



Job pack: Inclusive Education Specialist – Gender &/or Disability Focus

Country	Various countries
Employer	
Duration	12 months to 24 months
Job purpose	<p>To promote Inclusive education principles and practices at pre-primary, primary, and Secondary level; to create an inclusive education environment where children, especially girls, can attend, stay in school longer and receive quality education.</p> <p>The role is to support the target partners in integrating and implementing inclusive education practices and ensuring accessibility of quality education for all children of the target district, irrespective of their gender, ethnicity, social background, language and physical disability.</p>

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1. Job Description

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<p>Promoting Inclusive Teaching Practices in target schools</p> <ul style="list-style-type: none"> Designing and delivering in-service training on child-centred/inclusive methodology for school teachers, supervisors, teacher trainees and teachers trainers Develop contextually relevant training materials and teaching aids [to promote inclusive teaching] ; Provide support (through training , coaching and mentoring and modelling good practices) to school teachers to utilize resource centres for the delivery inclusive teaching ; Promoting assessment for learning – to include training teachers on classroom formative/continuous assessment, analysis of test results and using the data to improve teaching practices and to provide individualized support to children. In addition the volunteer will encourage and help the district education office in developing and delivering annual district wide achievement test , generating evidences on children educational achievements and making informed decisions; <p>Promoting Inclusive Education</p> <ul style="list-style-type: none"> Conduct/encourage Action research to assess how disadvantaged children (such as disabled, children from indigenous communities, girls, children from poor family) are marginalized ; Run awareness raising and dissemination workshops on inclusive practices, supervisors, education leaders, and community members; 	<p>Specific performance indicators:</p> <ul style="list-style-type: none"> Existence of Specific Measurable Achievable Realistic and Time-bound (SMART) district Education operational plan – based on standard national planning templates that is inclusive and being used as a guide for delivering district education programmes Strengthened knowledge and skills of district and Sub-county education practioners 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 in schools and at home) Existence of a clear support supervision mechanism for school improvements in areas planned/project achievement areas and activities developed in the District Education operational plan (e.g. development/adoption of activity and data collection tools for monitoring, defining support supervision schedules, data collection and reporting timelines etc.) <p><i>Objectives will be confirmed in a three way discussion between the volunteer, employer and VSO in the first three months of the placement.</i></p>	<ul style="list-style-type: none"> Building and Sustaining working relationships The social skills to build and actively maintain working relationships that foster teamwork 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. Resilience The self-confidence to work with a variety of situations, diverse people and ambiguity. 	<p>1. Essential qualifications</p> <ul style="list-style-type: none"> A minimum of BA degree ,MA degree in inclusive education and related areas preferred 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 pre-primary and primary level and/or secondary level and proven knowledge and skills in Active learning, child-centred and inclusive methodologies and special needs education, 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/SNE training materials (including teaching aids) and deliver trainings; Proven and practical knowledge of peer-to-peer support to share experience and learning; Have adequate knowledge and experience as well as the enthusiasm to continuously monitor and evaluate project results and write up reports regular quarterly and annual reports; 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"> Willing to work in challenging locations and where facilities are very basic 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

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<ul style="list-style-type: none"> • Provide guidance and technical support the partners in planning, management and implementation of education services for the most marginalized children; • Work as a team with other VSO to monitor and evaluate and report to the program office the activities, outputs, outcomes and impacts on quarterly basis in line with monitoring and evaluation system set up for the project; • Work as a team with other VSO volunteers and other colleagues in the region to undertake training needs analysis, design and deliver appropriate training, and monitor and evaluate the training; • Develop guidelines for school supervision on supervision and monitoring and evaluation of the project; • Train, advice and mentor district education managers, officers and supervisors in supervision, monitoring and evaluation; • Raise awareness on and promote gender equality amongst educational leaders; <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 postholder will need to be prepared to be flexible and adapt to their environment as necessary.</i></p>			<ul style="list-style-type: none"> • manner without appearing to be aggressive or impatient;
Responsible to:			

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.

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.