

## Job pack: Teacher Trainer (NG1128/0005/0001, Salesforce- JOB0026748)

<b>Country</b>	Nigeria
<b>Employer</b>	Education Sector Support Programme in Nigeria (ESSPIN)
<b>Duration</b>	24 months
<b>Job purpose</b>	To build the capacity of primary school teachers to deliver quality teachings using using child-centered methodologies.

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## Job Description

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<p>The volunteer will primarily be based with the ESSPIN office in ENUGU, and will work with the State School Improvement Team (SSIT) and State Universal Basic Education Board (SUBEB) to strengthen understanding of education systems, school improvement and classroom practice.</p> <p>The volunteer will have a range of tasks and activities;</p> <ul style="list-style-type: none"> <li>• Will be part of Education Sector Support Programme in Nigeria’s (ESSPIN) School Improvement Team programme with a particular focus in Enugu. There are often opportunities where the Education Sector Support Programme in Nigeria (ESSPIN) colleagues, State Universal Basic Education Board (SUBEB) colleagues and VSO come together to share ideas and practices.</li> <li>• Work closely with the ESSPIN Education Quality Specialist, to support the improvement of the <u>quality</u> of education in the two</li> </ul>	<p>The performance indicators will be jointly developed with the employer upon final agreement on work objectives.</p> <p><i>Objectives will be confirmed in a three way discussion between the volunteer, employer and VSO in the first three months of the placement.</i></p>	<ul style="list-style-type: none"> <li>• <b>Building and Sustaining working relationships</b> The social skills to build and actively maintain working relationships that foster teamwork and collaboration with others for the benefit of a common goal.</li> <li>• <b>Open Minded and Respectful</b> A non-judgemental approach that values other people and culture.</li> <li>• <b>Seeking and Sharing Knowledge</b> Recognition that learning is a two-way and continuous process.</li> <li>• <b>Facilitating Positive Change</b> The ability to analyse problems and develop lasting solutions in line with VSO approaches.</li> <li>• <b>Adaptability</b> A flexible approach and the ability to adapt behaviour to different situations.</li> <li>• <b>Resilience</b> The self-confidence to work with a variety of situations, diverse people and ambiguity.</li> </ul>	<p><b>Essential</b></p> <ul style="list-style-type: none"> <li>• Bachelors Degree or Post-graduate degree in Education</li> <li>• A minimum of 4 years teaching experience</li> <li>• Experience in teaching literacy and numeracy.</li> <li>• Knowledge and experience of working with government officials</li> <li>• Ability to work as part of a team</li> <li>• Ability to adapt knowledge and experience to Nigeria</li> <li>• Ability to support others to adapt ideas to their own context</li> <li>• Good understanding of subject matter – primary education</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Ability to handle responsibility</li> <li>• Ability to work independently</li> <li>• Ability to maintain good working relationship</li> <li>• Good communication skills-creativity in problem solving &amp; conflict resolution</li> <li>• Enthusiastic and good team player</li> <li>• Experience of working with and/or developing participatory</li> </ul>

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<p>locations.</p> <p>SSIT (State School Improvement Team) have been trained by ESSPIN and SUBEB for the past three or four years . The team is made up of school inspectors, head teachers, teachers, university lecturers, LGEA workers and others. The volunteer will continue to support the training of the SSIT in child centred methodologies such as group work, using teaching aids, asking open questions, assessment methods, raising self esteem, behaviour management etc. as well as giving subject specific support in literacy and numeracy.</p> <ul style="list-style-type: none"> <li>• Travel within the state, to the local LGEAs to support and work along the SSIT as they train and support the training in the schools.</li> <li>• There will also be the opportunity to travel to and work in other ESSPIN states , supporting the wider programme</li> </ul>			<p>programmes for children (this would be helpful)</p>

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<p><i>Due to the nature of our volunteer placements, it is possible that the responsibilities of this role may differ in reality and therefore the postholder will need to be prepared to be flexible and adapt to their environment as necessary.</i></p>			
<p><b>Responsible to:</b></p>			

## 1. Personal considerations

In addition to the job description, the following information should be used when considering whether a placement is suitable for you.

