

Terms of Reference

TwB Support to FCA's Education Projects

IN-COUNTRY POSITION / Uganda

Location	Different project locations in Uganda (including Yumbe, Moyo, Arua, Adjumani, Rwanwanja, and Kyaka Districts)
Host Organization	Finn Church Aid (FCA) Uganda Country Office (UGACO)
Length of Posting	4-6 months
Date of Deployment	Sept 2022 – Feb 2023 (LEARN); and Jan-June 2023 (SCORE)
Number of Positions	6 people (2 positions in LEARN, 4 in SCORE)
Title of the Position	Education Advisor (TwB Volunteer)

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

Background and Description of the Projects

UGACO implements both Education in Emergencies (EiE) and development cooperation context education projects that contribute to FCA's global education thematic area, Right to Quality Education (R2QE), with the goal of improved access and better quality of learning for all. Education programs and projects are designed and implemented to achieve this goal. The current running projects include:

1. **SCORE – Sustainable Comprehensive Response to Education** -project. FCA with financial support from UNICEF and in collaboration with the District Local Governments have been implementing the project since 2017 covering districts in Northern and South-Western part of the country. The SCORE project aims to improve equitable access to safe, quality education, strengthen the capacity of teachers in pedagogy and inclusive teaching practices as well as to enhance the capacity of the school management. In addition, the project aims to engage local communities and increase stakeholder (parents, lower local councils, traditional and religious leaders) involvement in promoting effective and inclusive education service delivery.

The project has two components of primary and pre-primary education-related activities. In 2022, the first quarter of the year will focus on the pre-primary -level. The early childhood development (ECD) component of the SCORE project aims at increasing access to quality pre-primary education through formal and non-formal learning centres in refugee hosting districts with the following main objectives; I) Increased access to integrated ECD services

of refugee and host community children through community based ECD centers in refugee host districts; II) Increased knowledge, skills and practices in caring and educating children by, caregivers and leaders at targeted ECD centres, communities and households; and III) Strengthened district local governments, sub-counties and settlement capacity to coordinate and scale up the delivery of quality inclusive ECD services in the respective districts. The project will be implemented in West Nile and South-Western districts of Uganda.

Under the primary education component, the project has the following key objects: I) Improved equitable access to safe, quality education; II) Improved teachers' competencies in literacy and inclusive learning practices and pedagogy; III) Improved capacity of headteachers, deputy headteachers, School Management Committees (SMC) / ECD Center Management Committees (CMC), District Education Officers (DEO), senior teachers to conduct support supervision, plan and engage local communities and schools for better school management and coordination of the delivery of quality primary education and ECD services; and IV) Increased stakeholder (parents, lower local councils, traditional and religious leaders) involvement in promoting effective and inclusive education service delivery.

- 2. LEARN – Lasting Education Achievements Responding to Needs** -project, aims to increase and improve equitable and inclusive quality education for refugee and host community children and adolescents in refugee settlements in Yumbe, Obongi, Keygegwa and Kamwange Districts. The project is funded by the Bureau of Population, Refugee and Migration (BPRM). The project has been running for the past two years and is now in its third year of implementation with specific objectives that include: I) Increased access to safe and inclusive secondary learning environments for refugee and host community learners; II) Improved delivery of quality education for refugee and host community learners; III) Enhanced protection and wellbeing of secondary level learners; IV) Preventing, preparing and responding to Covid-19 impact on secondary education and protection of learners. Within the project, the needs for TwB contribution focus especially on supporting school-based child protection activities, peace education and youth club - related activities, capacity building, mentoring and coaching for teachers and school staff.

NOTE over the course of their deployment, TwB volunteers may be asked to provide support to other FCA education projects in Uganda if the need arises.

In general, current FCA running education projects in Uganda aim at improving access to safe and inclusive quality education for the Refugee and Host community children, in addition to enhancing protection, wellbeing and peaceful co-existence of ECD, primary and secondary school learners through teachers' continuous professional development (CPD), capacity building of school management committees, and other education stakeholders, provision of educational materials to schools and children as the key activities amongst others.

FCA works with Teachers without Borders (TwB) -network to strengthen capacity of district education departments where its projects are implemented through teachers' needs-based capacity building training and support focused on; improving pedagogical skills, support

supervision, mentoring, and coaching aimed at improving the quality of teaching, learning, formative assessment, inclusive education, and improved learning outcomes and wellbeing of teachers and learners. All these mentioned are achieved through collaborative planning, training, follow-up of teachers and support supervision, mentoring and coaching of teachers with the relevant government education technical personnel which include CCT (Coordination Centre Tutors) and District Inspectors of Schools (DIS), and supporting school management and target communities as applicable.

The TwB volunteers will be based in the different FCA field offices in Northern and Southwestern Uganda, supporting teacher capacity-building activities under projects implemented in the location of deployment. An individually tailored work plan will be developed during the initial phase of the deployment.

Volunteer's Main Tasks That Are Not Restricted to Specific Projects and Locations Might Include

- Develop teacher-training materials based on available resources such as the Teachers in Crisis Contexts (TiCC) training package, the FCA Teacher Training Package, basic peace education modules for secondary school students (to guide school-based peace clubs in LEARN), or any other material that may be provided.
- Work with the local Ugandan and refugee ECD caregivers / pre-primary, primary, AEP and secondary teachers to provide training, mentorship, and coaching support to improve on their pedagogical skills, support home learning, and promote peace education.
- Support the Primary Teacher Colleges (PTCs,) Coordinating Centre Tutors (CCTs) to train, coach and mentor associate assessors and headteachers in inclusive learner-centered pedagogy, remedial and play-based learning, support supervision, and any other theme that may be identified as relevant
- Strengthen the capacity of headteachers and teachers in assessment skills with a focus on formative assessment and development of tools with special focus in the teaching of mathematics and science
- Conduct training workshops and events targeting teachers for pre-primary, primary, AEP and secondary teachers with local colleagues, and provide technical support to the project team and stakeholders
- Support documentation of all CPD activities and share the learnings to promote cross-professional learning
- Any other tasks assigned by the supervisor, after consultation with the volunteer

Position-Specific Qualifications and Competencies

- Masters' Degree in Education *and/or* at least 2 years of teaching experience in Finland
- Expertise and experience in ECD, primary *and/or* secondary education pedagogics, active and learning through play -methods, *and/or* special needs education
- Experience *or* interest in developing the capacity of ECD, Primary *and/or* Secondary school teachers

- Experience in mentoring and coaching of teachers *and/or* other education personnel is an asset
- Background in/or familiarity with developing/humanitarian context is an asset
- Flexibility and ability to work in a challenging and potentially stressful environment, with long traveling distances limited access to communications, services, and social interaction
- Ability to reside in rural areas with intermittent electricity and water and otherwise basic living conditions
- **In addition, general qualifications, and competencies for all TwB volunteers defined in the TwB webpage**

Supervision and Support

The volunteers will be assigned a main/immediate supervisor based at field level with a technical support supervisor within the Country Office (Education Specialist). However, they will work in close collaboration with the project implementing staff and partners on all levels. Additional technical support will be given by the Regional Education Specialist.