



Job pack: Inclusive Education Numeracy Advisor-Disability Focus- International

Country	Mozambique
Employer	VSO & Handicap International
Duration	24 months for first cohort 15 months for the second cohort
Job purpose	The role is to support and advise target partners (local education providers and community leaders) in integrating and implementing inclusive education practices for people with disabilities and ensuring accessibility of quality education for all girls aged 15 - 19, who have been excluded from the Education System; with main focus on numeracy issues according to the needs of students.

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1. Job Description

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<p>Promoting and advising Inclusive Teaching Practices in community centres</p> <ul style="list-style-type: none"> Ensure that advice and guidance is provided to teaching staff on interpreting and using the results of the assessments to support deliberate acts of teaching numeracy that is contextualised to the relevant curriculum and in response to the diagnosed student need 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 migrant 	<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 communities’ education providers 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 discussion between the volunteer 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>Essential qualifications</p> <ul style="list-style-type: none"> A minimum of BA 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"> Fluent in Portuguese and English 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
<p>communities, girls, children from poor family) are marginalized ;</p> <ul style="list-style-type: none"> • Run awareness raising and dissemination workshops on inclusive practices to supervisors, education leaders, and community members; • 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 volunteers and colleagues to undertake training needs analysis, design and deliver appropriate training, and monitor and evaluate the training; • Develop guidelines for school managers on supervision and monitoring and evaluation of the project; • Train, advice and mentor district education managers, officers and supervisors in supervision, monitoring and evaluation; • Work as a team with other VSO staff to monitor and evaluate and report to the program office: the activities, outputs, outcomes and impacts on a regular basis in line with the monitoring and evaluation system set up for the project; • 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. <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>			manner;
Responsible to:	Education Program Manager		

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:

- Chimoio is a small town and the schools are in rural areas in the Manica Province. Located about 1,200 kms from the capital Maputo. Chimoio is 1,5 hours from Maputo by plane.
- Beira is the second town of the country but the schools are located in rural areas in the Sofala Province. Located about 1,200 kms from the capital Maputo. Beira is 1,5 hours from Maputo by plane

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.

Motorcycle requirements

MANDATORY as all move will be made by motorbike

Security information

N/A

3. Background and contextual information

In Mozambique, VSO is partnering with Handicap International to increase access to education and improve literacy and numeracy for out-of-school girls (OOS) and adolescents ages 15-19. This project targets marginalized girls that have had no previous schooling, dropped out of school, or failed to achieve basic numeracy and literacy skills in primary school. These girls are prevented from attending school as a result of poverty and harmful cultural norms and have prioritized economic work and household and child care responsibilities over education. Girls forced into early marriage and may be pregnant or with children are barred from regular day school as a result of existing policies, while those with disabilities face social stigma and physical barriers integrating into schools and the community. Collectively, these girls have been out of school for a number of years and often have little external engagement with actors outside their communities to gain marketable skills and generate income.

The project works in Manica and Sofala provinces in Mozambique where poverty rates are 55 and 58 percent respectively, to help girls: 1) **access accelerated literacy and numeracy classes that are age and disability appropriate**, 2) **attain basic literacy and numeracy to support the development of business, financial, and life skills for income-generating activities**, and 3) **gain community and peer support for their education**. We will establish learning centers for OOS girls, arrange transportation for disabled girls, and provide child care to young mothers to enable access to accelerated literacy and numeracy classes. These classes will have disability- and gender-responsive curricula that align with government education objectives.

We will provide cash transfers or in-kind benefits to retain girls in school and complement trainings in financial management, business acumen, and market-based skills development. Life skills trainings on early child marriage, child protection, gender-based violence, and sexual and reproductive health and rights will also be provided to empower girls and promote gender equality. After these trainings, the girls will participate in village savings and loans groups and receive start-up capital and mentorship to develop their new small businesses and income-generating activities. Throughout the project, we will also facilitate monthly men's community groups and peer support networks that involve the families and communities of these OOS girls, increasing engagement to promote girls' education, sensitize gender equality and girls' rights, and help men and boys better support education and economic opportunities for girls and women.

Other general information websites

- <http://www.mozambique.mz>
- <http://www.ine.gov.mz>
- <http://www.sortmoz.com/aimnews>
- <http://www.sadirectory.co.za/mediacoop>
- <http://www.worldskip.com/mozambique/>
- <http://www.drwisetravel.com/vso>
- <http://www.unaids.org>

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