

Uganda – Education in Emergencies

Summary Vacancy Information:

Host Organization	Finn Church Aid (FCA), Uganda Country Program
Position:	Education Adviser
Reports to:	Humanitarian Programme Manager/Project Manager/Regional Education Specialist/ National Education Specialist
Number of positions:	One (1)
Location:	Adjumani, Yumbe, Moyo and Arua Districts, West Nile Region, Uganda, based in the FCA office in Adjumani
Duration of engagement:	5 months
Effective start date	1 st July 2018 (can be negotiated)

Brief Project Background:

In 2018, with funding from the **Ministry for Foreign Affairs of Finland (MFA)**, **Finn Church Aid (FCA)** under its humanitarian aid unit will directly implement an education sector operation titled, “Education in Emergencies Assistance to South Sudanese (SSD) refugee children in Bidibidi (Yumbe) and Maaji II and III (Adjumani) refugee settlements in West Nile Region, Uganda.” As the title suggests, the operation seeks to respond to education needs of SSD children in an emergency context in order to contribute to and achieve the following objectives:

Principal objective:

To strengthen the realization of the right to Quality and Inclusive Education for South Sudanese primary-school aged children in Bidibidi and Maaji II and III refugee settlements in West Nile Region by March 2019.

Specific objective:

Access to and provision of quality and inclusive education for South Sudanese refugee children in Maaji II & III and Bidibidi settlements is realized.

Key project Activities/Strategy:

Among others, project activities will include to organize and facilitate 10 teacher trainings for 250 refugee and national teachers on topics such as Pedagogy, inclusive education, curriculum and planning/assessment, child protection and well-being, **psychosocial support (PSS)** and teacher’s role and well-being in Bidibidi and Maaji II and III refugee settlements, and this is expected to benefit 13.500 primary school learners/pupils. Following the aforementioned topics, 60 teachers will be selected and supported through the phase 2 pilot of mobile mentoring on the same topics by global mentors mainly from Finland and **Coordinating Centre Tutors (CCTs)** with the support of FCA officials and coordination of the **Teachers without Borders (TWB)** Education Adviser in Adjumani. The project will also conduct 18 community awareness raising sessions on child protection, right to education and inclusive education with a focus on children with special needs and disabilities. In order to ensure safe, child-friendly and environmentally friendly learning spaces to increase the protection and quality of learning for the 1,458 primary school learners, the project will construct 27 classrooms, 29 teacher’s accommodations and provide 486, 3 seater desks in selected schools in Maaji II and III refugee settlements. 20 FCA staff will also be trained on inclusive programming to strengthen their capacity and attitudes to mainstream and advocate for rights of persons with disabilities in all interventions. Finally, to strengthen the capacity of families with children with disabilities to keep their children in schools, the project will provide livelihood

support in form of cash for work (CfW) and emergency livelihood kits to 350 and 100 such families respectively. The Teachers without Borders (TWB) Volunteer will directly contribute towards the Continuous Professional Development (CPD) of teachers in Adjumani (Maaji refugee settlement) and Yumbe (Bidibidi refugee settlement) within this project but may also participate in the implementation of other project activities and projects in Moyo and Arua as may be assigned by the supervisor.

Main tasks of the TWB Volunteer:

1. To provide teacher trainings for qualified and unqualified refugee and Ugandan teachers on pedagogy, inclusive education, curriculum and planning, and child protection and well-being; plus any other topics as may be agreed
2. In close conjunction with the assigned FCA officials (as will be advised), the TWB Education Adviser will contribute to, supervise and collaborate with external facilitators to plan, improve and harmonize the content and delivery of teacher's training in Maaji II and III refugee settlements, Bidibidi, and other locations as may be required, following pre-determined topics.¹
3. To promote awareness on the educational needs and capacities of children with special learning needs and disabilities within the education system and the wider community.
4. Together with the assigned FCA field project staff, and with support from FCA's national and regional education specialists, TWB Volunteer will promote timely coordination and implementation of the 2nd phase pilot on mobile mentoring in Maaji II and III refugee settlements among the mentees (selected project teachers), CCTs, global mentors and other project stakeholders, share and report findings.
5. To develop the capacity of teachers and education officials to identify and assess learners with special needs to enable the delivery of quality services suitable for diverse needs of the learners.
6. To enhance collaboration and networking, strategic partnership and participate in relevant inter-agency coordination meetings and operations as guided by FCA assigned supervisor and project team actors.
7. Any other assignments

Deliverables:

- Continuous Professional Development (CPD) for teachers among others on pedagogy, inclusive education, child protection and, curriculum and planning in the selected schools delivered and achieved
- Plans, programmes, content and adapted manuals/handouts for the teacher trainings and mobile mentoring
- Work plans
- Notes and briefs from meetings
- Teacher training reports and other activity reports
- Visual material from the trainings (mostly photos)

Qualifications, experience:

- Masters' Degree in Education and at least 3 years of teaching experience; international teaching experience is an added advantage
- Proficiency in English language (oral and written); ability to communicate and give presentations effectively
- 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 developing the capacity of secondary school teachers is an added advantage.

¹ The TWBs will support both National and South Sudanese Teachers to strengthen and improve their skills and capacity in; understanding and application of pedagogic practices, curriculum and planning, inclusive education and child protection principles and practices.

- Ability and experience in mentoring and coaching of teachers and other education personnel in topics such as pedagogy, child protection and well-being, inclusive education (special needs education with a focus on children with disabilities and gender), curriculum and planning in a developing country is an added advantage
- Demonstrated working experience at national (and international) levels in inclusive and special needs education and/or child protection

Skills and Competencies:

- Knowledge of and willingness to respect and uphold the fundamental human rights principles and individual freedoms
- Background in or proven familiarity with emergency/humanitarian context, standards and principles such as Sphere minimum standards, Inter-Agency Network for Education in Emergencies (INEE) minimum standards, Child Protection in Emergencies (CPIE) etc
- Ability to set clearly defined goals and plan activities that are consistent with agreed strategies, and monitor performance against deadlines and milestones
- Experience in working with multiple stakeholders, project contexts and locations; and willingness to share knowledge and skills with partners
- 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 and others from the team
- 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 volunteer will be assigned a main supervisor within the country office, but will work in close collaboration together with the project implementation staff at all levels. Additional technical support will be given by the Regional Education Specialist based in Kampala.