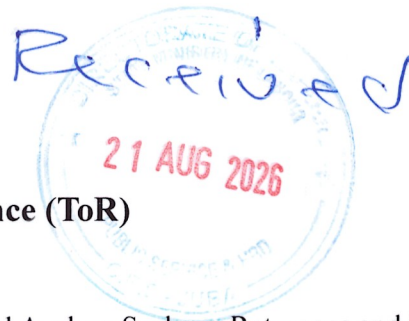




Terms of Reference (ToR)

Summary of the Consultancy:

Project Title: Protection Assistance to Refugees and Asylum Seekers, Returnees and Internal Displaced Persons in South Sudan.

Application Location: Gorom Refugee camp, Rajaf payam, Juba

Application Deadline: September 3, 2026-Midnight South Sudan Time

Position Title: Intensive English Course Tutor-Consultant (3 Positions)

Reports to: Project Assistant — Education

Duration: 4 months

Start Date: September-December 2026

Background:

Humanitarian and Development Consortium (HDC) is a South Sudanese National NGO established in 2008, legally registered by Relief and Rehabilitation Commission (RRC) under registration number No. 137. HDC Vision is to empower communities. HDC delivers high-quality programming targeting women, children, and others persons of concern affected by the crisis and climate shocks across South Sudan. HDC is implementing a years' strategic plan with five program pillars: i.e. protection, Gender & inclusion, peacebuilding and Justice; food security and Livelihood; public & Reproductive health and Education. HDC has operational presence across five (5) states and two administrative areas (Greater Pibor & Ruweng) in South Sudan, working with a dedicated team.

HDC with funding from UNHCR is implementing Education, protection, and Legal support in Gorom Refugee camps in Juba County. The overall project objective is Protection Assistance to Refugees and Asylum Seekers, Returnees and Internal Displaced Persons and host community in South Sudan. The project will aim to Support English language training for teachers and learners aimed at Improved English language proficiency for teachers and learners under the Arabic pattern

Purpose of the Consultancy:

The purpose of the consultancy is to train 120 individuals (teachers, school administrators and learners) in Gorom Refugee settlement.



Objective of the IEC Training:

The Intensive English Course (IEC) Training for teachers and learners is aimed at improving English Language proficiency for teachers and learners under the Arabic pattern in Gorom refugee settlement.

The specific objective of the IEC Training:

- I. Helping the teachers and learners build fluency or practical proficiency in a significantly shorter period than traditional programs.
- II. Transitioning theoretical knowledge into practical, everyday use through interactive, hands-on practice.

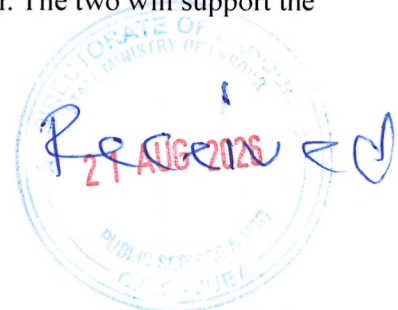
Required qualifications:

- ❖ A diploma or a degree in Education with qualifications in English and literature, with a minimum 3-5 years' experience. An applicant with IEC TOT certificate from partners has an added advantage.
- ❖ Competence in using Microsoft Office applications (Word, Excel, PowerPoint) and other computer skills, including internet and email.
- ❖ Experience working with RDPs
- ❖ Self-awareness on safe guarding, and children's rights issues is a positive

Methodology of the IEC Training:

The Training methodology involves facilitation of face-to-face learning with the consultant facilitating the sessions. The training will be conducted in the afternoon from Monday through Friday, five days a week for two months from July to August. An approved scheme of work will be used for the training for the 2 months. The intensive English program will adapt the use of 6-to-12 level framework aligned with **CEFR** (Common European Framework of Reference for languages). The curriculum is structured to build core skills-reading, speaking, writing and listening progressing from basic functional communication to advanced academic or professional fluency. The training program will concentrate on the B1-Intermediate where the students hold actual conversation, learn how to handle travel situations, express personal opinions and write simple texts.

HDC Education Assistant is the focal person to coordinate, plan, organize, implement and monitor activities in close collaboration with the Education Manager. The two will support the consultant in implementing the training program in Gorom.



- **Remedials:** Support students with remedial lessons to place all students at the same levels.

2. Assessment & Feedback

- **Needs Analysis:** Conduct initial assessments to identify students' current proficiency levels, learning goals, and specific areas for improvement.
- **Progress Monitoring:** Regularly evaluate student performance through quizzes, homework, and speaking exercises to ensure they meet their benchmarks.
- **Targeted Feedback:** Provide immediate, constructive, and actionable feedback to correct persistent grammatical errors and improve fluency.

3. Lesson Planning & Material Design

- **Curriculum Adaptation:** Create or adjust daily lesson plans that fit the intensive, fast-paced nature of the program.
- **Resource Integration:** Select authentic materials and integrate multimedia tools and technology to keep lessons engaging and relevant.
- **Homework Management:** Design and assign relevant practice exercises to reinforce in-class learning.

4. Student Support & Administration

- **Motivation & Confidence:** Build meaningful, supportive relationships to boost student morale, especially for those who may feel overwhelmed by the rapid pace of an intensive course.
- **Administrative Tasks:** Maintain accurate records of attendance, grading, and overall student performance.
- Address significant behavioural issues and ensure safety
- Respect learners' rights and dignity without prejudice to gender, tribe, language, religion, age, ability and nationality.
- Ensure safe and healthy learning environment



Mode of the training:

The following methods of training will be adopted

1. Perform pre-and post-test to assess the levels of your participants to ascertain the support to provide each of the participant.
2. Trainer should ensure active learning is enhanced with his role as a facilitator of the session and not a teacher.
3. Utilize an approved scheme of work to conduct the B1-Intermediate IEC training for the 120 participants.
4. Keep daily attendance records of the trainees
5. Engage the trainees in all the activities and demonstrations
6. At the end of each module, assess learning ability and skills gained by participants.
7. After completion of the training, conduct evaluation to gauge whether or not beneficiaries have met their expectations.

Expected Deliverables:

- ❖ Draft training Report- (weekly and Monthly Report)
- ❖ Final training report
- ❖ Training attendance of 4 months
- ❖ Enrolment list of participants (with names, roles, and contact details)
- ❖ Pre-and post-assessment results (Measuring language improvement).
- ❖ Prepare and Print IEC handout materials for your participants.
- ❖ 120 Participants trained (possess certificate of completion)

Key duties and responsibilities:

1. Instruction & Curriculum Delivery

- **Skill Development:** Teach comprehensive English, balancing receptive skills (reading, listening) with productive skills (writing, speaking).
- **Tailored Learning:** Adapt teaching methodologies to suit different learning paces and accommodate diverse linguistic and cultural backgrounds.
- **Immersive Environment:** Create a communicative, student-centered environment that encourages natural and frequent English usage.





HUMANITARIAN & DEVELOPMENT CONSORTIUM

We empower the communities

To apply: Qualified candidates are encouraged to submit their full CV with covering letter, copies of credential and copy of nationality identity card.

Note: The applications will be reviewed on a rolling basis and applicants will be subjected to interviews before the deadline. Please send your application to: info@hdcafrica.org or hand delivery to HDC office, Rock city

