
Uganda – SCORE Project

- **Location:** Arua District, West Nile, Uganda, with travel to other project locations
- **Host organization:** FCA Uganda
- **Length of Posting:** 7 months
- **Starting date:** September 2018
- **Number of positions:** 1

Background and description of the project

Finn Church Aid (FCA) is implementing the **SCORE (Sustainable Comprehensive Response to Education)** project funded by UNICEF. The project is aimed at improving the quality of education in 140 schools in 10 districts namely; Kibaale, Kagadi, Kakumiro, Koboko, Yumbe, Moyo and Adjumani, targeting 70 000 primary school going age children between 6 to 12 years during the period of April 2018 to March 2019. The project implements a rights-based approach that contributes to Sustainable Development Goal (SDG) 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The project is responding to the deteriorating quality of education in the identified districts. For instance, the 2015 UWEZO report¹ indicated that 65% children in primary classes 3 to 7 (P3 to P7) are unable to complete primary 2 level works even if enrolment in primary school is high. Only 4% of children have never been enrolled in schools.

The low quality of education provided in primary schools is mainly attributed to the critical lack of teaching capacity across Uganda. According to the 2013 Service Delivery Indicators report, only 1 out of 5 primary school teachers had achieved competency in English and Mathematics, and in more than half of the country's public schools, over 60% of teachers were not in the classroom teaching (World Bank, 2013). Furthermore, the emphasis on increasing enrolment rates has exacerbated a situation in which the majority of children are in school but are not learning even the basic literacy or numeracy skills (UNICEF CPAP 2016 - 2020). Similarly, FCA monitoring data from current projects have consistently revealed that teachers lack the capacity to help children develop skills to meet 21st century demands, such as critical thinking, problem solving, innovation, or collaboration.

FCA works with **Teachers without Borders (TWB)** teacher volunteers' network to enhance local sustainability and strengthen capacity of district education departments.

This will be achieved through *capacity building in joint planning, follow-up of teachers and support supervision, mentoring and coaching of teachers.*

The Teachers without Borders education advisers/volunteers will work closely and collaborate with FCA officials under the SCORE project, Field Education Coordinators, Coordinating Centre Tutors (CCTs), and local teachers to;

1. Improve teachers' competencies in administering continuous assessment, inclusive learning practices and pedagogy in the 140 target schools.
2. Improve capacity of school management committees to engage local communities and schools to deliver educational services in the 140 schools in the seven districts.
3. Increase number of children gaining confidence in reading and participation in outdoor activities in the target schools in the 7 focus districts.
4. Improve parents and community participation in the learning process and enhanced capacity to demand for quality education services in the 140 target schools.

During the implementation of this project, emphasis will also be put on documentation of key learnings and success stories, which will be shared with UNICEF, partners and other stakeholders to promote cross learning. TWB volunteers will conduct trainings for the selected primary targets; submit reports, follow-up, mentor, coach and supervise them. The volunteers' place of residence will be in Arua District, working in all the SCORE districts, during implementation of activities. ***NOTE (Although this is the main targeted project, TWB volunteers may be asked during the course of their placement to provide support to other FCA education projects in Uganda whenever need arises.)***

Volunteers' main tasks and responsibilities

1. Support the Primary Teacher Colleges (PTCs,) District inspectorate, Coordinating Centre Tutors (CCTS) to train, coach and mentor, associate assessors and head teachers in inclusive learner centred pedagogy and support supervision.
2. Mentor and coach CCTs to lead in-class support supervision and peer teaching among teachers.
3. Lead the piloting of the Peer Coach material developed to go together with the Teachers in Crisis Contexts (TiCC) teacher training material in the FCA UGACO programme.
4. Strengthen the capacity of district education department, CCTs and head teachers in assessment skills with a focus on formative assessment, and development of tools with special focus in the teaching of mathematics and science.
5. With support from CCTs, conduct capacity building of district education officials, head teachers in documented support supervision.
6. Any other tasks assigned by the supervisor, after consultation with the volunteer.

Deliverables

- A CPD (Continuous Professional Development) plan for teachers with focus on pedagogy and support supervision

- Plans, programmes, content and adapted manuals/handouts for the teacher trainings and continuous professional development (CPD)
- Work plans
- Notes and briefs from meetings
- Teacher training reports and other activity reports
- Visual material from the trainings (mostly photos)

Qualifications/Requirements

Education: Masters' Degree in Education and at least 3 years of teaching experience; international teaching experience is an added advantage

Language proficiency: Proficiency in English language (oral and written); ability to communicate and give presentations effectively

Experience

- Profound expertise and experience in education, pedagogics and the education sector in a developing country; knowledge of Uganda's education system and policies is an added advantage
- Expertise and experience in developing the capacity of primary school teachers
- Experience in mentoring and coaching of teachers and other education personnel
- Knowledge of and willingness to follow the principles and standards of International Human Rights
- Experience in working with multiple stakeholders; willingness to share knowledge and skills with partners

Skills and Competencies

- Background in or proven familiarity with emergency/humanitarian context
- Ability to set clearly defined goals and plan activities that are consistent with agreed strategies, and monitor performance against deadlines and milestones
- Ability to work collaboratively in a team and show respect for the views and contributions of other team members
- Ability to accept supervision, guidance, and constructive feedback from the supervisor
- Flexibility and willingness to follow the host organization rules and procedures
- Be innovative and a self-starter with a high degree of initiative and able to work under minimum supervision
- Possess enthusiasm, patience and high degree of self-control
- Emotional stability to endure stressful situations and calmly resolve conflict
- Cultural sensitivity and intercultural communication skills
- Flexibility and ability to work in a challenging and unpredictable environment, with long travelling distances limited access to communications, services and social interaction
- Ability to reside in rural areas with intermittent electricity and water and otherwise basic living conditions

Supervision and Support

The volunteers will be assigned a main supervisor within the country office, but will work in close collaboration together with the project implementation staff on all levels. Additional technical support will be given by the Regional Education Specialist based in Kampala.