

Terms of Reference – Teachers Without Borders Finland

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	6–12 Months
Time of Deployment	During July 2023 – February 2024
Number of Positions	3–5 (conditional to securing funding)
Title of the Position	Education Adviser (TWB Volunteer)

NOTE the realization of the positions is conditional to securing funding, and the global and local health security situation.

Background and Description of the Project

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 projects seeking for TWB support include:

1. **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.

2. **Early Childhood Development and Quality Education in Emergencies** -project in Uganda with funding from UNICEF, seeks to build on the achievements of previous collaboration whilst addressing the still existing challenges to quality of education and learning outcomes in early years and at primary school level. The project is implemented in the West Nile and Southwestern districts of Uganda.

The intervention in Sustainable Comprehensive Response to Education (SCORE) - project, which the current project builds on, resulted into increased access and provision of home learning/self-study materials for learning continuity during school closures amid the pandemic. 17,687 learners were enrolled in community learning centers and 21,793 children were reached through home learning. 160 teachers & 210 caregivers were trained and supported on use of learner centered pedagogy, play-based learning, formative assessment, and provision of psychosocial support that has led to improved quality of teaching and learning. At least 80% of the teachers trained were able to practice learner-centered pedagogical skills, learning assessment, improvement in literacy and numeracy skills of learners. There has also been increased community and parental engagement to strengthen coordination and management structures for early childhood development (ECD), quality and inclusive education. For instance, at the end of the project, 80% of the parents were promoting positive practices, while 4 of the 7 (57%) local education districts had functional and relevant coordination mechanisms.

However, there are still hindrances to achievement of desirable ECD, quality and inclusive education outcomes. Regarding access of quality ECD services, vast number of children are yet not reached with the services. Where ECD centers exist, in turn, there is a high demand and limited resources for the services which has led to, for example, increased class sizes and non-conducive learning setting thus affecting the quality of services delivered. Similarly, in lower primary the learning is hampered by increased level of stress, psychosocial, social, and behavioral challenges amongst the learners. Identification and reaching of Children with Disabilities (CWD) to ECD services is a notable challenge.

The current interventions will focus on ECD caregivers and teachers' capacity building, including improving ECD caregivers and teachers' competencies on play-based pedagogy, remedial learning, psychosocial support, positive parenting, community engagement, and formative assessments through peer support, coaching, mentoring, support supervision and in-service training all aimed at improving child development outcomes and wellbeing as well as foundational literacy and numeracy achievements. Early Grade Reading Assessment (EGRA) model will be applied here with support from national teacher mentors. The district local governments, sub-counties, and settlement capacity will be strengthened to coordinate and scale up the delivery of quality, inclusive ECD services in the respective districts.

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 refugee and host community children, in addition to enhancing protection, wellbeing and peaceful co-existence of ECD and primary and secondary school learners through teachers' continuous professional development (CPD), capacity building of school management committees and other education stakeholders, and provision of educational materials to schools and children.

FCA works with Teachers Without Borders (TWB) -network to strengthen the capacity of district education departments which is implemented through teachers' needs-based capacity building training, mentoring and support focused on improving the quality of teaching and learning (including pedagogical skills, active and functional teaching methods, inclusive education, and formative assessment), learning outcomes, and wellbeing of teachers and learners. All these are achieved through collaborative planning, training, continuous follow-up on teachers' needs and resources, support supervision, mentoring and coaching of teachers with the relevant government education and district education technical personnel, and supporting school management and target communities as relevant.

The TWB volunteers are generally based in the FCA field offices in Northern and Southwestern Uganda, supporting teacher capacity-building activities under a specific or various projects. An individually tailored work plan will be developed during the initial phase of the deployment.

The Volunteer's Main Tasks May Include

- Develop and adapt teacher in-service training materials based on available resources such as the Teachers in Crisis Contexts (TiCC) training package, the FCA Teacher Training Package, Peace Education Manual (to guide school-based peace clubs under LEARN-project), and/or any other material that may be provided;
- Support and provide the local Ugandan and refugee ECD / pre-primary, primary, Accelerated Education Program (AEP) and secondary teachers with training, mentorship and coaching to improve their pedagogical skills, functional teaching methods and peer support tools with local colleagues;
- Support Primary Teacher Colleges (PTCs) and Coordinating Centre Tutors (CCTs) to train, coach and mentor "associate assessors" and headteachers in inclusive, learner-centered pedagogy, play-based learning, support supervision, and any other area that may be identified as relevant;
- Provide technical (education expertise) support to the project team and stakeholders;
- Support documentation of activities and sharing of learnings to promote cross-professional learning;
- Collaborate with FCA ECD Coordinator to support the district education department in providing training, mentorship and coaching to teachers to improve their pedagogical skills in ECD, and supporting home-based learning and parental engagement;
- Support the PTCs, District Inspectorate and CCTS to train, coach and mentor ECD "lead caregivers" and caregivers in learning through play and learner-centred

pedagogy, inclusive practices, catch-up / remedial learning, and small group learning, and any other area that may be identified as relevant while respecting the national curriculum and local guidelines;

- Strengthen the capacity of lead caregivers and caregivers in assessment of learning with a focus on formative assessment and the development of practical tools to support assessment in ECD;
- Support development and testing of new ECD toolkit prototype, and monitoring and documentation of the lesson learnt in the field;
- In consultation with the key stakeholders, support the development of guidelines for community mobile ECD implementation;
- Any other tasks as per the project(s) needs, volunteer's expertise and/or assigned by the supervisor, as mutually agreed.

Position-Specific Qualifications and Competencies

- Master's Degree in Education in Finland *and/or* at least 2 years of teaching experience in Finland; international teaching experience is an added advantage;
- Expertise and experience in ECD / early years *and/or* primary education pedagogics, active and learning through play -methods, *and/or* special needs education;
- Experience in mentoring and coaching of teachers *and/or* other education personnel is an asset;
- Background in/or familiarity with the education sector in a developing/humanitarian context is an asset;
- Experience in working with multiple stakeholders; willingness to share knowledge and skills with partners and collaboratively work in a team and show respect for the views and contributions of other team members.
- Flexibility and ability to work and reside in a challenging environment in rural areas, with long traveling distances limited access to communications, basic services, and social interaction;
- **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 (ECD Coordinator) 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.

The working language in FCA Uganda is English. The language of instruction in materials and trainings related to the collaboration is also English.