

## Terms of Reference

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

#### IN-COUNTRY POSITION / Palestinian Region

<b>Location</b>	West Bank, occupied Palestinian Territories (oPT)
<b>Host Organization</b>	Finn Church Aid (FCA) oPT
<b>Length of Posting</b>	3 months
<b>Date of Deployment</b>	August-September 2022
<b>Number of Positions</b>	3
<b>Title of the Position</b>	Education Advisor (TwB In-country 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 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 deployments side-by-side with distance positions, to support 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 training workshops based on the assessment, focusing on learner-centered methods, inclusive and special needs education, teacher and learner wellbeing, and distance education pedagogies and methods (partly based on existing materials)
- Plan and conduct targeted workshops for the principals and other educational leadership, as relevant
- Follow up and support classroom-based practical learning for teachers
- Participate and facilitate co-creating teachers' professional (learning) communities that are active and use various methods for collegial support (networking, blended learning, classroom-based learning, workshops, face-to-face meetings, mentoring, etc.)
- Consult and participate in planning and coordination meetings, including project steering committee meetings as needed
- Follow up, monitor, and evaluate the FCA and TwB work done in schools previously to ensure continuity of learning and assessing progress
- Co-facilitate home-school collaboration in Parent-Teacher Associations (PTAs) as needed to strengthen existing networks

### **Position-Specific Qualifications and Competencies**

- A Master's Degree in Education *and/or* minimum of two years of teaching experience from Finland
- Strong pedagogical skills in primary school level
- Working experience at national (or international) levels in inclusive and special needs education, teacher education, school leadership and administration is an asset
- Experience in planning and implementing teacher training and/or peer mentoring 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 volunteers 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 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.