



## Volunteer Job Pack

<b>Job Title</b>	Gender/Advocacy Advisor-ABLE
<b>Job ID</b>	JOB0081174
<b>Country</b>	Malawi
<b>Employer</b>	Civil Society Education Coalition
<b>Duration</b>	22 months
<b>Job purpose</b>	VSO Malawi is implementing the Act together for Better Long-Term Education (ABLE) project whose main objective is to contribute to the informed engagement of Malawian CSOs with education authorities and officials for the transparent and effective implementation of public policies that promote accessible, inclusive and quality primary education. Therefore the project is looking for an advocacy advisor who will support the capacity development including the development and delivery of training to national/local CSOs and public authorities/officials.

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## 1. Job Description

Responsibilities	Key Performance Indicators	Competencies	Skills Required
<p>The volunteer role is to work closely with the staff at the Civil Education Society Coalition (CSEC), the Department of Inspectorate and Advisory Services (DIAS) and with education personnel at the district office specifically District Education Managers (DEMs) the Primary Education Advisors (PEAs), teachers and school committees and:</p> <ul style="list-style-type: none"> <li>• Participate in the development of training module/manual for trainer of trainers and teachers that will inform all subsequent trainings</li> <li>• Conduct trainings for SMCs, PTAs and mother groups on: their roles and responsibilities, claiming accountability and awareness of the 2013 Education Act; tracking school performance; gender aspects in Primary School Improvement Grant (PSIG) plans;</li> <li>• Conduct trainings for head teachers on leadership and management; and teachers on education performance and planning</li> <li>• Develop capacity of 4 CSEC national member organisations on Business Management, Gender &amp; Advocacy and Information Management</li> <li>• Support districts and schools in implementation of project activities</li> <li>• Share learnings of PSIG implementations with District Education Committee</li> <li>• Present project findings to local and national stakeholders</li> <li>• Production of quarterly project reports</li> <li>• Proper Management of project finances</li> </ul>	<ul style="list-style-type: none"> <li>• Representation of the ABLE project and VSO education programme in various stakeholders forums in the districts.</li> <li>• SMCs, PTAs, and mother groups trained on roles and responsibilities, claiming accountability and awareness of the Education Act</li> <li>• SMC, PTA and mother groups are trained on basic budget tracking and analysis, tracking school performance as well as gender aspects in PSIG plan</li> <li>• Head teachers trained on basic leadership and management; teachers trained on documentation of education performance indicators and for follow-up actions</li> <li>• Five national CSOs capacitated on business and information management and gender and advocacy awareness and skills</li> <li>• Organizational capacity assessments reports</li> <li>• Organizational processes in place, improved documentation of operation manuals</li> <li>• Two publications developed on policy engagements between CSOs and district and national government</li> </ul> <p>Objectives will be confirmed in a three way discussion between the volunteer, employer</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>• Post graduate degree in Gender and Development, Social Sciences or any related field</li> <li>• Experience in gender and advocacy, education and awareness raising and policy influencing</li> <li>• Experience in programme/project monitoring and evaluation.</li> <li>• Strong experience in training and mentoring of trainers (teacher trainers and primary education advisors/inspectors)and mentoring of primary school teachers</li> <li>• People management experience specifically training and performance management</li> <li>• Experience in using community development participatory methodologies</li> <li>• Knowledge and experience in strategies for educational leadership, school effectiveness and improvement and integration of new/innovative approaches to improve learning outcomes</li> <li>• Self-starter, able to identify relevant contacts and quickly determine own work plan</li> <li>• Computer literate (MS Office suite)</li> <li>• You will be required to bring your own laptop as VSO is unable to provide computers for this project</li> </ul> <p><b>Desirable</b></p> <ul style="list-style-type: none"> <li>• Experience of developing training modules</li> <li>• 5 years' experience in a similar role</li> </ul>

<ul style="list-style-type: none"> <li>• Active participation in monitoring and evaluation of the programme is required</li> </ul> <p>Due to the nature of our volunteer placements, it is possible that the responsibilities of this role may differ in reality and therefore the post holder will need to be prepared to be flexible and adapt to their environment as necessary.</p>	<p>and VSO in the first three months of the placement.</p>		<ul style="list-style-type: none"> <li>• Experience in action research, data analysis and use of data for decision making</li> <li>• Knowledge and experience in general capacity building, training and facilitation</li> <li>• Knowledge and experience in monitoring and evaluation</li> <li>• Knowledge and experience in financial management, arranging capacity building activities</li> <li>• Experience working in sub Saharan Africa and resource poor settings</li> </ul>
<p><b>Responsible to:</b></p>		<p>The Project manager and Senior Programme Manager Education</p>	

## 2. 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.

This placement is:

- in Lilongwe which is the capital city
- There is usually one flight and several buses each day to other major cities
- There is a government hospital, private hospitals and several clinics so access to medical care and support is readily available

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.

Since the placement is within the capital city with travel to primary schools, it is generally fine for volunteers wishing to come with partners or children but the cost of international schools also has to be taken into account and is usually a minimum of GBP1000. The main challenge is that sometimes volunteers are provided with shared accommodation so this has to be taken into consideration.

Note that this is an unaccompanied post and if your partner or children accompany you, you will have to meet their costs yourself.

