

## Terms of Reference – Teachers Without Borders Finland

### IN-COUNTRY POSITION / UGANDA / KENYA / Early Childhood Development (ECD)

<b>Location</b>	Uganda and/or Kenya
<b>Host Organization</b>	Finn Church Aid (FCA) Uganda Country Office (UGACO) <i>and/or</i> Kenya Country Office (KECO)
<b>Length of Posting</b>	2-4 months distance (pre- and post-deployment) and 1-2 months in-country
<b>Date of Deployment</b>	September 2024 onwards
<b>Number of Positions</b>	1
<b>Title of the Position</b>	Education Advisor (TWB Volunteer)

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

#### Background and Description of the Collaboration

Right to Quality Education is (R2QE) one of the key thematic focus areas enshrined in the FCA Global Strategy. Finn Church Aid (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*. FCA's education projects in Uganda and Kenya 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 areas with the most challenging education quality issues targeting early childhood education, primary and secondary schools, and Accelerated Education Programs (AEP) for both primary and secondary education levels.

Several FCA country offices are already engaging in early childhood development (ECD) work including in Uganda and Kenya. FCA aims to holistically support the access and quality of safe and inclusive ECD. FCA supports ECD centres both in the refugee settings and host communities, targeting children of ECD age, with and without disabilities. This is realized

through strengthening ECD teachers' capacity on various themes including play-based pedagogy, psychosocial support, assessment, providing teacher incentives, rehabilitating, and constructing safe learning facilities, and innovating new solutions for boosting learning such as mobile learning. In addition, teachers' capacity is built through peer support, support supervision and mentoring and coaching.

In Uganda, ECD currently falls outside of the national education system and is primarily administered by third-sector entities such as communities and non-governmental organizations. Therefore, both in Kenya and Uganda, FCA provides trainings for communities for example on positive parenting and sensitization on the importance of ECD. School management are provided with capacity building on ECD centre management and supporting the development and implementation of School Improvement Plans (SIP). Collaborating with other stakeholders, FCA advocates for the inclusion of ECD within the formal education system and calls for increased investment in ECD initiatives. Further, FCA is interested to strengthen and expand programming and enhance access to tools and guidance, as well as enhance internal sharing on lessons learned and good practices.

Drawing on experience from Finland's internationally recognised education expertise in ECD, primary, secondary, and vocational education, 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. This includes e.g. pedagogical skills, learner-centred and functional teaching methods, inclusive education, play-based pedagogy, 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.

### **TWB Collaboration Purpose**

FCA is seeking to collaborate with the Teachers Without Borders -network on ECD to benefit from the technical and pedagogical expertise of TWB volunteers and gain additional thematic and technical knowledge to develop ECD programming further.

During the pilot, the TWB volunteer will support FCA in developing basic ECD modules for ECD Centers in Uganda *and/or* Kenya aiming to improve teacher's professional capacity holistically. 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 works closely together with FCA also supporting the further development of their existing programming and pedagogical quality within ECD.

During the in-country period, the TWB volunteer will be based in FCA field office(s) supporting teacher capacity building activities under projects implemented in location of deployment. An

individually tailored work plan will be developed during the initial phase of the deployment. Over the course of their deployment, the TWB volunteer may be asked to provide support to other FCA education projects in Uganda and/or Kenya if need arises.

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

The assignment and delivery of the tasks and deliverables shall be implemented in hybrid modality combining first a distance period with a subsequent in-country volunteering period in Uganda *and/or* Kenya, and finalizing the task via distance. The volunteer period will consist of three phases:

1. *Distance expert period (2 months)*: Desk review of ongoing ECD work, available tools and materials, consultative online meetings with FCA UGACO *and/or* KECO and FCA staff in Finland informing the development and focus of the work
2. *In-country volunteer period (1-2 months)*: Development and piloting of ECD teacher training modules and materials for the needs-based focus area in consultations and discussions with FCA staff, teachers, caregivers, and other stakeholders as relevant, training FCA staff on ECD approaches and methodologies
3. *Distance expert period (1-2 months)*: Finalization of the training material, supporting FCA internal knowledge sharing on ECD content and programmatic development

*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 ECD training modules and materials that will be piloted in Uganda *and/or* Kenya in early years education and subsequently upheld within the global implementation.
- Teachers' capacity building in ECD at ECD centers and primary school level.
- Mentor, train and provide support to ECD and primary school teachers in early years' pedagogical skills development in e.g., learner-centered pedagogy, catch-up / remedial education, functional teaching methods, play-based pedagogy / learning through play, understanding child development stages and how to support them, and/or any other area that may be identified as relevant.
- Support FCA internal capacity building in developing ECD methodologies and programmatic approaches, as well as understanding of and supporting development stages of children at the pre-primary school level.
- Contribute to assessing and offering guidance on implementation of ECD activities.

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

- Bachelor's or Master's degree in Education and at least 2 years of teaching experience in early education from Finland;
- Demonstrated expertise and experience in early childhood education (pre-school or early years in primary school);
- Experience in mentoring and coaching of 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 working context;
- Background in or 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 defined in the TWB webpage***

### **Supervision and Support**

Volunteer will be supported and supervised by FCA. The local Country Office will provide thematic and 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.