

**Terms of Reference (TOR)  
for English Language Teacher Trainer**

**1. BACKGROUND**

The **Om Habibeh Foundation** (OHF) is an Egyptian non-profit organization established in 1991 under the supervision of the Ministry of Social Solidarity. OHF is the implementation agency for the Aga Khan Foundation Egypt and is an affiliate of the Aga Khan Development Network of organizations and was founded by Om Habibeh Mohamed Shah Aga Khan to contribute to and support local communities in the **governorate of Aswan** in areas including health care, education, and providing income for deprived communities through long-term development activities. OHF works in the following areas: Continuing Education, Civil Society, Agriculture and Food Security, Economic Inclusion, Women Empowerment and Early Childhood Development.

The OHF's Community Development Centre (CDC) is aiming to build the capacity of Aswan community people and develop their skills as well as delivering practical employment-related training to the youth with the ultimate goal of fostering economic development. The CDC offers programmes that fulfil international standards by using high-quality industry-relevant content. In addition, the CDC works on enhancing the skill set of employees in governmental and civil society organizations to help improve and strengthen their performance.

Om Habibeh Foundation is supporting the CDC to enhance the employability of the people of Aswan, and provide support to their career progression and hence, become a dynamic and market-responsive training institution. The programme also provides management, self-employment and entrepreneurship and professional trainings, as well as career counselling and job placement services, institutional capacity building and support the research and policy agenda in the sector.

**2. OBJECTIVE:**

A consultant(s) is/are required to deliver TEFL/Mini-CELTA Professional Development for English Language Instructors at Om Habibeh Foundation – Continuing Education Centre (CEC) by building foundational and practical TEFL competencies among CEC English language instructors, providing a structured, assessment-based training pathway equivalent to a CELTA model centered on teaching methodologies/strategies, classroom practice, integrating technologies in teaching, lesson planning, feedback, and reflective teaching, ensuring trainers are proficient in delivering the BUE SCE English language course curricula, pedagogy, materials, and assessment methods (or equivalent widely recognized standards), and improving teaching effectiveness, learner outcomes, and consistency of instructional delivery across the CEC.

### **3. Target Participants**

- English language instructors at the OHF CEC with varying levels of TEFL experience.
- Estimated number of participants: 10 English language instructors.

### **4. Scope of work:**

**The contractor shall perform the following tasks:**

#### **4.1 Curriculum Design and Alignment**

- Assess current CEC instructor competencies and gaps relative to TEFL best practices and BUE-SCE methodologies.
- Design a modular training program (e.g., 6-8 weeks) with clear learning outcomes, milestones, observation tasks, and assessment criteria.
- Develop or adapt training materials, including lesson planning templates, micro-teaching tasks, rubric-based observation checklists, and reflection logs.
- Ensure alignment with BUE-SCE English course preparation, methodologies, and assessment practices where applicable.

#### **4.2 Training Delivery**

- Deliver online training sessions as appropriate (synchronous and asynchronous components), in addition to face-to-face practicum sessions.
- Conduct live demonstrations, micro-teaching, peer observations, and structured feedback sessions.
- Provide ongoing coaching and support to instructors throughout and after the training period.

#### **4.3 Assessment and Certification**

- Establish a minimum competency standard and an assessment regime (e.g., teaching demonstrations, lesson plans, classroom management, error correction, use of syllabus, materials design).
- Provide a certificate or formal recognition upon successful completion, with a defined set of competencies acquired (mapping to TEFL/mini-CELTA criteria and BUE-SCE alignment where possible).

#### **4.4 Documentation and Reporting**

- Produce a final report detailing participant progress, outcomes, and recommendations for ongoing professional development.
- Maintain a resource bank of training materials, rubrics, and participant portfolios.

#### **4.5 Stakeholder Engagement**

- Collaborate with CEC leadership, curriculum coordinators, and BUE SCE counterparts (if feasible) to ensure relevance and sustainability.
- Schedule periodic progress reviews with OHF management.

## **5. Deliverables:**

### **5.1 Training design document:**

- A detailed outline of the training program, objectives, modular structure, timelines/agenda, session plans, assessment rubrics.

### **5.2 Participant handbook:**

- learning outcomes, expectations, schedules, and resources.

### **5.3 Lesson plan templates, observation rubrics, feedback forms.**

### **5.4 Training sessions:**

- documented agendas, recorded sessions or notes, and facilitator guides.

