

## Terms of Reference

### TwB Support to FCA's Education Projects in 2022

#### DISTANCE POSITION / Palestinian Region

<b>Location</b>	Distance support to West Bank, occupied Palestinian Territories (oPT)
<b>Host Organization</b>	Finn Church Aid (FCA) oPT Office
<b>Length of Posting</b>	2-4 months
<b>Date of Deployment</b>	September 2022 onwards
<b>Number of Positions</b>	2-3
<b>Title of the Position</b>	Education Advisor (TwB Distance Expert)

#### 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 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 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 proceeds with the in-country volunteer placements side-by-side with distance positions to support the local teachers in school settings.

### **Main Tasks May Include**

- Develop teachers' pedagogical skills on distance education and blended learning materials, based on local strategies, existing teacher training materials, and timely needs
- Develop educational leadership and pedagogical management materials for the partner schools' principals and directorate
- Plan and conduct training sessions for the school principals on educational leadership and management with specified topics relevant to the partner schools
- Support teachers in collegial learning, peer support and knowledge sharing in the development of teaching and learning during and after Covid-19, or another crisis
- Provide technical and pedagogical expertise for the education programme planning and implementation as relevant to the local needs
- ***Note the plans and tasks will be specified according to the local needs, and the FCA 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
- Good command of online training, teaching, and learning tools
- 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
- Flexibility to changes to plans on short notice and occasionally unstable data connections
- **In addition, general qualifications, and competencies for all TwB volunteers defined in the TwB webpage**

### **Supervision and Support**

TwB expert 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 oPT Education Officer, Program Consultant, and TwB 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.