

Terms of Reference – Teachers Without Borders

IN-COUNTRY POSITION

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–May 2024
Number of Positions	3–4
Title of the Position	Education Adviser (TWB Volunteer)

NOTE the realization of the positions is conditional to the local security situation. In case needed, the work can be realized remotely as well.

Background and Description of the Project

The project *Development of Inclusive Quality Education in Palestine* has been initiated together by several key stakeholders to strengthen the education sector in the occupied Palestinian Territories (oPT) ensuring quality, inclusive education for all learners. FCA has been invited to contribute to the improvement of inclusive education at the school and teacher in-service training level through its Teachers Without Borders (TWB) -network.

The overall objective of the project is to contribute to enhancing the right to inclusive, quality education for all Palestinian children. The project aims at building the capacity of Palestinian teachers, principals and other school staff to integrate high-quality pedagogical methods and inclusive education practices in their classrooms and schools, and promote the wellbeing of learners and teachers. Here, the TWB volunteer experts work in close collaboration with teachers and school administration in the local partner schools following local sectoral development plans.

Pre-pandemic, between 2018 and 2019, altogether 15 TWB volunteers have collaborated with six (6) public elementary schools in the Ramallah district in the West Bank. The volunteers have been deployed to the partner schools for three months' periods to support 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 as well.

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 school leadership and home support which play critical roles in ensuring a positive approach to inclusive education, pedagogical change, and relevant support to the teachers throughout the school community. Specific focus is placed also on disability inclusion and mental health and psychosocial support (MHPSS) within the school communities which is implemented through a local expert partner.

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

In 2024, the TWB volunteers will build on the work done previously, especially within the areas of inclusive education, and teacher and learner wellbeing, implemented through pre-service and in-service teacher training and mentoring. The collaboration is informed by and adapted to timely local needs.

Note, FCA is also looking into starting vocational education and Linking Learning to Earning (LL2E) focused collaboration in the area and is tentatively beginning to map out the needs and resources together with TWB during 2024. The mode of collaboration will be specified later but can include remote and onsite modalities. Applicants with expertise and/or background in vocational education are therefore encouraged to address their interest for the position as well.

The Volunteer's Main Tasks May Include

- Assess timely, contextual support needs for teacher capacity-building, learning environment, educational leadership and school development;
- Plan and conduct teacher training and mentoring workshops (based on the timely needs) focusing on learner-centered methods, positive classroom management, inclusive and special needs education practices, teacher and learner wellbeing (addressing psychosocial support), and remote learning pedagogies and methods (partly based on existing materials);
- Plan and conduct targeted capacity building for other education sector personnel, as relevant;
- Follow up and support classroom-based practical learning for teachers;
- Support teachers' professional (learning) communities that are active and use various methods for collegial support (e.g. through peer mentoring), as relevant;
- Review school development plans together with key stakeholders, including teachers, supervisors, and principals, as relevant;

- Co-facilitate home-school collaboration with Parent-Teacher Associations (PTAs) and other potential partners and stakeholders as relevant to strengthen existing networks.
- Consult and participate in planning and coordination meetings with project staff, including project steering committee meetings;
- Follow up, monitor, and evaluate the FCA and TWB collaboration in schools currently and previously to ensure continuity of learning and progress.

Position-Specific Qualifications and Competencies

- Master's Degree in Education *and/or* minimum of two years of teaching experience from Finland, international teaching experience is an added advantage;
- Strong pedagogical skills on primary school level;
- Working experience at national (or international) levels in inclusive and special needs education, psychosocial support in education, teacher education, school leadership and administration is a notable asset;
- Experience in planning and implementing teacher in-service training, education material design *and/or* peer mentoring is an asset;
- Sensitivity to local cultures and intercultural collaboration skills;
- Knowledge of Palestinian education system and context is an added advantage;
- Flexibility and ability to work and reside in a challenging environment;
- **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 partner staff locally and from Helsinki.

The working language is English. The language of instruction in the materials and trainings is also English. Translation of the materials and interpretation to Arabic during the trainings and other will be provided by a local staff member or partner, as relevant.