

## Terms of Reference – Teachers Without Borders Finland

### IN-COUNTRY POSITION / Climate Education & Education for Sustainable Development

<b>Location</b>	One of Finn Church Aid's (FCA) country offices
<b>Host Organization</b>	Finn Church Aid (FCA)
<b>Length of Posting</b>	2-4 months distance (pre- and post-deployment) and 1-3 months in-country
<b>Date of Deployment</b>	August-September 2024 onwards
<b>Number of Positions</b>	1
<b>Title of the Position</b>	Education Advisor (TWB Volunteer)

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

#### Background and context

Education is essential for societal stability, realizing human rights, and unleashing the potential of children and youth. By working for the Right to Quality Education (R2QE), Finn Church Aid's (FCA) goal is to establish safe, inclusive schools with quality teaching accessible to all. This includes integrating crucial skills, knowledge, and attitudes necessary to face and tackle complex global challenges, such as those related to climate and environmental crises which are more pressing now than ever. To achieve this, FCA aims to support a holistic integration of essential knowledge and skills for resilience-building, supporting schools and their communities, following an approach that can respond to local needs and challenges, and ensuring the longevity and self-sustainability of our initiatives. Aiming for a whole-school approach, this may include enhancing schools' capacities to provide Education for Sustainable Development (ESD) and climate literacy incorporating elements of Disaster Risk Reduction (DRR) when necessary.

Notably, in 2022-24, FCA observed a rise in individual projects addressing climate and environmental concerns through R2QE initiatives. These included the establishment of

environmental clubs in schools and the implementation of a few DRR plans. By understanding the need and the demand for such activities, FCA is dedicated to enhancing these efforts further by developing comprehensive education initiatives that actively promote climate and environmental action with the support of Teachers Without Borders (TWB) volunteers.

### **Description of the TWB Collaboration**

Education is a critical tool to help school communities understand and address the impacts of climate crisis. Education for sustainable development (ESD) can also enhance the resilience of vulnerable groups and communities with mitigation and adaptation strategies.

FCA is looking for ways to strengthen the work between climate and education. The aim is to find practical ways to support school communities deepen their understanding on climate crisis and find ways to respond to local needs and climate-related challenges. To begin the work on climate education and ESD, FCA is seeking to collaborate with TWB volunteers. This new work on climate education is to benefit from the TWB's technical and pedagogical expertise and to gain additional thematic knowledge for FCA's climate education work in program countries. Through the collaboration, schools and their communities should begin to grow their understanding of climate crisis and how it affects their daily lives. With the support of the TWB volunteer, the aim is that schools will enhance their capacities to provide ESD and climate literacy as well as to gain the knowledge, skills and tools needed to managing risks and adapting to a changing climate.

During the pilot, the TWB volunteer will support FCA in developing basic climate education material and modules for teachers and schools in one of FCA's program countries. During the assignment, the TWB volunteer will develop material and modules which strengthen basic knowledge, skills and attitudes that are relevant to the local context. While contexts and related needs differ, these basic modules can be contextualised to different contexts (i.e. for different countries where FCA has a presence) in the subsequent phases following the pilot. The TWB volunteer may be working closely together with local schools and non-governmental organisation partners who have expertise in climate and environment. Through such collaboration the TWB volunteer would contribute to synergies between the local climate work and the school community.

### **Methodology – Combined Distance & In-country Volunteering Period**

The assignment and delivery of the deliverables shall be implemented in hybrid modality combining first a distance period with a subsequent in-country volunteering period and finalizing the task via distance. An individually tailored work plan will be developed during the initial phase of the deployment.

The volunteer period will consist of three phases:

1. *Distance expert period (1-2 months):* Desk review and survey of FCA's current climate-education work; mapping current needs and relevant climate education initiatives, tools

and materials for FCA and its local partners. Consultative online meetings with Country Office(s) and FCA staff will be informing the development and focus of the work.

2. *In-country volunteer period (1-3 months) in one of FCAs Country Offices:* Development and piloting of climate education training modules and materials for schools in consultation and discussions with FCA staff, partner organization staff, teachers, and others as relevant.
3. *Distance expert period (1-2 months):* Finalise the material collected and developed during in-country period in collaboration with FCA Country Office(s) and FCA staff. Share lessons learned on climate education and ESD content as well as support internal capacity building and roll-out.

*Preferably the same volunteer will participate in both the distance and in-country periods. However, if necessary, the phases can be divided between two different volunteers.*

#### **Volunteer's main tasks may include:**

- Develop climate education and ESD training modules and materials that will be piloted at a FCA Country Office at the school level.
- Support training of teachers and/or training of trainers (ToT) at school level in climate education.
- Mentor, train and provide support to teachers in climate education and ESD pedagogical skills development through e.g., learner-centered pedagogy, functional teaching methods, play-based learning / learning through play, and/or any other area that may be identified as relevant.
- Support FCA internal capacity building in developing climate education and ESD content, understanding, methodologies and programmatic approaches.
- Contribute to assessing and offering guidance on implementation of climate education and ESD activities.

#### **Position-Specific Qualifications and Competencies**

- A Master's degree in education and/or at least two years of teaching experience from Finland;
- Demonstrated expertise and experience in environmental and climate education and/or ESD;
- Experience in mentoring and coaching of peers, teachers *and/or* other education personnel is an asset;
- Experience in developing teaching and learning and/or training material is an asset;
- Good command of online working and communications tools;
- High level of adaptability as changes of plans occur with a short notice, due to nature of work and local context;
- Familiarity with emergency/humanitarian context is an asset;
- Flexibility and ability to work in a challenging environment, with long travelling distances limited access to communications, services, and social interaction;

- *In addition, general qualifications, and competencies for all TWB volunteers are defined in the TWB webpage.*

### **Supervision and Support**

The TWB volunteer will be supported and supervised by FCA staff who will also provide technical support in planning and implementation. The process shall be highly collaborative, open to discussions, and in line with the assignment to ensure the assignment objective is met.