

Terms of Reference – Teachers Without Borders Finland

DISTANCE POSITION / UKRAINE

Location	Kyiv, Ukraine
Host Organization	Finn Church Aid (FCA) Ukraine Country Office
Length of Posting	Between June and September 2025
Time of Deployment	4 months
Number of Positions	3
Title of the Position	Career Guidance and Counselling (CGC) Adviser (TWB Volunteer)

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

Context and background

The Law of Ukraine "On Education" introduces a three-tiered school structure—primary, basic secondary, and specialized secondary education—where updated content and flexible learning approaches align with contemporary needs. The 12-year education system, and specifically the specialized upper secondary school (grades 10–12), is designed to provide students not only with a solid academic foundation but also with deeper insights into the world of professions. The ongoing reform of the New Ukrainian School (NUS) envisions a structured approach to professional orientation, particularly at the upper secondary level, to better equip students with the knowledge and skills necessary for informed career choices.

Ukraine has actively engaged in various EU educational programs to enhance standards, foster closer integration, and facilitate academic exchange. Within this framework, educational institutions retain autonomy in shaping their career guidance approaches while adhering to expected outcomes defined by national educational standards. Schools are encouraged to develop creative and innovative methodologies to implement career orientation, ensuring relevance to students' aspirations and labor market demands.

Since the escalation of the war with Russia in February 2022, planning for the future has become increasingly complex for Ukrainian youth. The impact of war-related stress, particularly among girls and those in frontline regions, influences students' career aspirations and decision-making. At the same time, Ukrainian teachers and school administrations face significant challenges in providing quality career orientation activities due to the ongoing war, limited resources, and increased psychological strain. Their capacity to deliver effective guidance is constrained, requiring additional support to develop and implement career counseling programs that meet students' evolving needs.

Description of TWB collaboration

Recognizing these challenges, FCA has been actively supporting the implementation of the New Ukrainian School (NUS) at the upper secondary level as part of curriculum development and capacity strengthening, targeting both teachers and school administration. In this context, the TWB volunteer / guidance experts can play a critical role in developing career guidance systems that are not only pedagogically sound but also contextually relevant and responsive to the realities of war-affected youth. Strengthening the capacity of teachers and schools to deliver effective career guidance is essential to ensuring that students remain resilient, motivated, and prepared for future professional pathways despite the ongoing crisis. FCA Ukraine is looking for three TWB experts to support the development of career guidance and counselling systems, methods and teacher programs via distance support.

TWB volunteer's main tasks include:

1) Expert on Designing a school system for career guidance

Objective:

To develop a flexible and sustainable school system for career guidance, ensuring that career orientation activities are integrated across all levels of education and are not solely reliant on specialized career counselors.

- 1) Design a comprehensive career guidance framework that supports teachers, administrators, and counselors, focusing on career exploration and professional orientation at different educational stages.
- 2) Develop recommendations on how career orientation can be effectively integrated into various subjects and teaching practices, ensuring a holistic and cross-curricular approach that doesn't depend entirely on career counselors.
- 3) Create guidelines and systems that provide teachers and school administrators with the resources and strategies to independently implement career guidance activities, fostering a collaborative environment.

- 4) Design tools for assessing the effectiveness of the career guidance system, with a focus on how well it is implemented across different levels of the school system and how it supports students' career development outside of specialized counseling.

2) Expert on Methods for professional orientation and career guidance

Objective:

To design and adapt age-appropriate and engaging methods for career orientation, addressing the diverse needs of students in grades 1-12.

- 1) Design (develop and adjust) career exploration methods for grades 1-4, 5-9, and 10-12 through curriculum (subject based) and extracurricular activities.
- 2) Develop recommendations on how career orientation can be effectively integrated into various subjects and teaching practices, ensuring a holistic and cross-curricular approach that doesn't depend entirely on career counselors.
- 3) Recommend methods that are adaptable to the challenges posed by the war and the evolving specific needs of students.

3) Expert on Teachers professional development.

Objective:

To develop professional development programs for teachers, ensuring they are equipped to implement career guidance methods effectively in their classrooms.

- 1) Design comprehensive training programs for teachers on how to effectively implement career orientation methods and integrate them into their teaching practices.
- 2) Develop basic methodological materials and resources for teachers training.
- 3) Develop recommendations for mentorship, and peer learning opportunities.
- 4) Develop tools to assess how teachers are implementing career guidance methods in their classrooms and provide feedback for improvement.
- 5) Tailor professional development programs to ensure teachers are prepared to address the specific challenges, including trauma-informed practices and inclusion.

Position-Specific Qualifications and Competencies

Qualifications:

- Master's degree or equivalent in education, expertise and experience in career guidance, counselling, psychology, or related field preferred.
- Minimum of 5 years of professional experience in educational system design, career guidance, student / youth counselling, or other relevant area for the position.
- Experience in developing and implementing school-wide educational frameworks, policies, or programs, especially in career guidance or professional orientation is highly valued.
- Experience in developing and implementing age-appropriate life skills, social emotional learning or career guidance methods and materials for primary, secondary, or upper-secondary school levels is valued.
- Experience in designing and delivering professional development programs focused on career guidance or related themes and subjects.
- Experience in supporting teachers in the integration of career guidance into classroom practices is an asset.
- Experience working with diverse student populations, including those affected by conflict or trauma is an asset.

Competencies:

- Ability to design long-term career guidance systems that align with educational standards and evolving student needs.
- Strong written and verbal communication skills to develop clear, effective guidelines, frameworks, and training materials for school staff.
- Ability to design methodological and teaching materials, as well as tools and systems, to evaluate the effectiveness and impact of career guidance initiatives in schools.

Supervision and Support

TWB experts receive support on task division, coordination of the content, implementation of the activities as well as technical guidance and support from UKRCO education staff and relevant project teams. The volunteer will work under the supervision of the FCA Advisor on Education.