

Terms of Reference – Teachers Without Borders Finland

IN-COUNTRY POSITION / Occupied Palestinian Territory

Location	East Jerusalem and the West Bank
Host Organization	Finn Church Aid (FCA) Israel and Occupied Palestinian Territory (IOPT)
Length of Posting	3 months
Time of Deployment	March to June 2026
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 global and local health security situation. In case in-country deployment is not possible, distance volunteering opportunities can be considered.

Context and Background

The Palestinian education system, governed by the Ministry of Education and supported by various NGOs, plays a vital role in providing learning opportunities for children and youth, despite the ongoing political instability, economic challenges, and conflict. The education system strives to maintain access to quality learning in both formal and information education, yet faces significant challenges such as overcrowded classrooms, damaged infrastructure, movement restrictions, limited digital resources, and psychosocial burden to both teachers and learners caused by the regional insecurities, all hindering the possibilities to address the diverse learner needs. Despite these challenges, education brings hope, safety, and resilience to all learners.

Teacher Without Borders (TWB) network supports inclusive quality education in schools and teachers' pre-service training through collaboration with local teachers and principals and a teacher training institute in the West Bank and East Jerusalem. The TWB volunteers contribute to, for example, curriculum and material development, teacher training and mentoring, and Education in Emergencies (EiE) interventions, closely collaborating with key stakeholders to enhance localization, inclusivity, and sustainability of the joint action. Note, the realization of the in-country positions (travelling to the country) is conditional to the local and regional security situation.

A central principle of this initiative is fostering continuous communication and collaboration between international academic experts and local Palestinian experts to jointly enhance inclusion strategies and ensure sustainability.

Description of TWB Collaboration

TWB collaboration with the Palestinian education sector is framed by a complex and challenging working environment affected by political instability, resource limitations, and conflict-related disruptions. TWB work focuses on strengthening inclusive education in the formal education system through supporting teachers and local teaching staff's professional capacity development. Building on previous collaboration, the volunteers' role will include, among others, co-designing, tailoring, and delivering training modules, materials, and practical tools on inclusive and special needs pedagogy with local experts, knowledge exchange and co-creating systems for peer mentoring, coaching and reflective practice among teachers. TWB will also work closely with principals to improve leadership capacities for inclusive education, design frameworks for pre-service teacher internships with universities, and facilitate needs assessments to identify gaps in school leadership and support. They may also contribute to development and implementation evaluation frameworks, knowledge exchange through regular communication between international and local experts and sharing international best practices and drafting recommendations adapted to the Palestinian context. Given the high prevalence of trauma among learners and teachers, TWB should consider integrating aspects of socioemotional learning, psychosocial support, and learner-centred practices in the work, as relevant. A core responsibility throughout will be ensuring that the collaboration happens in a close communication and co-creation with local experts and other stakeholders, thereby enhancing national resources and enabling sustainable, culturally relevant and meaningful impact.

TWB Volunteer's main tasks may include:

1) Inclusive Education & Special Needs Support

- Design and conduct trainings and workshops for teachers, principals, and counsellors on inclusive pedagogy and leadership
- Assist in the co-development of evaluation tools and helping collect or analyze baseline and endline data.
- Facilitate peer mentoring sessions and peer-coaching cycles for teachers and mentors
- Contribute to needs assessments with principals and prepare recommendations for inclusive school leadership.
- Document good practices, lessons learned, and success stories for wider dissemination.

2) University (Pre-Service Teacher Training) Collaboration

- Holding workshops & training sessions on inclusive & special needs education for pre-service teacher students
- Collaborating with local experts and university staff to strengthen pre-service teacher internship frameworks
- Assisting in drafting policy notes or recommendations that promote inclusive, equity-driven education.

Position-Specific Qualifications and Competencies

- Master's degree in education or a related field, with at least 2 years of teaching experience; international or multicultural experience is an asset. Background in inclusive education, teaching, curriculum development, peer mentoring and/or a related field.
- Experience in designing and delivering training, mentoring or coaching and related materials for teachers, principals, or school staff.
- Experience working with universities to enhance pre-service teacher training is an asset
- Experience in supporting teachers or learners' psychosocial wellbeing or socioemotional learning is an asset
- Cultural sensitivity and ability to adapt international approaches to local contexts, commitment to promoting equity and inclusion in education.
- Problem-solving skills and flexibility in adapting to changing environment
- Excellent communication, collaboration, and teamwork skills (English required; Arabic is a plus).
- Ability to support policy development, documentation, and knowledge-sharing to enhance systemic education improvements is an asset.

Supervision and Support

TWB receives support on task division, coordination of the contents, implementation of the activities as well as technical guidance and support from the IOPT Project Coordinator, local experts, and education professionals, as well as the TWB Network Coordinator in Helsinki.