

Terms of Reference

TwB Support to FCA's Education Projects

DISTANCE POSITION / MYANMAR

Location	Distance position to support career guidance and counselling (CGC) development and project activities taking place in Myanmar
Host Organization	Finn Church Aid (FCA) Myanmar Country Office (MYACO)
Length of Posting	6 months
Date of Deployment	May (until November) 2022
Number of Positions	1
Title of the Position	Education Advisor (TwB Distance Expert)

Background and Description of the Project

FCA started a CGC pilot project in Myanmar in early 2018, having successfully introduced the CGC concept in FCA Cambodia several years earlier. FCA's CGC model is based on high quality and well-known Finnish expertise, following the International Association for Educational and Vocational Guidance (IAEVG) global competence guidelines and benchmarking Singapore and other neighbouring countries' best practises. The goal of the project in Myanmar has been to pilot this innovative way of enhancing educational quality, and to establish pathways to integrate and scale up CGC in the Myanmar education system. The activities have been supported by technical education experts through the Teachers without Borders (TwB) -network.

During 2018-2020, CGC services have been piloted in four monastic schools in suburban Yangon, with 2 Department of Basic Education (DBE) schools having an "observer status". FCA has developed a CGC manual for Lower Secondary (Middle) School and a CGC teacher guidebook with broad consultation, and a training course for teachers. 17 counsellors have been trained, some of whom will become "master trainers". FCA also conducted research into the efficacy of the programme. Unfortunately, a military takeover of the country on 1 February has made it impossible to continue the collaboration with the government and FCA has subsequently redesigned the programme.

The objective of the future of FCA's CGC work in Myanmar (2021-2023) is to introduce, support and promote CGC in alternative, non-state education systems across Myanmar; that is, monastic schools, ethnic education systems and Civil Society Organization (CSO) schools

in ethnic minority areas. To this end, FCA will work closely with a range of education stakeholders. Our role is to lead on project design and planning, monitoring and evaluation, technical guidance, project cycle management support, and coordination and networking. During 2021-2023, the project will have three interconnected objectives:

- **Objective 1: Teachers and other education personnel from non-state education providers in Myanmar (monastic schools, ethnic education systems and CSO schools incl. Myanmar Mobile Education organization MyME) have increased capacity on CGC.** This will include: a) supporting and coaching CGC master trainers to disseminate CGC training for school counsellors; b) providing the master trainers with ongoing professional development support; c) developing the knowledge base and relevant tools and materials for use by trained teacher-counsellors and other education personnel.
- **Objective 2: Secondary school students in monastic schools have access to and benefit from student counselling services.** This will include: a) planning and organising CGC services and curricula for children in existing and new monastic schools; b) engaging parents, wider communities, and other education stakeholders including the Monastic Education Development Group and other Education Development Partners.
- **Objective 3: Education personnel from non-state education providers and key stakeholders have increased awareness of CGC and institutional capacity.** This will include: a) engaging with ethnic/CSO education providers and their constituencies; b) conducting and disseminating research into the efficacy and impact of school-based student counselling services; c) organising events for senior education personnel to learn from counterparts in Association of Southeast Asian Nations (ASEAN, including Cambodia and Thailand).

Volunteer's Main Tasks May Include

- Co-review and update the contents for the revised Lower Secondary Level Career Guidance Counselling Manual (Including the thematic chapters such as psychosocial support education, peace education and environmental education), in coordination with MYACO team, CGC Master Trainers, and Senior Education personnel from partner organizations
- Plan and co-develop high school level Career Guidance Counselling Manual/materials (including thematic chapters such as vocational education, psychosocial support education) and supporting tools (worksheet, checklists, lesson schedule planning, assessment forms, coaching and mentoring forms) based on the local context
- Co-plan and provide skill-up CGC Master Training to CGC Master Trainers
- Participate in CGC consultation workshops/meetings and consult with a range of local and international education stakeholder

Position-Specific Qualifications and Competencies

- Background in Education with expertise and experience in career guidance and counselling in Finland.

- Experience in career guidance counsellors and/or teacher training, and/or curriculum and material development in CGC in basic education is an asset.
- Practical experience in supporting education staff continuous professional development through coaching, training, and mentoring is an asset.
- Pedagogical knowledge of learner-centred methods, child development and protection, child's rights, and learners' well-being at school.
- Creative thinker; flexible, patient, and non-confrontational; cultural sensitivity.
- Good skills in online training and communications tools.
- High level of adaptability as changes of plans occur with short notice, due to nature of work and local context.
- **In addition, general qualifications, and competencies for all TwB volunteers defined in the TwB webpage.**

Supervision and Support

The TwB will be supervised and supported by the MYACO Project Manager (CGC). In turn, the Project Manager is supervised and supported by the Programme Coordinator and the Programme Manager. The FCA Country Director in Myanmar has the overall responsibility for coordinating the TwB work.

There will be regular online meetings between the TwB and FCA staff to support, discuss and oversee the progress of the distance period. The expert will work closely with FCA staff and teachers already trained as counsellors. The expert will work in a participatory manner and engage in coordination and consultation with a range of stakeholders through workshops and meetings.