

Terms of Reference

IN-COUNTRY POSITION / Palestinian Territories

Location	East Jerusalem and the West Bank
Host Organization	Finn Church Aid (FCA) in occupied Palestinian Territories
Length of Posting	3 months
Time of Deployment	February to May 2023
Number of Positions	3-4
Title of the Position	Education Adviser (TwB Volunteer)

NOTE the realization of the positions is conditional to the global and local health 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 and teacher in-service training level through the Teachers Without Borders (TWB) - network.

The overall objective of the project is to contribute to enhancing the right to inclusive, quality education for each Palestinian child. The project aims to build the capacity of Palestinian teachers, educators, and principals to integrate high-quality pedagogical methods and inclusive education practices in their classrooms and schools. Here, the TWB volunteer experts work in close collaboration with teachers and school administration in the local partner schools following the Ministry's Education Sector Development Program III.

Pre-pandemic, between 2018 and 2019, altogether 15 TWB volunteers have collaborated with six (6) governmental elementary schools in the Ramallah district. The volunteers were deployed to the partner schools for three months' periods to map out the schools' specific needs and ideas for implementing and improving their respective school development plans in close cooperation with the school staff.

The pandemic imposed the necessity to explore new ways to sustain learning amid a crisis, and develop quality remote learning solutions to ensure equitable education opportunities for

teachers and learners. Consequently, the project has adapted and innovated new working modalities in distance and hybrid mode.

A major need to strengthen the partner schools' capacity to implement inclusive education and the teaching staff's methods and practices to support children with diverse learning needs have been identified as key points of collaboration. Here, the project also involves the school leadership and home support which play critical roles in ensuring the school community's approach to inclusive education, pedagogical change, and relevant support to the teachers throughout.

Moreover, the project addresses the importance of sector development and teacher education under the theme of inclusive education to ensure more sustainable impact. Accordingly, the project and TWB are starting new collaboration with a Palestinian university and its faculty of education, seeking together to strengthen inclusive education within the teacher education through pre-service training for the teachers of the future.

In 2023, the TWB volunteers will build on the work done in the Autumn 2022, especially in inclusive education, and pedagogical and methodological development at the classroom, school and university level through pre-service and in-service teacher training, peer mentoring, principals, and other school personnel.

The Volunteer's Main Tasks May Include

- Assess timely, contextual needs on teacher capacity-building, learning environment, and support in school leadership;
- Plan and conduct teacher training workshops based on the timely needs, 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 (e.g. through peer mentoring);
- Review school development plans together with key stakeholders, including teachers, supervisors, and principals, as relevant;
- Consult and participate in planning and coordination meetings with project staff, 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 relevant 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 a notable 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
- Sensitivity to local cultures
- Knowledge of Palestine's education system and policies is an added advantage
- **In addition, general qualifications, and competencies for all TwB volunteers defined in the [TwB webpage](#).**

Supervision and Support

The TWB volunteers receive support on task division, coordination of the contents, implementation of the activities as well as technical guidance and support from the FCA and project staff locally and from Helsinki.

The 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.