

Job pack: Teacher Training volunteer –Gender focus- International

Country	Nepal
Employer	VSO
Duration	24 months
Job purpose	<p>The role is to support downstream partners, district level educational authority and local level government education head, school teachers, resource class teachers in developing their capacities with regard to disability and inclusive education. Supporting in integrating and implementing inclusive education practices in schools and ensuring accessibility of quality education for all girls with disabilities aged 6-19 are other purposes of this job. Additionally, help and support the school teachers, school management authorities, parent teachers association, parents and students to enhance their level of awareness with regard to disabilities, adolescent sex and reproductive health and gender based violence and protect children from exploitation, abuse and neglects.</p>

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Job Description

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<p>Promoting quality Inclusive Education in classroom and community</p> <ul style="list-style-type: none"> Conduct/encourage Action research to assess how disadvantaged girls (such as disabled, children from remote communities, girls, children from poor family) are marginalized; Run awareness raising and dissemination workshops on inclusive practices for supervisors, local level educational authorities, and community members; Organize awareness raising and dissemination workshops to supervisors, education leaders, and community members with specific focus on disability, gender, AYSRH and child protection. Provide guidance and technical support for partners in planning, management and the implementation of inclusive education services for the disabled children and to run the bridge classes. Work as a team with other VSO to monitor, evaluate and report to the program office on the activities, outputs, outcomes and impacts on a quarterly basis. Work as a team with other VSO volunteers and other colleagues to undertake training needs analysis, design and deliver appropriate trainings. Ensure that teachers are using the training skills and knowledge in their teaching learning processes. Train, advice and mentor school heads, gender focal teachers, resource classes teachers and SMC chair to design and implement child protection mechanism to minimize the disable girls' risks and vulnerabilities. 	<p>Specific performance indicators:</p> <ul style="list-style-type: none"> Using district Education operational plan – to design planning templates that are inclusive and focus on disabled students Develop curricular materials for children with disabilities aged 6-19 and implement them into real classroom Design teaching aids for children with disabilities Strengthened the knowledge and skills of Local Education practitioners and all partners involved, through training, mentorship in inclusive education areas (e.g. strengthened skills of Senior Women & Men teachers in teaching and supporting girls and boys and other children with special needs within schools and at home). 	<ul style="list-style-type: none"> Building and Sustaining working relationships The social skills to build and actively maintain working relationships that foster team-working and collaboration with others for the benefit of a common goal. Open Minded and Respectful A non-judgemental approach that values other people and culture. Seeking and Sharing Knowledge Recognition that learning is a two-way and continuous process. Facilitating Positive Change The ability to analyse problems and develop lasting solutions in line with VSO approaches. Adaptability A flexible approach and the ability to adapt behaviour to different situations. Patience Working with disabled children required friendliness and approachability and 	<p>Essential qualifications:</p> <ul style="list-style-type: none"> A minimum of a BA degree in Education, teacher training, inclusive education and/or related areas. Preference will be given to those have experience of Woking with girls and disability. A minimum of 5 years of experience in in-service and/or pre-service teacher training at pre-primary and primary education level; Experience of training teachers at primary level and/or secondary level and proven knowledge and skills in Active learning, child-centred and inclusive methodologies and special needs education; Fluent in English; Nepali language or local (Maithali, Bhojpuri & Abadhi) skill or enthusiasm to learn will be an asset . Proven experience and Knowledge of developing, implementing and coordinating inclusive education projects/programs; Advisory ,communication and networking skills and experiences; Experience in developing inclusive education/ gender empowerment (including teaching aids) and in delivering training; Proven and practical knowledge of peer-to-peer support to share experience and learning; Have enthusiasm and the adequate knowledge and experience to continuously monitor, write and

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<ul style="list-style-type: none"> • Raise awareness on and promote VSO Core approaches on social inclusion and gender equality, social accountability and resilience amongst communities, the service providers and educational leaders. • Develop and use district and school level IEC materials for AYSRH, gender, disability for parents, caregivers and guardians • Support downstream program team in designing and implementing training for big sisters. • Support program team to organize community-level inclusive extra-curricular or educational sessions on AYSRH, MHM, gender and inclusion and disability for all target girls (as well as other OOS girls, boys and children in the community) <p><i>Due to the nature of our volunteer placements, it is possible that the responsibilities of this role may differ in reality and therefore the post holder will need to be prepared to be flexible and adapt to their environment as necessary.</i></p>	<ul style="list-style-type: none"> • Developed IEC materials related to gender, AYSRH and child protections. <p><i>Objectives will be confirmed in a discussion between the volunteer and VSO in the first three months of the placement.</i></p>	<p>have patience as an essential competency.</p> <ul style="list-style-type: none"> • Resilience • The self-confidence to work with a variety of situations, diverse people and manage ambiguity. 	<p>evaluate project results and reports on a quarterly and annual basis;</p> <ul style="list-style-type: none"> • Good interpersonal skills combined with a flexible and adaptable attitude; • Excellent communication skills with good command of both spoken and written English; • Experience in using the technology to ensure effective management of information systems, planning and decision making; <p>Desirable requirements:</p> <ul style="list-style-type: none"> • Knowledge and experience in working both at grass root and strategic level; • Willingness to share his/her skills with colleagues in a professional but sensitive manner
Responsible to:	Project Coordinator- Disability and education		

1. 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: district level downstream partners, and schools

Before completing a job application, please seek advice from the VSO International Medical Team if you:

- *have an ongoing medical condition*
- *have had a medical condition in the past that might recur*
- *take any regular medication (other than contraception)*

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.

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.

[This is not accompanying role.](#)

Motorcycle requirements

[Not authorised to self-drive the bike however can be accompanying with other while authorised staff drives](#)

Security information

N/A

2. Background and contextual information

Empowering a New Generation of Adolescent Girls' with Education (ENGAGE) envisions a world where even severely marginalised out of school girls and girls with disabilities are empowered through education and livelihood skills. To create an environment of making informed life choices, contribute to family decisions, and confidently pursue their own economic opportunities, the project aimed to implement literacy and numeracy classes, support formal education, develop the teachers capacity, enhance government run resource classes, increased access to learning materials, provide business and or livelihood skills to the primary actors. The project

further aimed to empower parent through parenting education and making them more engaged in their children's learning both in home and schools. More importantly, project will try to reduce the vulnerability of girls and women due to early child marriage, early pregnancy, gender based discrimination and gender based violence through community level interventions including adolescent sex and reproductive education. Through developing a pool of role gender role models to support primary actor's education, health and other issues the project will use the Big sisters mentoring models. This is a four years projects working in province 2 (Parsa and Sarahi) and province 5 (Banke) and provides educational and livelihood opportunities to 2343 girls with disabilities from the marginalized community. The total project budget is GBP 4896, 541. This is a consortium project where VSO is a lead organization and HI is leading partner in disability and inclusion. The community level interventions will be implemented by downstream non-governmental organizations. For the purpose of identification of project beneficiaries, pre-base line and household survey is one of the major task which will identify and detect the girls with disabilities to whom project will be working, this task will be done by the external evaluator which will deliver a report along with: i) literacy and numeracy assessment results ii) MEL framework iii) household survey report and iv) identification and detection of girls with disabilities.

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