

Terms of Reference – Teachers Without Borders Finland

IN-COUNTRY POSITION / UGANDA

Location	The West Nile region, Palorinya -Obongi refugee settlement
Host Organization	Finn Church Aid (FCA) Uganda Country Office (UGACO)
Length of Posting	TOGETHER: 6 months, LEARN project: 4 months
Time of Deployment	TOGETHER: February - July 2025, LEARN: February – May 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 global and local health security situation.

Background and Description of the Project

Finn Church Aid (FCA) in Uganda aims to improve access to safe and inclusive quality education for refugee and host community children, in addition to enhancing their protection, safety and well-being. This is done through ECD, primary and secondary school teachers' continuous professional development (CPD), capacity building of school management, as well as the provision of educational materials to children and youth.

The **TOGETHER** (Towards Greater Effectiveness and Timely Humanitarian Education Response) project, funded by ECHO, is implemented in a consortium of five partners and is led by FCA. The other organization include HopeLink Action Foundation Uganda (HAF) for MHPSS intervention, Chesire Service Uganda (CSU) for Inclusion, Palm Corps for livelihood integration in schools and Forum for Education NGOs in Uganda (FENU) for advocacy efforts. These partners deliver locally led and innovative education services for more resilient local communities and sustainable education service delivery. The project focuses on 17 primary and 4 secondary schools in Rhino Camp, Palorinya, Palabek, Imvepi and Kiryandongo refugee settlements.

The TOGETHER project under ECHO has 4 outcome areas. Outcome 1) aims for increased access to safe quality and inclusive education, both formal and non-formal, and supportive learning environment for retention and transition for conflict-affected children and adolescents. Under this outcome, FCA is responsible for supporting the Double-Shift School System

(DSSS), Language Bridging, and the provision of accelerated education for children and youth, including newly arrived refugees. Under outcome 2) Improved delivery of quality education, new teachers are hired and remunerated, as well as supported through continuous professional development (CPD) initiatives. Teacher training topics vary from Teachers in Crisis Context (TiCC) package, conflict-sensitive education, lower secondary and accelerate education programme (AEP) curriculum, DSSS, Language Bridging, and Career Guidance and Counselling (CGC). FCA also facilitate career guidance and counselling (CGC) and Life Skills sessions to support the transition of learners from one level of education to another. Outcome 3) Improved school-based protection mechanisms and wellbeing aims for learners' enhanced safety and wellbeing is enhanced through strengthened school-based child protection mechanisms which includes risk mapping, strong referral systems, and case management through specialized partners. Other activities include awareness-raising sessions, support to child-protection focal points in schools, as well as social-emotional learning activities, school clubs, girl empowerment programs and child parliaments. Outcome 4) Strengthened local systems for effective and resilient education service delivery aims to strengthen local community and government capacity in education management to ensure sustainable education service delivery in the future.

The LEARN - Lasting Education Achievements Responding to Needs project, aims to increase and improve equitable and inclusive quality education for refugee and host community children and adolescents in Bidibidi refugee settlement in Yumbe District, Palorinya refugee settlement in Obongi District, Kyaka II refugee settlement in Keygegwa District, Rwamwanja Refugee settlement in Kamwange Districts, Insingiro in Nakivale settlement and Adjumani refugee settlement, as funded by the Bureau of Population, Refugees, and Migration (BPRM). 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, (iii) Enhanced protection and wellbeing of primary and secondary learners.

TWB volunteer's main tasks under TOGETHER and LEARN projects may include:

1. Supporting teachers' pedagogical competencies, such as inclusive learner-centred pedagogy, functional play-based learning or basic pedagogies in classroom teaching and management. This could be done through mentoring, coaching and support supervision in classroom, during Teacher Learning Circles, trainings, workshops or club activities.
2. Strengthening the capacity of teachers and head teachers in assessment skills with a focus on formative assessment. Depending on the need and TWB's expertise, the focus could also be in a particular subject, such as the teaching of mathematics or science.
3. Developing new training materials or tools and/or review and contextualise existing training materials and assessment tools in different topics and subjects. This could include topics such as developing a CPD guide/plan for teachers, or contextualising FCA's Teachers in Crisis Contexts (TiCC) training package to the local context.

Additionally, the volunteer will contribute to:

- Workshops organised by FCA staff targeting primary, AEP, and secondary teachers' psychosocial support and well-being, and gender mainstreaming among others.
- In collaboration with the project team support child-led school activities including peace club activities, Girl empowerment, and child parliament activities using FCA-developed education peace manuals and guidelines.
- Documentation and reporting of key activities, learnings, recommendations and stories for different stakeholders to promote impact and share lessons learnt.
- Any other tasks assigned by the supervisor, after consultation with the volunteer.

Position-Specific Qualifications and Competencies

- Master's degree in education and at least 2 years of teaching experience; international teaching experience is an added advantage,
- Strong pedagogical skills on primary or secondary level, knowledge in special needs education is an added advantage
- Passion for mentoring or coaching teachers or other education personnel
- Experience in planning and implementing in-service teacher trainings is an asset
- Experience in working with multiple stakeholders and with different teams, willingness to share knowledge and skills with partners and team members
- 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;
- Working proficiency in English language (oral and written); ability to communicate and give presentations effectively.
- In addition, general qualifications, and competencies for all TWB volunteers as defined on TWB webpage.

Support and Supervision

The volunteers will be assigned an immediate supervisor based at field level with a technical support supervisor within the country office (Education Technical Lead). The volunteer will have direct contact and support from the TwB country coordinator on all operational and program issues. The volunteer will be supported and closely collaborate with project-implementing staff at all levels.