### Personal health considerations

If you have a significant current or past medical condition and/or you have general concerns about staying healthy as a volunteer, please use this information to assess whether this placement will be suitable for you. All volunteers require medical clearance from a VSO medical adviser before they are able to take up a placement with VSO. Occasionally, VSO may consider that this placement is too great a risk for you in terms of your personal health and you would be advised to consider a different placement. For further guidance about medical assessment and volunteering with a medical condition please see the [frequently asked questions on VSO website](#).

### Access to medical care and support

The standard and quality of local medical care and support available at this placement will depend on its location within the country. Health facilities are likely to be more poorly resourced in rural areas in terms of medical expertise, equipment, infrastructure and regular supplies of medication. However, this may not be the case in the capital city or in a larger town, where in some countries there may be a reasonable standard of medical care. The following gives you an indication of where the placement is in relation to the country office and how easy it would be to make the journey if you were ill.

The role is based in Enugu, the State Capital and has easy access to the medical facilities available in the Capital – this includes private clinics and the State hospital. The VSO Programme Office is between 6 to 7 hours from Enugu.

There is a private hospital in proximity to the volunteers' placement and home in Enugu to enable volunteers to seek medical assistance 24 hours of the day.

Mosquito nets are given for volunteers during the In country training. Programme staff will also check the accommodation before volunteer's arrival to ensure that it meets VSO Nigeria's minimum standard to prevent malaria attacks.

Typhoid is another common ailment that can be contracted. To prevent this disease, volunteers are advised to boil and filter their drinking water, wash fruits and vegetables before eating and cooking. There is also a one hour health talk on healthy living during the in-country orientation which is facilitated by a medical doctor invited from one of VSO Nigeria's recommended hospitals. Volunteers are also given a comprehensive health manual that provides necessary information on health issues. Good nutrition can be a challenge with available foods. It is advisable to take vitamin tablets.

If you wish to discuss your personal circumstances or health concerns in confidence with VSO's medical team before you apply for this placement please contact [medical@vsoint.org](mailto:medical@vsoint.org).

**Accompanying partner or family:** If you have a partner or children who are planning to accompany you to your placement, please use this section to assess whether this placement will be suitable for you.

Only similar experienced accompanying partner is required for this placement.

### Motorcycle requirements

Motorbike is an essential means of transportation. The volunteer may need to ride as a pillion; he or she should come with a helmet, as this is usually the means of transport.

### Security information

Local security issues which are not mentioned in the Country Security Paper  
The Volunteer would be briefed on security issues in Nigeria during the In country orientation upon arrival. The Security update is a one-hour session that provides tips for volunteer in managing security issues while in Nigeria. A regular update is also provided weekly in a bulletin form to volunteers through e-mail.

Nigeria is such a vast country but often reports in newspapers can be distorted and different from the situation on the ground. Safety is paramount with VSO and ESSPIN, and volunteers are kept very well informed about any concerns.

## 2. Background and contextual information

VSO has been working in Nigeria for 56 years. The main focus of the Nigeria Education programme is to strengthen education systems to improve access and deliver quality education to disadvantaged learners. VSO's Education programme works in 4 cluster regions (South West, South South, North Central and North West) in Nigeria. Enugu state has recently been added due to our partnership with ESSPIN in the state. The new VSO Nigeria country strategy (attached above under the 'Programme Strategies' section) has the following outcomes relevant to education:

- ***Improved capacities of civil society and government education partners and stakeholders to deliver and make accessible quality, inclusive education for children and youth***
- ***Improved capacities, knowledge and skills in advocacy and policy engagement to support social change, strengthened organizational development and gender-responsiveness of partners to deliver results***

### Background and rationale for placement:

#### Section 1 – Background

Despite the possession of considerable oil wealth, a rising population, inefficient government investment in front line public services and years of neglect have left the Nigerian education system in a poor state. Education indicators are amongst the lowest in Sub-Saharan Africa, particularly for girls. Currently it is estimated that there are 7-9 million school aged children not attending school, a disproportionate percentage of whom are girls.

