PURPOSE AND SCOPE OF THE CONSULTANCY**

**Type of consultancy**: Conducting training on group mentoring skills and practices, and develop related facilitator guides.

**Reporting to**: Program Manager, Pikinini Kisim Save

**Timeframe:** 14 days in January-February 2020 (plus travel days to and from PNG)

**Start date:** January 2020

CARE PNG seeks an Elementary Education Specialist with a good understanding of the education system in Papua New Guinea, thorough experience in facilitating teacher training and group mentoring, and experience developing of training materials.

**Consultancy objectives**

1. Develop and conduct training of CARE, ADRA and PDoE elementary teacher trainers on facilitating group mentoring, including:
	* Understanding of what mentoring constitutes;
	* Developing skills in mentoring;
	* Improving observation and feedback skills;
	* Enhancing analytical skills to understand the issues faced by teachers and facilitation of group mentoring to identify solutions;
	* How to create a safe reflection space;
	* Practical guidance for the facilitators on *how* to facilitate peer-learning and mentoring is important, and training should include time for practicing techniques and tools.
2. Develop the facilitator’s guide and participant resources for a 2 day group mentoring session for elementary teachers:
* Specific mentoring on techniques to improve classroom management and positive disciplining;
* Specific mentoring on improving mathematics teaching strategies;
* The strategies and tips for teachers as covered in the teacher mentoring sessions should be simple, practical and easy to practice and adopt in the classroom.

The consultant is expected to work together with, and build the capacity of the *Pikinini Kisim Save* team and the PKS elementary education (senior) project officers.

**KEY TASKS AND DELIVERABLES**

The Elementary Education Specialist will undertake the following tasks:

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| **Description of key task** | **Indicative # days** | **deadline** |
| Familiarize with the SBC Mathematics and English training materials, including the sessions on Child Protection, and gender and disability inclusion as delivered to the projects’ elementary teachers.A call with the PKS senior project officer and/or program manager to discuss details for the assignment and understand the specific needs for additional mentoring support and any gaps in applying learning from the training and needs. | 1 | 17 January |
| Develop content for a 4-day training for teacher trainers on how to facilitate group mentoring for elementary teachers. | 4 | 31 January 2020 |
| Facilitate training on how to facilitate group mentoring for elementary teachers, including:* General group mentoring practices and methodologies;
* Developing mentoring skills, and provide tips and tricks;
* Practicing of providing mentoring sessions with elementary teachers;
* Focused on how to deliver group mentoring sessions specifically focused on classroom management, positive discipline and mathematics strategies.
 | 4(plus travel time to PNG) | 7 February 2020 |
| Develop a facilitator guide for mentoring sessions with elementary teachers:½-1 day mentoring session on mathematics teaching strategies, including:* Reinforce strategies from the formal training and facilitate peer-to-peer practice;
* Particular attention to the number line and 100 square, double digit subtraction, and teaching volume and capacity.

1-1½ day mentoring session on classroom management, behavior management and positive discipline, including:* Different classroom behavior management strategies;
* How to manage group activities in teaching;
* Teaching versus facilitation: engage children with strategies;
* Tips for gender inclusive and sensitive teaching;
* Positive discipline.
 | 4 | 31 January 2020 |
| Develop any handouts or other materials for the participating elementary teachers to support their learning and implementation in the classroom. | 1 | 31 January 2020 |

Consultancy deliverables:

1. ToT for teacher trainers, focused on group mentoring of elementary teachers, in particular on mathematics strategies and classroom management and positive discipline
2. Facilitator guide for elementary teacher mentoring sessions on:
* mathematics teaching strategies
* classroom management, behavior management and positive discipline
1. Handouts or other supporting materials for participants

**MANAGEMENT, TIMEFRAME AND SELECTION CRITERIA**

This piece of work will include preparation work from the consultant’s home base with travel to PNG to conduct training to the teacher trainers. The consultant will be managed by the CIPNG Manager – Pikinini Kisim Save and will work closely with key CARE staff including:

* CIPNG – PKS (senior) project officers Elementary Education;
* CIPNG – PKS Gender Inclusion/Child Protection Officer
* CIPNG – other Pikinini Kisim Save team members

The consultancy needs to be completed by 21 February 2020.

Selection criteria are:

* Demonstrated understanding teaching needs and challenges in developing country contexts, preferably in Pacific context or PNG;
* Experience in facilitating training and (group) mentoring and development of training materials;
* Minimum a Bachelor’s Degree in education and professional qualifications in mentoring or coaching;
* Proven experience in working with intercultural teams
* A participatory and capacity building approach that is open to feedback and allows for learning and capacity building of CIPNG and *Pikinini Kisim Save* staff
* Strong time management skills; ability to work with limited supervision
* Experience of successfully meeting DFAT or other bi-lateral education donor requirements
* Understanding of CARE’s vision, mission and values, and commitment to uphold the CARE Australia Code of Conduct and Child Protection Policy for the duration of the consultancy.

Enquiries for further information and expressions of interest can be addressed to Jordan Hoffmann (jordan.hoffmann@care.org.au) before 6 January, and should include:

* Up to date CV, responding to the selection criteria and with details of three recent referees;
* A proposed work plan and time line;
* Daily fee and confirmation of availability to complete the work in the specified timeframe;
* A sample of previous design, proposal development, training or other work with an education focus.

*Please note that CARE International in PNG will cover costs associated with PNG visa, international & in-country transport including flights, accommodation and a daily allowance while in PNG. Daily rates should take this into consideration.*