

VSA Assignment Description

Assignment Title	ECE Teacher Trainer - Ermera
Country	Timor-Leste
Location of Partner Organisation	UN Compound, Dili
Partner Organisation	UNICEF
Duration	One year with possibility of extension
Sustainable Development Goals	



41753

1. Partner organisation overview

UNICEF works in partnership with the Government of Timor-Leste, development partners and civil society to ensure the survival and development of children with specific focus on the poorest children to achieve global and national targets for child rights.

UNICEF has been working closely with the Government of Timor-Leste for realization of women's and children's rights. UNICEF and the Government of Timor-Leste has been working in partnership to improve the survival, development, participation and protection of children and women in accordance with:

- The Convention on the Rights of the Child
- The Convention on the Elimination of All Forms of Discrimination Against Women
- The Millennium Development Goals
- Other international conventions and agreements related to children

UNICEF programmes are aligned with the Government of Timor-Leste's National Strategic Plan. To know more about work of Timor-Leste, please visit the page [here](#).

Alola Foundation is a not-for-profit non-government organization operating in Timor-Leste to improve the lives of women and children. Founded in 2001 by Former First Lady, Ms Kirsty Sword Gusmao, the organisation supports arrange of initiatives to improve maternal and child health, create employment, promote human rights, strengthen community development, and improve the status of women.

The Foundation has previously worked to deliver preschool and primary school teacher training projects to address challenges with the Timorese education, including limited capacity and access to resources, large class sizes and teachers who have limited education themselves. UNICEF is now working alongside the Alola Foundation to implement the Community Pre-schools Initiative. The initiative is supported through a partnership with the New Zealand Government, UNICEF New Zealand, the Morgan Foundation and H&M Foundation.

2. Assignment overview

Children in Timor-Leste face various difficulties such as low enrolment in preschool, age-appropriate enrolment absence of supervision and monitoring, poor capacity of facilitators and lack of availability of teaching learning resources. Children in the rural areas are the one left behind without receiving a full education. UNICEF is modelling community-based pre-schools with a parenting education programme as a model for a government system that recognizes community pre-schools



complemented by a systematic approach to improve the knowledge and skills of families on positive parenting.

The UNICEF supported Community-Based Preschool programme implemented in Ermera and Viqueque municipalities presently has 2,928 children in 104 centres and 195 facilitators. The project is implemented by Alola Foundation, a local NGO. Alola provides 9 field officers, 2 project officers and one program manager. The field officers undertake orientation and training of facilitators annually. However, the field officers themselves have limited capacity and understanding of early childhood education and development hence a new model of direct training is required.

3. Goal/outcomes/outputs

Goal

1. Improvement of knowledge, understanding and practical application of a variety of pedagogical approaches by preschool facilitators and field officers through training and regular mentorship including in the utilization of play-based learning approach, development and utilization of learning and play materials from locally available materials as well as assessment of children.
2. Development and application of intervention strategies by facilitators and field officers aimed at improving literacy and numeracy skills of students.
3. Effective and successful implementation of ECD related activities.

Outcome 1

Training content is developed for facilitators of community-based pre-schools.

In co-operation with UNICEF and Alola personnel:

- Undertake a needs assessment of community-based pre-school facilitators.
- Develop a training programme based on identified needs and incorporating easy to use examples of play-based activities that can be adapted for literacy and numeracy training sessions.

Outcome 2

Field Officers and facilitators are trained and mentored.

Together with the Field Officers:

- Support the delivery of annual training for pre-school facilitators.
- Develop and share ideas and resources for play based learning utilizing local resources.
- Assist in the implementation of Early Childhood Development related activities.

Outcome 3

Literacy and Numeracy assessment.

- Develop formative assessment tools for literacy and numeracy in alignment with Timorese preschool curriculum learning outcomes/indicators.
- Deliver training to teachers on how to deploy the assessment tools.
- Provide feedback on improvement of assessment.

Outcome 4

Mentoring on cluster level.

- Organize cluster training with specific field officers to improve their skills e.g. English language lessons, monitoring, classroom observation, and report writing for field officers.
- Provide targeted cluster training for facilitators to improve their teaching skills.



4. Reporting and working relationships and capacity building

Through bi-annual training sessions that are usually run during April and September every year. Contents are taken from the needs assessment done with facilitators to decide the key learning areas or topics to be covered during the professional development session.

As needs on the ground may change over time, the volunteer is encouraged to review and update the Assignment Description **on arrival** in consultation with the partner organisation and VSA Programme Manager. By their very nature, development situations can involve significant change, so it is advisable that the volunteer periodically review and reflect on the Assignment Description throughout the Assignment to ensure the best development outcomes are being achieved.