The Education Sector Support Programme in Nigeria (ESSPIN) was initially a six year DFID programme of education development assistance, a part of a suite of programmes aimed at improvements in governance and the delivery of basic services. After a successful Review by the Government of Nigeria and DFID it has recently been extended until the end of 2016. ESSPIN's aim is to have a sustainable impact upon the way in which government in Nigeria delivers education services and is directed at enabling institutions to bring about

systemic change in the education system, leveraging Nigerian resources in support of State and Federal Education Sector Plans and building capacity for sustainability. It is currently operating in six States (Enugu, Kano, Kaduna, Kwara, Jigawa and Lagos) and at the Federal level.

### **Education Sector Support Programme in Nigeria (ESSPIN)**

The volunteer placement will be with ESSPIN which works closely with State Universal Basic Education Board in Enugu and 5 other states to support the improvement of the Education system. Therefore the volunteer will be attached to 3 organisations as they all work closely together:

1. VSO: Voluntary Services Overseas
2. ESSPIN: Education Support Program In Nigeria. [www.esspin.org](http://www.esspin.org)
3. SUBEB: State Universal Basic Education Board

ESSPIN seeks to transform the education system in Nigeria by working in four key areas:

- 1 – Federal (national) level understanding of education issues and reform of systems;
- 2 – State government engagement with education issues and reform of systems;
- 3 – Developing the quality of education offered in schools;
- 4 – Developing community engagement with and participation in education.

Over the past 5 years a variety of VSO volunteers have supported ESSPIN's work across the program spread across the states. These VSO volunteers include teacher trainers, school community workers, and data collectors.

Each state team comprises a State Team Leader (STL) and specialists in areas 2-4. This role will be based in Enugu State and will be working most closely with Austine Bayern, the State Education Quality Specialist (EQS), responsible for the third area: developing the quality of education offered in schools.

As the set up is similar in each of the 6 ESSPIN states, and the education quality programme is run from Abuja, the role will have frequent contact with the Lead Specialist, Education Quality and the Task Team Leader for Education Quality, both based in Abuja. Day to day relationships, however, will be with the EQS, other State Specialists, and the STL.

The education quality programme work is in four strands:

- developing Head Teachers' capacity to lead their schools;
- developing Class Teachers' capacity to teach effectively, with a focus on literacy and numeracy;
- developing state and local government capacity to manage and support schools effectively.
- developing provision of sanitation in schools (not a part of this placement).

These posts offer the opportunity to work alongside Nigerian teachers to help build their capacity and also as well as being a member of the ESSPIN team, comprising of skilled and committed Nigerian and international educators. The team understands and respect the value and skills of VSO volunteers and are keen to use the specific areas of interest and expertise the volunteers bring. These posts represent a real learning opportunity on many levels.

### **The State School Improvement Teams in Enugu**

Enugu has two School Improvement Teams. One team works with the Mission <sup>1</sup>schools in the State and the other with the regular government schools. The State School Improvement Teams are educationalists who have been recruited from within the education system and seconded to form the State School Improvement Team. In both cases their focus is school improvement and, in common with State School Improvement teams in the other 5 States that ESSPIN work in, they also have an emphasis on raising standards of literacy and numeracy amongst teachers and pupils.

In **Enugu** the State School Improvement Team has been working for the last three and a half years on school improvement. Approaches to literacy and numeracy have been introduced into many schools across the State, but support is needed to help them understand how their training experiences can be translated into classroom practise. Much of the time in Enugu will be spent in schools with SSIT members to help them strengthen their knowledge of teaching methodology, as well as provide training and support in their workplace.

*Attached is more information on the work of ESSPIN in Enugu State & the Composite Survey*

Enugu state website <http://www.enugustate.ng/>

Further information on VSO's work in each of the countries we work in can be found on the [VSO website](#).

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<sup>1</sup> Three Christian Missions are extremely influential in Enugu and maintain a large number of school throughout the State, offering the same curriculum as the government schools.