

Terms of Reference

TwB Support to FCA's Education Projects in 2022

IN-COUNTRY POSITION / Palestinian Region

Location	West Bank, Occupied Palestinian Territories
Host Organization	Finn Church Aid (FCA) Israel-Occupied Palestinian Territory Office (IOPT)
Length of Posting	3 months
Date of Deployment	February 2022 onwards
Number of Positions	4
Title of the Position	Education Advisor (TwB Volunteer)

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

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 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

- Conduct an assessment on teacher education needs (in-service training), learning environment needs, and support needs in school administration.
- Review school development plans together with key stakeholders, including teachers, supervisors, and principals.
- Plan and conduct teacher education workshops based on the assessment, focusing on learner-centered methods, inclusive education and distance education demands on the psychosocial needs of teachers and learners (partly based on existing materials)
- Follow up and support classroom-based practical learning for teachers
- Participate in creating teachers' professional (learning) communities that are active and use various methods (networking, blended learning, classroom-based learning, workshops, face-to-face meetings, mentoring, etc.)
- Participate in planning and coordination meetings, including project steering committee meetings as needed with the Program Manager and Project Coordinator
- Follow up, monitor, and evaluate the work done in previous schools to ensure continuity of learning and to assess progress
- Engage Parent-Teacher Associations (PTAs) as needed to strengthen existing networks

Position Specific Qualifications and Competencies

- A Master's Degree in Education and/or teaching experience from Finland
- Working experience at national (or international) levels in inclusive and special needs education in basic and/or secondary, teacher education, school leadership and administration or recreational activities (arts, and sport) is an asset
- Proficiency in written and spoken English required; knowledge of Arabic is an asset.
- Readiness and aptitude for working at times with limited access to services
- Sensitivity to local cultures
- Knowledge of Palestine's education system and policies is an added advantage.
- Flexibility and ability to work and live in a challenging environment, good stress management skills

- **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.

Practicalities

The volunteers will be housed in shared furnished apartments or at a guesthouse. They will have access to the FCA Office as needed. FCA induction to the context will be provided in-country upon arrival, and safety and security procedures are to be followed as per FCA's guidelines.