### **5.5 Final assessment results, and certification details.**

### **5.6 Final report summarizing outcomes, participant progress, and recommendations.**

**Note:** *reports should be submitted as hard copy and soft copy (in word doc. /excel)*

## **6. Time Frame:**

- Proposed duration: 6-8 weeks, with sessions of 6 hours/day, three times a week online, in addition to face-to-face practical observation sessions.
- Start date: September 13, 2025
- End date: October 31, 20254

*Milestones: M1 – needs analysis; M2 – design; M3 – delivery; M4 – assessments; M5 – final reporting.*

## **7. Required qualifications:**

### **7.1 The consultant (and his/her team) should demonstrate the following qualifications:**

- Advanced degree in TEFL, Applied Linguistics, Education, or a related field.
- Proven track record in TEFL teacher development and practical classroom training.
- Demonstrated experience delivering TEFL training aligned with CELTA-style frameworks or equivalent micro-teaching/supervision models.
- Familiarity with curriculum development, lesson planning, classroom management, and assessment practices.

- Ability to observe teaching practice, provide structured feedback, and support reflective practice.
- Professional recognition (e.g., TEFL/TESOL CELTA/Delta) and ability to provide a mini-CELTA-type certification.
- Preferably, experience working with curricula and methodologies of the BUE-SCE English language course preparation and running (or closely related curricula).
- Preferably, Experience in training adult learners and in an international/non-profit education context.

## **8. Roles and Responsibilities**

### **8.1 Client (OHF/CEC)**

- Provide access to facilities, learners, and relevant matters to facilitate conducting the training.
- Facilitate stakeholder engagement and approvals as needed.
- Support logistics and administration for training delivery.

### **8.2 Trainer**

- Lead design, delivery, assessment, and reporting as described in the Scope of Work.
- Maintain professional standards, ethics, and confidentiality.
- Ensure cultural sensitivity and inclusiveness in training materials and delivery.
- Adhere to the principles of methodology and approach as detailed below:
  - 8.2.1 Adult learning principles: experiential activities, practice-focused, feedback-driven.
  - 8.2.2 Use of authentic materials aligned with BUE SCE methodologies where possible.
  - 8.2.3 Clear mapping of activities to TEFL competencies and BUE SCE alignment.
  - 8.2.4 Rigorous observation and feedback cycles with detailed rubrics.

## **9. Intellectual Property and Confidentiality**

- Materials developed during the engagement remain the property of OHF unless agreed otherwise.
- Confidentiality of participant data and feedback.

## **10. Contact Information:**

- Consultant(s) who express interest is/are required to submit the following documents:
  - (CV, a brief methodology outline, sample lesson plan, and two references),
  - Submission deadline is August 28, 2025.

Any questions concerning this assignment should be directed to:

[procurement@omhabibeh.org](mailto:procurement@omhabibeh.org).

### Technical Offer Criteria:

#	Assessment Criterion	Evidence to Review	Weight out of 100	Notes for the Bidders
1	<b>Experience</b>	CV/resume, portfolio, references, prior certifications, etc.	20	
2	<b>Methodology</b>	Sample modules, brief about approaches, techniques, and strategies, etc.	15	
3	<b>Curriculum Design and Alignment</b>	Draft training design document, modular outline, sample lesson plans, rubrics, reflection logs, and alignment mappings.	20	Ensure all materials reflect TEFL best practices and explicitly map to BUE-SCE alignment where applicable.
4	<b>Training Delivery and Facilitation Plan</b>	Delivery schedule, facilitator guides, coaching templates, peer-observation plan, accessibility notes.	20	
5	<b>Assessment, Certification, and Quality Assurance</b>	Assessment rubrics, exemplars, certification process, moderation guidelines, and QA plan.	10	
6	<b>Documentation, Reporting, and Deliverables</b>	Sample templates, previous deliverables, and format compliance checklists	10	
7	<b>Stakeholder Engagement and Sustainability</b>	Stakeholder maps, engagement calendars, and a knowledge transfer plan	5	Provide a clear plan for ongoing professional development and a resource bank maintained after the contract period. Include a risk register and mitigation plan for potential challenges in online delivery, coordinators' availability, or data confidentiality.

### Financial Offer Items:

#	Item	Est. Cost
1	Design the training curriculum and materials, and hand them in to the CEC management	
2	Delivering the online sessions: 3 sessions/week * 5 weeks = 15 sessions, each 5 hours	
3	Delivering the F2F sessions: 5 sessions in 5 days, each 6 hours	
4	Travel round-trip by air	
5	Accommodation & Per-diem = 6 nights/seven days	
<b>Total</b>		