


# VSA Assignment Description

<b>Assignment Title</b>	Mentor for ECE Facilitator
<b>Assignment Modality</b>	Standard, In-country
<b>Assignment Number</b>	41753
<b>Country</b>	Timor-Leste
<b>Location</b>	Based in Dili, with frequent travel to Viqueque and Ermera
<b>Partner Organisation</b>	UNICEF and ALOLA Foundation
<b>Duration</b>	12 months with possibility of extension by mutual agreement
<b>Sustainable Development Goals</b>	
<b>Business Development Partner</b>	



## 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.

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 ones 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 2560 children in 89 centers and 170 facilitators, who are recruited from that same community for teaching children in CBPS. The project is implemented by Alola Foundation, a local NGO. Alola provides 8 field officers 2 project officers, one project coordinator and one program manager. UNICEF team and the field officers along with INFORDEPE team 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.

VSA assignment contributes to achievement of UNICEF's long-term goals including:

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 utilisation of play-based learning approach, development and utilisation of learning and play materials from locally available.
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.

## 3. Goal/Outcomes/Outputs

### Goal

Improved pedagogical practises through high quality training and mentorship, understanding among community-based preschool facilitators in the use of play-based learning, development and utilisation of learning and play materials from locally available materials as well as assessment of children. Community based pre-school facilitators have improved teaching practice integrating child assessment techniques and play based learning utilising locally made learning materials.

### Outcome 1

Training content is developed for facilitators of community-based pre-schools in collaboration with INFORDEPE.

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 that always align with the National Curriculum of Timor-Leste.

### 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 utilising local resources
- Assist in the implementation of Early Childhood Development related activities

### Outcome 3

Mentoring on cluster level.

- Organise cluster training with specific field officers to improve their skills e.g. English language lessons, monitoring, classroom observation, and report writing for field officers
- Cluster training targeted for facilitators with the aim to improve their pedagogical skills

## 4. Reporting, Working Relationships and Capacity Building

An annual training session that is usually run in July or August. Training contents are taken from the needs assessment done with facilitators that always align with the National Curriculum of Timor-Leste to decide the key learning areas or topics to be covered during the professional development session.

The volunteer will report directly to the UNICEF ECE officer and Alola Program Manager and will be accountable to the UNICEF Chief of Education. The volunteer will be based in the field working closely with project officers and working in touch UNICEF education officers and Alola PM on regular basis.

The volunteer and UNICEF/ALOLA will have an ongoing relationship with the VSA Programme Manager in terms of assignment monitoring, reporting, professional advice and personal support.

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 reviews and reflects on the Assignment Description throughout the Assignment to ensure the best development outcomes are being achieved.

## 5. Selection Criteria/Position Requirements

### Professional Specifications

#### Essential

- Tertiary qualification on early childhood education and/or solid experience working in the area of early childhood education/pre-school education
- Applied child centred 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
- Openness to learn a new language, e.g. Tetun
- Strong organisational and planning skills

#### Desirable

- Experience in using participatory learning methods
- Has an understanding of applying the UN Convention on the Rights of the Child
- Experience in working in a developing country in the area of education, particularly early childhood education
- Ability to create teaching materials from existing local material.
- ICT skills

- 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
- Experience in working in a multi-cultural environment

## Personal Specifications

### Essential

- Flexibility, resilience and patience to adjust to various situations
- Ability to listen, communicate and relate to others on a professional and personal level, respecting that different individuals have a different pace and level of learning
- Values, shows respect and appreciation for local cultures

### Desirable

- Willingness to enrich personal knowledge from the Field Officers own experiences and skills
- Openness to learning some basics of a new language (Tetun)
- Motivation to work or personal drive
- Teamwork skills
- Leadership skills
- Attention to details
- Willingness and openness to learn
- Ability to work under pressure

## 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 <https://www.vsa.org.nz>

## 8. Living and Working Situation

While In-country volunteer will be based in Dili and will undertake some travel to Ermera and Viqueque Municipalities for the purposes of training and monitoring activities. The volunteers will travel with Alola and UNICEF staff.

UNICEF education officers and Alola staff will stay in guest houses close by for training and monitoring purposes. All travel costs and accommodation costs will be covered by UNICEF based on standard rates also followed by Alola Foundation.

The Alola Office has space with desk, and air conditioning, UNICEF can provide computer if it is available but the volunteer will be required to bring their own computer.

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## 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

VSA funding stakeholders are both the Ministry of Foreign Affairs and Trade (MFAT) and donors. We ask volunteers and accompanying partners to fundraise to help cover the cost of sending volunteers throughout the Pacific and beyond. Fundraising can be as simple as doing something you enjoy with a group or friends, and our Fundraising team is available to help you every step of the way.

### Vaccination requirements

Potential volunteers are advised that VSA's insurers require volunteers to be vaccinated, 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. The volunteer may be entitled to an establishment grant to help them set up in their country of assignment, and a rest and respite grant after a specified period of active service in-country to encourage the volunteer to take a break away from the immediate assignment location. These grants depend on the length and location of the assignment. The volunteer's contract will specify any grant entitlements.
2. The volunteer will receive a monthly living allowance of USD960.

#### *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.*