



Volunteer Job Pack

Job Title	International Volunteer – Teacher Training Advisor
Job ID	JOB0117557
Country	Nepal
Employer	VSO Nepal
Duration	18 months
Job purpose	The role is to support implementing partners, district level educational authority, local government, schoolteachers in developing capacity on inclusive education and support to review, update and develop education policy responsive to gender and disability. Developing and designing lessons, learning materials to support schoolteachers in implementing child friendly, gender responsive and disabled friendly teaching learning materials ensuring accessibility of quality education practices in schools are other purposes of this job. Additionally, help and support in developing capacity of the schoolteachers, school management authorities, Gender Focal Person at school and rural municipality regarding disabilities, adolescent sex and reproductive health, inclusive education practices, gender-based violence and child protection and safeguarding.

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1. Job Description

Responsibilities:

Program Implementation

- Support district project team of the implementing partners in developing their capacity in planning, monitoring and reporting the project activities.
- Initiate community of practice among the schoolteachers to share their learning, best initiatives, problems, issues and provide technical guidance to mitigate their teaching learning issues and challenges.
- Coordinate with district project team for the effective delivery of project interventions.
- Establish working relations with District Education Development and Coordination unit and municipal level educational authority during the process of project implementation
- Provide technical and professional support to the local level government authorities for the inclusive education

Teacher Training/ Capacity Development

- Develop and design lessons, learning materials to support schoolteacher in implementing child-friendly, gender responsive and disable friendly teaching learning
- Provide mentoring support to the teachers and students to promote their literacy and numeracy
- Conduct demonstration lessons in the classroom to transfer play-based teaching learning skills to the schoolteachers
- Run awareness raising and dissemination workshops on inclusive practices for supervisors, local level educational authorities, and community members
- Train teachers and head teachers on gender dimensions of education.
- Mentoring and coaching of teachers in schools to gain confidence in using differentiated learning to meet diverse learning needs (including use of tools for

Skills, Knowledge and Experience

Essential qualifications:

- Strong background in training teachers at primary level or secondary level and proven knowledge and skills in Active learning, child centred and inclusive methodologies.
- Experience on gender-friendly teaching strategies and methodologies
- Experience on gender assessment in schools
- Experience of working with local level education manager and school management committees
- Experience in School Improvement Plan (SIP) development support
- Advisory, communication and networking skills and experiences;
- Experience in developing inclusive education/ gender empowerment (including teaching aids) and in delivering training;
- Have enthusiasm and the adequate knowledge and experience to continuously monitor, write and evaluate project results and reports on a quarterly and annual basis;
- Good interpersonal skills combined with a flexible and adaptable attitude

Desirable requirements:

- 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
- Previous experiences of working as VSO in the field of disability and inclusion teacher training would be an assets
- Able to accommodate in diverse socio-economic, and multicultural context.
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assessment for learning and assessment of learning).

- Provide mentoring support to the schoolteachers in the use of technology-based teaching learning to promote their learning achievement
- Design and implement innovative teaching learning ideas in the classroom to promote student's engagement and develop their creativity to enhance their learning achievement.
- Design and implement new assessment tools and template, pilot them and use in a wider scale to assess the students learning.
- Initiate extra and co-curricular activities in the schools to promote quality of learning and increase student's engagement in creative work.
- Design training manuals for teachers and plan teacher training activities at the community level
- Assess training effectiveness to ensure incorporation of taught skills and techniques into teachers' work behaviour.

School Management

- Design and develop school authorities' capacities for effective educational management to plan and implement school improvement plan
- Engage and take part in joint monitoring visit to the schools and collect feedback from the technical team and plan to provide additional support to the teachers and school authorities to assure the quality of service delivery.

Education Development and Coordination Unit and Education Section/Unit of Municipalities

- Support district education development and coordination unit (EDCU) and education unit of the local government to review, update and develop education policy responsive to gender and disability.
- Support EDCU in the delivery of teacher training activities up on their interest.
- Enhance capacity of gender focal people (GFP) based at EDCU and the municipalities

to actively participate in monitoring and evaluation of the programme;

- Enhance capacity of gender focal people (GFP) based at EDCU and municipalities to actively lead the Gender Equity Network at district and municipal level.
- Plan to discuss with the EDCU and education unit of the local government and share learning of the project on a timely basis

Reporting

- Support team to Prepare quarterly report Documentation and collect case story
- Provide timely and regular reports to VSO Nepal as part of the requirements of the project.

VSO has zero tolerance of abuse and exploitation of vulnerable people. We expect all our employees/volunteers to ensure we are protecting children, young people and vulnerable adults from harm and abide by our safeguarding policy.

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: Project districts (Banke, Parsa, and Sarlahi)

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 applicable

Security information

Aftershocks may still occur and volunteers will receive information about how to act in case of earthquake. You should also be aware of the condition of buildings you are passing or near as many buildings suffered structural damage that makes them unsafe – it is best to avoid them if you are unsure. Landslides are likely, particularly in the monsoon season (June to October) and volunteers will need to check with VSO before travelling outside Kathmandu.

After a disaster there are often increased risks of theft, robbery and personal assault.

Given the focus of this placement, it is important that the volunteer takes the following risks very seriously and commits to follow VSO protocols at all times:

- Civil Unrest – There is likely to be sporadic unrest across the country and in particular after promulgation of New Constitution ;
- Road accidents – The most likely form of serious incident a volunteer will face as vehicles are old and not well maintained and driven recklessly;
- Sexual harassment and assault – Volunteer will be bided by VSO safeguarding policy.
- Disease – It is your responsibility to ensure you take appropriate preventative care: sleeping under nets, using repellent, taking prophylactic drugs or treating drinking water;
- Theft, robbery and personal assault – You are responsible for ensuring your own security. The most common type is by stealth – pick-pocketing or grabbing bags rather than with violence.
- Burglary – (theft from your house) not that common but incidents have taken place in the area;
- Kidnap – Although highly unlikely, it is important for staff and volunteers to know some basic guidelines;
- Natural disasters –the common natural disaster are floods and landslide during the monsoon seasons (June – August) sometime earthquake aftershock is observed.

3. Project background and contextual information (Please change this information as per project detail and requirement)

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 2525 marginalized girls and 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](#).

