

Terms of Reference – Teachers Without Borders Finland

IN-COUNTRY POSITION / UGANDA

Location	The West Nile Region – Adjumani, Obongi and Yumbe (Northern Uganda)
Host Organization	Finn Church Aid (FCA) Uganda Country Office (UGACO)
Length of Posting	6 months
Time of Deployment	September 2024 – February 2025
Number of Positions	2
Title of the Position	Education Adviser (TWB Volunteer)

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

Background and Description of the Project

FCA Uganda is implementing **Lasting Education Achievements Responding to Needs (LEARN)** -project with funding from Bureau of Population, Refugees and Migration (BPRM). The project aims to increase and improve equitable and inclusive quality education for refugee and host community children and adolescents in several refugee settlements around northern and south-western Uganda. The project is now in its fifth 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, and III) Enhanced protection and wellbeing of primary and secondary learners.

Uganda remains one of the largest refugee host countries in the world. FCA works with the Office of the Prime Minister (OPM) and the UN Refugee Agency UNHCR as well as other actors in responding to the refugee situation in the country. FCA was selected by the OPM and UNHCR as an implementing partner in education and livelihoods in Bidi Bidi, Yumbe district – one of the world’s largest refugee settlements and works in several other settlements in the north and southwest of the country. FCA’s work in Uganda spans across the human rights to quality education, sustainable livelihoods and peace.

FCA implements its education programs using a rights-based approach that contributes to Sustainable Development Goal (SDG) 4: *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*. The 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 their protection and wellbeing. The projects are responding to the deteriorating quality of education in the identified districts with the most challenging education quality issues and refugee hosting districts in Uganda targeting early childhood education and care (ECEC), primary and secondary schools, and Accelerated Education Programs (AEP) for both primary and secondary education levels.

FCA works with Teachers Without Borders (TWB) -network to strengthen the capacity of district education departments through teachers' needs-based capacity building and support focused on improving the quality of teaching and learning (including e.g. pedagogical skills, learner-centred and functional teaching methods, inclusive education, play-based learning, and formative assessment), learning outcomes, and wellbeing of teachers and learners. All these are achieved through collaborative planning, in-service training, mentoring, continuous follow-up on teachers' needs and resources, and support supervision 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 FCA field offices in Northern and Southwestern Uganda, supporting teacher capacity-building activities under a specific project(s). An individually tailored work plan will be developed during the initial phase of the deployment.

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.

The Volunteer's Main Tasks May Include

- Develop, compile, and/or contextualize teacher-training material based on available resources, such as the Teachers in Crisis Contexts (TiCC) training pack, and the FCA Teacher Training Pack;
- Mentor, train and provide support supervision to teachers and head teachers in pedagogical skills development in e.g., inclusive and special needs education, learner-centered pedagogy, catch-up / remedial education, functional teaching methods, play-based learning / learning through play, and/or any other area that may be identified as relevant;
- In collaboration with the project team, support learner-led school activities including peace club activities, girl empowerment, and child parliament activities using FCA & TWB co-developed Peace Education Manual and guidelines;
- Strengthen the capacity of head teachers and teachers in learning assessment with a focus on formative assessment, and development of pedagogical tools with a special focus in the teaching of foundational (literacy and numeracy) skills;
- Collaborate with local staff to plan and implement training workshops on psychosocial support and well-being targeting teachers on primary, AEP, and secondary levels;
- Support the documentation, reporting and sharing the learnings of the continuous professional development (CPD) activities;

- Any other tasks 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* basic education pedagogics, learning through play -methods, *and/or* special needs education;
- Experience in peer 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 with technical support within the Country Office. However, the volunteer 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.