

CBPF-LHF Project (Terms of Reference)

Retention Support Facilitators (RSFs) – AICA / CBPF-LHF PROJECT

1. Background

The Alawite Islamic Charity Association (AICA) is a non-profit organization dedicated to humanitarian aid, providing essential multisectoral services in education, food security, healthcare, livelihood, protection and community engagement. AICA is implementing an OCHA-funded project aiming to enhance **student retention and dropout prevention** through recruiting **Retention Support Facilitators (RSFs)** across multiple educational institutions in North Lebanon and Akkar. The **RSFs will play a vital role in engaging at-risk students, supporting educators, and strengthening learning continuity** to align with the Ministry of Education and Higher Education (MEHE) guidelines and humanitarian education principles. The **Retention Support Facilitators** will work directly with students, educators, project team and parents to **reduce dropout rates, enhance educational engagement, and provide psychosocial support**. The role is aligned with **OCHA's Education Cluster priorities, ensuring inclusive, quality learning opportunities for vulnerable children in crisis settings**.

2. Key Responsibilities

A. Student Support:

- Identify through observation, assessments, and consultations with center staff and parents, the students in Grades 7, 8, and 9 who are at risk of dropping and relevant to attend the RS support.
- Develop and implement individualized support plans tailored to the unique needs of students in community centers, addressing academic, social, and emotional challenges.
- Provide one-on-one and small group tutoring sessions within the community center to improve academic performance and build confidence.
- Assist in the implementation of **after-school activities and engagement programs**
- Facilitate **remedial sessions and learning support** aligned with MEHE standards

B. Parental and Community Engagement:

- Work closely with parents/caregivers who visit community centers to address external factors affecting student retention, such as family challenges or lack of resources. This process is supported by qualified personnel at AICA from the "protection team" in full coordination with the center coordinator and the PM.
- Organize workshops if needed for parents and visiting students at the community center to emphasize the importance of education and provide guidance on supporting their children's learning.
- Build strong relationships with community center staff and local stakeholders to create a supportive network for students and their families.

C. Collaboration with Staff:

- Collaborate with community center team and other facilitators to identify struggling students and adapt teaching strategies for inclusive education.
- Conduct **regular counseling sessions** for students experiencing distress.
- Provide guidance to community center staff on effective ways to engage students and foster a positive learning environment.
- Share updates and progress reports with community center leadership and relevant stakeholders to ensure alignment and support.

D. Monitoring and Evaluation:

- Track daily attendance, academic performance, and behavioral progress of supported students who participate in community center programs.
- Document success stories, challenges, and lessons learned from working with students in community centers to inform program improvement.
- Prepare regular reports to share with community center coordinators and AICA's PM to be shared with student's school directors and sector working groups and /or MEHE and/or OCHA if needed.

E. Advocacy and Awareness:

- Advocate for inclusive practices and support systems within community centers to reduce dropout rates among middle school students.
- Raise awareness about the challenges faced by at-risk students in Cycle 3 and recommend solutions to community center leadership and organizational stakeholders.
- Promote the integration of educational support programs within community centers to ensure students have access to resources that enhance their learning and retention

3. Qualifications & Requirements:

- Bachelor's degree in education and social development related field (Mathematics, Arabic Literature, French/English Literature, Biology, Chemistry, Physics, psychology, social sciences/humanities, specialized education, or social animation) or LT in education
- Minimum of 3 years of experience in teaching, counseling, or student support roles, preferably with middle school students
- Strong understanding of barriers to student retention and effective intervention strategies for Grades 7, 8, and 9.
- Excellent interpersonal and communication skills to engage with students, parents, and other facilitators.
- Ability to manage sensitive situations with professionalism and empathy
- Proficiency in Arabic and French is a **MUST**; English is an advantage.
- Patient, compassionate, and committed to student success.
- Strong organizational skills and attention to detail.
- Passionate about education and inclusive practices.
- Priority to community members from each of the mentioned hereby targeted area {1- Sahel Akkar (Between Talbire / Tal Hmayra), 2- Deir Amar, 3- Mohajreen (Between Bab Al Tabbaneh / Jabal Mohsen), 4- Mina}

4. Duration

- 6 Months, hourly rate fees as per MEHE's set rate.

5. Reporting Line & Supervision

- RSFs will report weekly to his/her Center Coordinator and/or the PM
- Performance will be evaluated monthly based on:
- Student engagement metrics (attendance, dropout rates, feedback).
- Effectiveness of retention strategies and learning support.
- Compliance with AICA and MEHE policies.

The Retention Support Facilitator role is critical in ensuring the successful implementation of AICA's OCHA-funded CBPF-LHF project. The selected candidate will play a key role in community engagement, service coordination, and compliance with humanitarian best practices.

Applicant Name: _____

Date: _____

Signature: _____