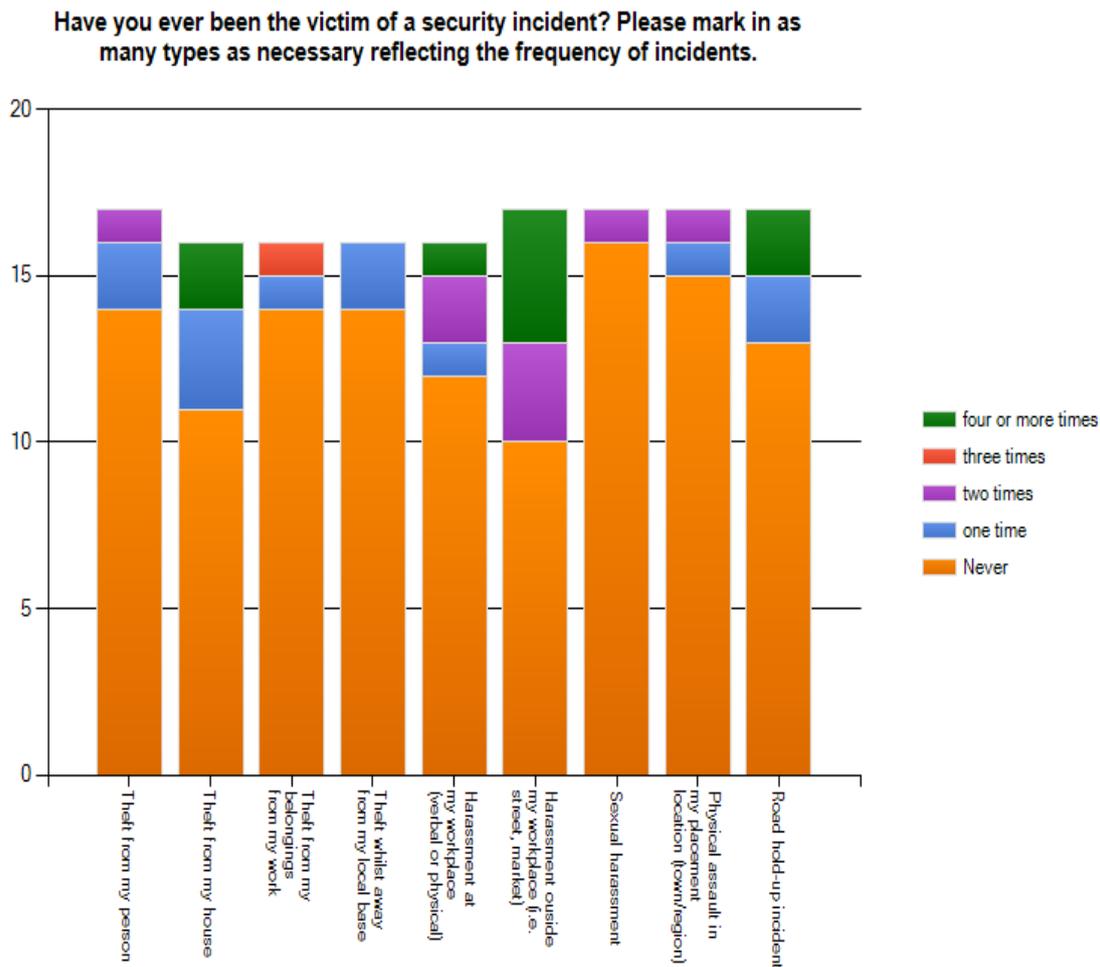
### Motorcycle requirements

You will be required to ride a motorbike during your placement, this is not negotiable. A motorbike license will be essential and training will be provided if required.

## Security information

Residential security guards are generally required. VSO provides guard pay but it is the responsibility of the volunteer to identify, employ and pay the guard

VSO provides in country training for all arriving volunteers to develop behaviour to reduce risk. The chart below reflects the types and numbers of security incidents experienced by over 40 volunteers over a 12 month period in 2014.



### 3. Background and contextual information

In 2012 and 2013 CSEC and VSO partnered on the Advocacy for Change in Education initiative to advocate for passing the new Education Act. This action was developed during a joint proposal development workshop and builds on that initiative. The overall objective is to contribute to the informed engagement of Malawian CSOs with education authorities and officials for the transparent and effective implementation of public policies that promote accessible, inclusive and quality primary education. The specific objective is to support national/local CSOs and public authorities/officials through capacity development in social accountability and access to information about school governance and performance in order to improve learning outcomes in Lilongwe Rural West and Mzuzu. As such the

project targets both the demand and supply side of social accountability in the education system and creates enabling spaces where both State and civil society dynamically interact

This project is in line with Sustainable Development Goal (SDG) 2 (**ensure inclusive and quality education for all and promote lifelong learning**), and Ministry of Education Science and Technology's Strategic Priority (**improvement of quality, equity, relevance, access and efficiency in basic education, working to meet the Education for All goals and MDGs**). Overall, we recognise that investment into **quality** primary school education for children, and especially girls, has profound long-term benefits, and stands the children in good stead to take part in, and drive, Malawi's economic growth.

This is an opportunity to participate in a unique project which has great potential to influence how children learn in Malawi. This is in line with the VSO Malawi country objectives which aim to contribute to the quality of education in Malawi.

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