5. Selection criteria/position requirements

- Tertiary qualification on early childhood education and/or solid experience working in the area of early childhood education/pre-school education.
- Applied child centered play-based approaches in working with children.
- Strong facilitation skills.
- Experience in mentoring and in providing capacity development support, including but not limited to training of teachers.
- Excellent analytical and communication skills.
- Excellent written and oral English.
- Strong organizational and planning skills.

Person specifications (professional)

Essential

- Experience in using participatory learning methods.
- An understanding of applying the UN Convention on the Rights of the Child.
- Ability to create teaching materials from existing local materials.
- Experience teaching adult learners is an asset.
- Familiarity with issues related to gender equality, violence against children, inclusive education, meeting the learning needs of children with disabilities.

Desirable

- Experience in working in a developing country in the area of education, particularly early childhood education.
- ICT skills.
- Experience working in a multi-cultural environment.

Personal specification (personal)

Essential

- Commitment to teamwork, coaching, and mentoring others; rather than solitary service delivery.
- Awareness and sensitivity of cross-cultural settings.
- Openness and willingness to learn a new language (Tetun-Dili)

Desirable

- Flexibility to unexpected changes in schedule or tasks
- Cultural fluency
- Able to work in remote areas with 6 to 8 hours drive from the capital.



6. VSA Essential Attributes

- Commitment to volunteering, to VSA and to the partner organisation
- Cross cultural awareness
- Adaptability and a willingness to approach change or newness positively
- Able to form good relationships, both personally and professionally, with work colleagues and in the community
- Resilience and an ability to manage setbacks
- Initiative and resourcefulness
- An ability to facilitate learning through skills exchange

7. Country Context

For more information about Timor-Leste see the VSA website page [here](#).

Additional information

Residency status

VSA volunteers must be New Zealand citizens or have New Zealand permanent residency status, and currently living in NZ.

Pre-departure briefing

As part of the volunteer's contract, successful candidates will be required to take part in a pre-departure briefing course run by VSA in Wellington and complete all required pre-reading.

Final appointment

Final appointment will be subject to satisfactory medical and immigration clearances (costs covered by VSA), partner organisation acceptance, and successful completion of the pre-departure briefing course.

Family status

VSA supports partners to accompany volunteers on assignments of six months or longer. However, volunteers with accompanying dependents will not be considered for this assignment.

Fundraising

Volunteers are encouraged to fundraise at least \$1000 with the support of VSA's fundraising team. Accompanying partners are encouraged to raise the same amount. All funds raised will help VSA keep its programmes in action and support future volunteers.

Vaccination requirements

Potential volunteers are advised that VSA's insurers require volunteers to be inoculated, prior to departure, in accordance with the instructions of VSA's medical adviser. VSA covers the cost of any required vaccinations.

Children's Act

While on assignment, VSA volunteers may be required to work with children and/or may choose to participate in informal activities in their own time that involve interactions with children (such as coaching teams or teaching English). VSA is committed to the protection of vulnerable children and adults, which also includes meeting our commitment under the Children's Act 2014.

The information requested during the application process is necessary to assist VSA to determine applicant suitability to work and/or interact regularly with children and is part of a series of pre-selection checks undertaken on all applicants for VSA assignments.



Volunteer package

The volunteer's package includes the following:

Reimbursements and grants

1. Volunteers will receive an establishment grant of NZ\$750 to help them set up in their country of assignment. For volunteers with an accompanying partner (whether or not that partner is also a VSA volunteer), VSA will pay an establishment grant of NZ\$1,100 per couple.
2. For two year assignments, the volunteer will receive a rest and respite grant of NZ\$1000 on completion of the first year.
3. A resettlement grant of NZ\$200 will be paid for each month the volunteer is on assignment. This is payable on completion of the assignment.
4. The volunteer will receive a monthly living allowance of USD\$960.

Accommodation

Basic, comfortable furnished accommodation will be sourced by VSA. In some circumstances volunteers may be asked to share accommodation.

Airfares and baggage allowance

VSA will provide the volunteer with economy airfares to and from New Zealand for their assignment plus a baggage allowance.

Insurance

VSA will provide travel insurance to cover baggage and personal property, and non-routine medical expenses for the duration of the assignment. Further details of the insurance cover will be provided during the volunteer pre-departure briefing.

Utilities

VSA will reimburse volunteers reasonable expenses for household utilities while on assignment.

Final terms and conditions relating to the specific volunteer assignment will be confirmed in a personalised volunteer contract.

