

Terms of Reference

TwB volunteers to support FCA's projects

IN-COUNTRY POSITION / Uganda

Location: Moyo District, West Nile, with possible travel to other project locations

Host organization: FCA Uganda

Length of Posting: 6 Months

Date of deployment: Fall 2021 onwards

Number of positions: 6 People

Title of the position: Education Advisor (TwB in-country volunteer)

NOTE the realization of in-country volunteer positions depends on the global and local health situation.

Background and description of the projects:

Finn Church Aid (FCA) in Uganda implements both Education in Emergencies (EiE) and development education projects with the main goal of promoting access to quality education for all in the refugee and host communities of Uganda. The projects include;

SCORE – *Sustainable Comprehensive Response to Education* -project. FCA in collaboration with the District Local Governments have been implementing the project since 2017 in an effort to address local educational challenges. The SCORE project aims to improve equitable access to safe, quality education, strengthen the capacity of teachers in pedagogy and inclusive teaching practices as well as to enhance the capacity of the school management. In addition, the project aims to engage local communities and increase stakeholder (parents, lower local councils, traditional and religious leaders) involvement in promoting effective and inclusive education service delivery.

LEARN – *Lasting Education Achievements Responding to Needs* -project, aims to increase and improve equitable and inclusive quality education for refugee and host community children and adolescents in Bidi Bidi Refugee Settlement in Yumbe District and Palorinya Refugee Settlement in Moyo District funded by the Bureau of Population, Refugee and Migration (BPRM).

The early childhood development (ECD) project aims at increasing access to quality pre-primary education through formal and non-formal learning centres in refugee hosting districts with the following main objectives; I) Increased access to integrated ECD services of refugee and host community children through community based ECD centers in refugee host districts; II) Increased knowledge, skills and practices in caring and educating children by, caregivers and leaders at targeted ECD centres, communities and households; and III) Strengthened district local governments, sub-counties and settlement capacity to coordinate and scale up the delivery of quality inclusive ECD services in the respective districts. The project will be implemented in West Nile and South Western districts of Uganda.

In general, current FCA projects in Uganda aim at improving the level of access to safe and inclusive quality education for the refugee and host community children in Uganda (Arua, Koboko Yumbe, Moyo, Adjumani, Kyegegwa and Kamwenge districts) targeting Primary and Secondary schools, and Accelerated Education. Moreover, enhancing protection, wellbeing and peaceful co-existence of ECD primary and secondary school learners through teachers' continuous professional development (CPD), capacity building of school management committees, and other education stakeholders, provision of educational materials to schools and children form the key programme areas.

FCA works with Teachers without Borders (TwB) network to enhance local sustainability and strengthen capacity of district education departments where its projects are implemented through teachers needs-based capacity building and support focused on; improving pedagogical skills, support supervision, mentoring and coaching aimed at improving the quality of teaching, learning, formative assessment, inclusive education and improved learning outcomes and wellbeing.

All these mentioned are achieved through collaborative planning, training, follow-up of teachers and support supervision, mentoring and coaching of teachers with the relevant government education technical personnel which include CCT (Coordination Centre Tutors) and District Inspectors of Schools (DIS), and supporting school management and target communities as applicable.

An individually tailored ToR and work plan will be developed during the initial phase of the deployment.

NOTE although each volunteer will have a main targeted location, they may be asked during the course of their placement to provide support to other FCA education projects in Uganda whenever need arises.

Volunteer's main tasks depending on the projects and locations, might include:

- To develop, compile or contextualise teacher-training materials based on available resources e.g. Teachers in Crisis Contexts (TiCC) training package, FCA Teacher Training Package, or any other material that may be provided.
- Directly work with the local Ugandan and refugee ECD caregivers, primary, AEP and secondary teachers to provide training, mentorship and coaching support to improve on their pedagogical skills and supporting home learning.

- To support the Primary Teacher Colleges (PTCs,) district inspectorate, Coordinating Centre Tutors (CCTs) to train, coach and mentor associate assessors and head teachers in inclusive learner-centred pedagogy, remedial learning, learning through play, support supervision and any other relevant theme.
- To strengthen the capacity of head teachers and teachers in assessment skills with a focus on formative assessment, and development of tools with special focus in the teaching of mathematics and science.
- To organise training workshops and events together with local project staff.
- To support documentation of all teacher CPD activities and sharing of the learnings with the project donors, partners and other stakeholders to promote cross-learning and for advocacy.
- Any other relevant tasks assigned by the supervisor, after consultation with the volunteer.

Position specific qualifications and competencies:

- Expertise and experience in secondary, primary, early grade education pedagogics or special needs education
- Experience or interest in developing the capacity of ECD, primary and/or secondary school teachers
- Experience in mentoring and coaching of teachers and/or other education personnel is an asset
- Background in or familiarity with emergency/humanitarian context is an asset
- Flexibility and ability to work in a challenging environment, with long travelling distances limited access to communications, services and social interaction
- Ability to reside in rural areas with intermittent electricity and water and otherwise basic living conditions
- **In addition, general qualifications and competencies for all TwB volunteers defined in the TwB webpage**

Supervision and Support:

The volunteers will be assigned a main/immediate supervisor based at the field level with a technical support supervisor within the Country Office (Education Specialist). They will work in close collaboration with the project implementing staff on all levels. Additional technical support will be given by the Regional Education Specialist.

The Teachers without Borders education advisers/volunteers will work closely and collaborate with FCA staff who include: Area Managers, Project Managers, Field Education Coordinators, Education project officers, and Coordinating Centre Tutors (CCTs).