

Terms of Reference – Teachers Without Borders

IN-COUNTRY POSITION / occupied Palestinian region

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	September to December 2024
Number of Positions	2
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 and special needs Education in Palestine*** has been initiated together by several key stakeholders to strengthen the education sector in the occupied Palestinian Territory (oPT) ensuring quality, inclusive education for all learners. Finn Church Aid (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, with emphasis on special needs education practices. The project also focuses on the wellbeing of learners and teachers, with emphasis on Mental Health and Psychosocial Support (MHPSS). The TWB volunteers 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, the deployed TWB volunteers collaborated with public elementary schools in the West Bank by developing and conducting trainings and building teacher capacity in child-friendly approaches, pedagogics, and skills development. All TWB assignments are developed to respond to schools' specific needs and in close cooperation with the school staff.

The Covid-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, which are also currently relevant, as the Palestinian schools are mainly operating on a hybrid or remote mode, due to the ongoing conflict in the region.

The need to strengthen 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 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 MHPSS within the school communities, 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 collaborating with a local university and its faculty of education, with the aim to strengthen inclusive education, and particularly the special needs 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 special needs education, through pre-service and in-service teacher training and mentoring. The collaboration is informed by and adapted to timely local needs. The TWBs may also during their assignments, contribute to the FCA's humanitarian work in OPT by supporting Education in Emergencies activities.

The Volunteer's Main Tasks May Include

- Develop and conduct tailored teacher training and workshops focusing on special needs education, learner-centred methods, positive classroom management and inclusive education, to meet the specific needs identified at the local school level. While learner-centred methods and positive classroom management are integral, they will be addressed practically within the context of the training and workshops.
- Deliver workshops and support to equip teachers with the knowledge and skills required to support diverse learners effectively.
- Provide continuous support and mentoring to teachers as they apply newly acquired knowledge and skills in their classrooms.
- Share best practices in special needs education to local educators, through workshops and material development.
- Facilitate peer observation sessions, feedback discussions, and collaborative lesson planning to enhance teachers' capacity in implementing inclusive practices.
- Encourage a culture of collaboration and shared learning among teachers.
- Participate in planning and coordination meetings with project staff, and relevant collaboration partners of the project 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,
- Experience in 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 as 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.