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|  | **LINK COMMUNITY DEVELOPMENT ETHIOPIA** | |
| **Job Title** | Teacher Training, Gender & Inclusion – Lead Consultant |
| **Contract Type** | Consultancy |
| **Reporting to** | Country Representative – Ethiopia, Link Education International |
| **Location** | Home-based |

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| **ABOUT LINK COMMUNITY DEVELOPMENT** |
| Link Community Development Ethiopia (LCDE) is part of Link Education International (LEI), a family of not for profit organisations working together to transform education for children and communities across impoverished areas of Ethiopia, Malawi, Rwanda and Uganda. Since our foundation in 1995 we have worked in 3,000 schools and improved the lives of over 2,000,000 children through unique and effective school improvement models. We guide governments and educators to adopt low-cost solutions to improve learning and support for children, with a focus on literacy, numeracy and inclusion for the most marginalised children. Through a partnership delivery model which embeds piloting and learning within local systems, we influence changes to policy, practice and accountability on a national scale, and our interventions are regularly adapted and replicated by governments and NGOs in new countries and contexts. LEI, based in Edinburgh – Scotland, supports all project, M&E, fundraising, finance and governance activities in our four sub-Saharan partner countries. |
| **JOB PURPOSE** |
| With funds from the *Boeing Company*—which supports projects which focus on Science, Technology, Engineering and Mathematics (STEM)—the **Teacher Training, Gender & Inclusion – Lead Consultant** will work closely with an Ethiopian numeracy and curriculum specialist to develop materials which focus on the most foundational numeracy topics and skills and best-practice methodologies to teach these in low-resource school settings. The consultants will work in tandem, and with the LCDE team to develop materials for the training of teachers who teach numeracy, including those who are identified as ‘tutors’ and who work with girls struggling academically. They will use these materials to also develop a capacity building programme to comprise a two-day training delivered by local trainers, and follow-up activities to be delivered by school leaders and Cluster Supervisors.  The materials will have a largely methodology focus, encompassing examples from a variety of grades, but will also initially collect information from tutors on the numeracy areas which are commonly the weakest for girls, to supplement baseline data (2019). They will take a detailed ‘scripted’ approach to ensure a common standard of training content and delivery. The consultancy and training materials developed will take a problem-solving approach, based on current evidence that teacher development has to happen in response to real challenges in local contexts, and has to start with teachers sharing their own knowledge, experience and strategies for teaching well, with identified gaps being filled with learning from best-practice. Consultancy activities will include consultation and information gathering from local staff, supervisors and teachers.  The Boeing funds also provides for the provision of story-books to school libraries to support girls’ literacy in a time when they have missed months of their education. The Consultant will provide support to the selection of reading materials which are relevant to context and language. |
| **INDICATIVE AREAS OF KEY RESPONSIBILITIES** |

* Lead on the development of numeracy training materials for teachers, working closely with the Link Ethiopia team and a national numeracy and curriculum specialist
* Work with the national specialist, the Link Ethiopia team (and through them, key project partners) to review existing evidence of the gaps and strengths in numeracy teaching, including the STAGES baseline report and the training needs assessment conducted in 2020.
* Work with the national specialist:
  + to ensure that sufficient participatory methodology and practice activities are core to the training.
  + to engage a few of the ‘best’ maths teacher in the region to review and provide input to the knowledge sessions
  + to develop materials for the next workshop based on issues raised and learning from the first one, so that the approach is process-driven and problem-solving
* Direct Cluster Supervisors to undertake and analyse a small information collection exercise with remedial tutors, to identify which areas of numeracy girls in tutorial classes most commonly struggle with.
* Produce a template workshop training plan (for delivery every 6 months or annually at a minimum), with scripted elements as necessary, which could be used repeatedly year on year to end of project.
* Work closely with local numeracy and curriculum expert to produce ‘knowledge sessions’ which can be inserted into the above template to give teachers technical understanding and specific strategies in response to the issues which come up
* Ensure that gender & inclusion, a social and emotional learning, and safeguarding approach is embedded throughout the materials, providing teachers with a range of activities, including use of TALLULAR, to reach all students in the classroom
* Based on an understanding of context, language and curriculum support the selection of appropriate literacy materials /books to support girls reading and literacy.

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| **PERSON SPECIFICATION** |

**EXPERIENCE AND QUALIFICATIONS**

***Essential***

* A Master’s degree, preferably in education, international development, public policy, or a related field;
* At least 7 years of relevant work experience;
* At least 3 years international working experience;
* Proved experience in similar type of engagement with particular focus on:
  + training materials development;
  + capacity-development of organisations, teams and persons, preferably in strengthening education systems and structures;
  + practical knowledge of and experience in education methodologies for primary and secondary education in development contexts;
* Good interpersonal and team skills
* Strong analytical and problem-solving skills
* Sympathy with the aims and objectives of Link
* Commitment to humanitarian principles and action;
* Commitment to Link’s Safeguarding and gender policies.
* Be an individual with high standards of integrity, with excellent negotiating skills and ability to manage external relationships.

***Desirable***

* Experience of working in the education sector in Ethiopia

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| **APPLICATION NOTES** |

The proposed time-frame for the consultancy is of **31 Days**, with a proposed **start date on April 2021** and a proposed **end date on September 2021**, on time for actual training in **Oct/Nov 2021**.

* Please send a Cover Letter and CV to Link: [**nicolo@linkeducation.org.uk**](mailto:nicolo@linkeducation.org.uk)**;** copying: **sandra@linkeducation.org.uk** with the subject line "Teacher Training, Gender & Inclusion – Lead Consultant – Job Application"
  + Your cover letter should detail how you meet the required criteria
  + It should also include your available start date and consultancy cost expectations
* The closing date for applications is **Friday, April 16 2021**
* Only shortlisted candidates will be contacted for interview. Unsuccessful applicants will not be notified.

**Female candidates and persons with disability are strongly encouraged to apply!**