



Job pack: Unlocking Talent Education Specialist

<b>Job Title</b>	Unlocking Talent Education Specialist
<b>Country</b>	Ethiopia
<b>Employer</b>	Afar Regional Education Bureau, Ethiopia

<b>Duration</b>	6 Months
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<b>Job purpose</b>	<p>VSO E is going to pilot a project to provide rural schools with access to quality education services through the use of technology. The projects uses solar projector, tablet and mobile computer technology to improve core competencies of reading, writing and numeracy for first cycle primary school children. This is an exciting initiative that will among other things provide real time data to teachers and school administrators on learners progress. This is therefore provides new and different opportunities that educators need to respond to the use of technology. Therefore the project is looking for an education advisor who will be able to train and support the teachers and supervisors to be able to respond to these challenges and to mainstream this new approach into their teaching as well as the overall school activities.</p>
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## 1. Job Description

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
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Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<p>These are subject to change- the final work plan will be subject to agreement between the volunteer, the employer and VSO at the start of the placement. The main duties and responsibilities will include:</p> <ul style="list-style-type: none"> <li>• Provide technical support to the schools and REBS and in development and implementation of unlocking talent through technology pilot project including provision of training for school teachers and district experts on the use of technology in education.</li> <li>• Participate in the development of training module/manual for trainer of trainers and teachers focusing on Digital Education Technology, how children learn, use of data for decision making to improve learning outcomes</li> <li>• Support the establishment of school based training and learning centres in project area and assist in the development of strategies for integration of DET in schools</li> <li>• Design and lead the establishment of new classroom for the learning centre.</li> <li>• Work with the REB to ensure all the required curriculum materials been incorporated in the server and all computers.</li> <li>• Ensure inclusion of pastoralist children especially girls in the pilot project.</li> <li>• Conduct a simple baseline assessment on use of technology</li> <li>• Maintain links between the REB and targeted schools</li> <li>• Advice, Coach, train and mentor REB and District Education Office staff on utilization of the learning centre and application of technology in the learning</li> </ul>	<ul style="list-style-type: none"> <li>-Results based learning centre in place and new technology introduced</li> <li>New/ innovative computer and ICT systems and practices put in place</li> <li>Baseline data collected and compiled</li> <li><i>Evidences of enhanced learning outcome of target student</i></li> <li><i>Capacity of the REB and school personnel enhanced</i></li> <li><i>Relevant training and application guidelines and material of produced and on use</i></li> <li><i>Teachers able to use DET to improve their pedagogy</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Building and Sustaining working relationships</b> The social skills to build and actively maintain working relationships that foster teamwork and collaboration with others for the benefit of a common goal.</li> <li>• <b>Open Minded and Respectful</b> A non-judgemental approach that values other people and culture.</li> <li>• <b>Seeking and Sharing Knowledge</b> Recognition that learning is a two-way and continuous process.</li> <li>• <b>Facilitating Positive Change</b> The ability to analyse problems and develop lasting solutions in line with VSO approaches.</li> <li>• <b>Adaptability</b> A flexible approach and the ability to adapt behaviour to different situations.</li> <li>• <b>Resilience</b> The self-confidence to work with a variety of situations, diverse people and ambiguity.</li> </ul> <p>Placements in the Afar region of Ethiopia are challenging (but also rewarding and exciting) particularly due to the hot weather that also affect the work practice. Given the challenging nature of this placement:</p> <ul style="list-style-type: none"> <li>• -He/she should be patient enough</li> </ul>	<ul style="list-style-type: none"> <li>◆ A minimum of Bachelor degree in Software engineering, ICT or Computer science + minimum of 5 years of experience in coordinating education and ICT related projects ;</li> <li>◆ Experience in training primary school teachers and knowledge and skills inactive learning methodologies,</li> <li>◆ Experience in developing and implementing innovative projects with added resources;</li> <li>◆ Proven experiences in developing systems and procedures ;</li> <li>◆ Strong communication and networking skills</li> <li>◆ Experience in developing training manuals and deliver trainings;</li> <li>◆ Proven and practical knowledge of peer-to-peer support to share experience and learning;</li> <li>◆ Good interpersonal skills combined with a flexible and adaptable attitude;</li> <li>◆ Excellent communication skills with good command of both spoken and written English;</li> <li>◆ Knowledge and skills in the utilization of technology;</li> <li>◆ Knowledge and experience in monitoring and evaluation;</li> </ul> <p><b>Desirable requirements:</b></p> <ul style="list-style-type: none"> <li>◆ Knowledge and experience in pastoralist education;</li> <li>◆ Willingness to travel to different locations in</li> </ul>

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Responsible to:			

The volunteer will report to Afar regional Education Bureau. The partner organization will assign line manager for the volunteer on arrival. In addition, a VSO link manager provide technical and professional support to the volunteer.

