

Terms of Reference

TwB Support to FCA's Education Projects in 2022

DISTANCE POSITION / Palestinian Region

Location	Distance support to West Bank, Occupied Palestinian Territories
Host Organization	Finn Church Aid (FCA) Israel-Occupied Palestinian Territory (IOPT) Office
Length of Posting	2-4 months
Date of Deployment	February-March 2022 onwards
Number of Positions	2
Title of the Position	Education Advisor (TwB Distance Expert or Volunteer)

Background and Description of the Project

The project *Development of Inclusive Quality Education in Palestine* has been initiated together by several key stakeholders, including the local Ministry of Education and Higher Education (MoEHE), UNESCO, the Representative Office of Finland in Ramallah and FCA. FCA has been invited to contribute to the improvement of inclusive quality education in particular at the school level through the Teachers without Borders (TwB) -network.

The goal of the project is to enhance the right to quality education of Palestinian children through teams of qualified and experienced volunteer teachers from Finland working in close collaboration with teachers and school administration in Palestinian public schools and following the Education Sector Development Program III.

Between 2018 and 2019, 15 TwB volunteers worked in 6 governmental schools in Ramallah district (all the selected schools are primary schools from first to ninth grade). The volunteers were deployed to the identified schools for three months in order to map the schools' specific needs and ideas for implementing and improving school development plans in close cooperation with the school staff.

The outbreak of COVID-19 and the consequent lockdowns highlighted the development needs of remote learning while also haltering the regular operations of TwB deployments. The pandemic turned out to be a challenge both for teacher struggling to organize teaching remotely and to learners themselves who often lacked the needed school development plans together with key stakeholders including teachers, supervisors, and principals support from home for studying remotely and did not necessarily have the equipment such as laptops or smart devices to facilitate their learning.

Consequently, the TwB support was adapted and redesigned into distance form with a focus on developing a manual and an assessment framework for teachers' capacity building in distance education. The FCA response created a basic understanding of possible response modalities during the COVID-19 crisis and the possibilities of distance teaching and learning in fragile contexts. TwB volunteers build the capacity of the teachers in distance education in its different content, forms, and means, and supported the teachers in the partner schools to better cope with stress and anxiety caused by the COVID-19 pandemic to maintain quality education for learners.

In 2022, as the schools have reopened, the program aims to proceed with the in-country volunteer placements and support of the local teachers in school settings.

Main Tasks May Include

- Develop a training of trainers (ToT) outline and plan based on the teacher training manual on distance education material for teachers on distance teaching and learning based on MoEHE strategy plan and needs assessment, Pre- and Post-assessment of the pilot trainings;
- Develop teachers' self-learning, online material on distance education partly based on the existing teacher training manual, and contextual needs
- Train teachers on distance teaching and learning skills based on the training material created (supported by our local resources and partners, FCA collaborates with e.g. UNESCO);
- Support teachers in facilitation and knowledge sharing as well as the exchange of good practices in the development of the distance teaching and learning module during and after COVID-19;
- Provide technical and pedagogical expertise for the education programme planning and implementation;
- *Note the plans and tasks will be specified according to the local needs, and the Country Office's suggestions for prioritization.*

Position Specific Qualifications and Competencies

- A Master's Degree in Education and/or teaching experience from Finland
- Experience in teacher training, training curricula planning and/or (online) material production is an asset
- Proficiency in written and spoken English required; knowledge of Arabic is an asset.
- Sensitivity to local cultures
- Knowledge of Palestine's education system and policies is an added advantage.
- Good command of online training and communications tools
- Flexibility to bear the time difference and occasionally unstable data connections
- **In addition, general qualifications, and competencies for all TwB volunteers defined in the TwB webpage**

Supervision and Support

TwB receives support on task division, coordination of the contents, implementation of the activities as well as technical guidance and support from the following persons: FCA IOPT Education Officer, Program Consultant, and Teachers without Borders Coordinator.

Working language in FCA Palestine is English. The language of instruction in the materials and trainings is also English. Translation of the materials and interpretation during the trainings will be provided by a local staff member or partner.