## 2. Personal considerations

In addition to the job description, the following information should be used when considering whether a placement is suitable for you.

### Personal health considerations

If you have a significant current or past medical condition and/or you have general concerns about staying healthy as a volunteer, please use this information to assess whether this placement will be suitable for you. All volunteers require medical clearance from a VSO medical adviser before they are able to take up a placement with VSO. Occasionally, VSO may consider that this placement is too great a risk for you in terms of your personal health and you would be advised to consider a different placement. For further guidance about medical assessment and volunteering with a medical condition please see the [frequently asked questions on VSO website](#).

### Access to medical care and support

The standard and quality of local medical care and support available at this placement will depend on its location within the country. Health facilities are likely to be more poorly resourced in rural areas in terms of medical expertise, equipment, infrastructure and regular supplies of medication. However, this may not be the case in the capital city or in a larger town, where in some countries there may be a reasonable standard of medical care. The following gives you an indication of where the placement is in relation to the country office and how easy it would be to make the journey if you were ill.

This placement is:

- In Semera town and the nearby district, the Administrative centre of Afar region. Semera is a small regional capital town.
- Is 580 KM from Addis Ababa with 8 hrs to travel on good roads but in difficult hot weather. There is public bus each day to the capital.
- There is usually one flight from Semera to the capital and flights are not affected by bad weather.
- There is a government hospital so access to medical care and support is readily available.

If you wish to discuss your personal circumstances or health concerns in confidence with VSO's medical team before you apply for this placement please contact [medical@vsoint.org](mailto:medical@vsoint.org).

**Accompanying partner or family:** If you have a partner or children who are planning to accompany you to your placement, please use this section to assess whether this placement will be suitable for you.

To secure work permit from the Ethiopian government, the couple should both volunteer and need to have authenticated marriage certificates. Otherwise, it is not possible to process residence permit for accompanying partners.

### Motorcycle requirements

Riding is not desirable

## Security information

Semera is a safe town to work and live in, except the hot weather that makes it difficult to follow the normal practice and work time. There is no security problem in Semera and so other VSO volunteers also work and live in Semera town.  
Volunteers usually have day and night guards.

### 3. Background and contextual information

VSO-E treats UTT flagship program as part and parcel of inclusive education program and using this investment it has planned to pilot the flagship program so as to enhance the comprehensiveness and impact of its intervention. The UTT flagship program is intended to be piloted in one of the four emerging regions named Afar. Afar is categorised as emerging region as it will require special attention and fall significantly behind other regions of the country in terms of its development stage. Afar region is dominated by pastoralism (90%) from which agro-pastoralism (10%) is now emerging following some permanent and temporary rivers on which small scale irrigation is developed. We believe that UTT flagship program would be most appropriate to selected target groups in Afar region where access to formal education is low.

A lot of learning is expected to be generated while implementing this new signature program (UTT) which is in line with the Government education policy priority that promotes technology and mathematics to realise the goal of becoming middle income country by 2020. In addition, the federal government aims to increase school participation in Afar using alternative modalities such as boarding schools, low cost pensions, mobile schools, and alternative basic education centres – theoretically improving access and quality of primary education for pastoralist children (MOE, 2010). Nevertheless, schools in Afar lack resources and materials – with only 14% of primary schools having a library and 10% a pedagogical centre (MOE, 2013). Pastoralist ways of life in Afar region have historically made it difficult for the federal government to provide basic services like healthcare, education and infrastructure to Afar and other developing regional states. To this end, there will be inbuilt monitoring and evaluation, and learning activities in the pilot project.

VSO-E has already established partnership with an organisation named Camara International which also works to give children access to computer. Hence, the pilot project will be implemented by coordinating resources from the two organisations and through well planned collaboration arrangement. Specifically, the investment will be used to:

- establish school Lab centres with focus on ICT
- provide training to teachers and targeted students
- Produce relevant guideline/manuals

Hence, the volunteer's primary role is to support, and where required lead, the pilot project in efforts to achieve these aims through establishing a system for the learning centre and material development and staff capacity development though the vehicle of continuous professional development, and also through dedicated training and mentoring, and so as to ensure the strategic objectives of the strategic plan are met.

The potential candidate will be working with Ethiopian local colleagues.

Further information on VSO's work in each of the countries we work in can be found on the [VSO website](#).