

JOB DESCRIPTION

Job Title:	Project Officer, Inclusive Education & Lifelong Education Centers (MoFA)
Project Location:	Ulaanbaatar city, Uvurkhangai and Khovd aimags, Mongolia
Duty Station:	Save the Children’s Country Office in Ulaanbaatar City
Contract Duration:	12 months, with the possibility of renewal (subject to performance and funding availability)
Reports to:	Project Coordinator (MoFA)

Background

Save the Children (SC) in Mongolia, with the financial support of the Japanese Ministry of Foreign Affairs (MoFA), is about to commence a three-year primary education project “**Promoting Inclusive Education for Every Last Child in Mongolia**” (March 30, 2018 – March 29, 2021).

In partnership with the Mongolian Ministry of Education, Culture, Science and Sports (MECSS), the municipal and district education authorities of Ulaanbaatar city, the education authorities of Uvurkhangai and Khovd aimags, the Mongolian State University of Education (MSUE), and the National Center for Lifelong Education of Mongolia, the project aims at promoting inclusive and equitable primary education with a special focus on meeting the educational needs of marginalized children in three districts of Ulaanbaatar city, as well as in Uvurkhangai and Khovd aimags of Mongolia.

More specifically, the project will address the following elements in the existing primary education services in Mongolia: (1) Strengthening the capacities of teachers working at regular schools to deliver and nurture inclusive education; (2) Improving the learning environment, outreach strategy, and capacities of teachers at Lifelong Education Centers to promote and deliver inclusive education; (3) Raising awareness amongst parents/caretakers and communities on inclusive education; and (4) Mainstreaming and sustaining successful models of inclusive education through policy advocacy.

Duties and Responsibilities

Under the overall guidance of the MoFA Project Manager and the direct supervision of the Project Coordinator, the post holder will mainly be responsible for undertaking the project activities which pertain to the second component above – “Improving the learning environment, outreach strategy, and capacities of teachers at Lifelong Education Centers to promote and deliver inclusive education.

The main duties and responsibilities of the post holder will include, but not limited to: facilitating the implementation of a situation analysis of Lifelong Education Centers (LECs) including a needs assessment for IEC material development on inclusive education; development and roll-out of the guidelines on multi-grade teaching and working with the children with special needs, for the teachers working at the LECs; preparation for and implementation of afterschool programs; facilitation of exchange program activities with regular schools; and outreach activities for children who are out-of-schools/centers. The post holder will serve as a liaison with targeted regular schools as well as with LECs, and will support other officers and coordinate with the field offices in delivering the main tasks under the second component.

Furthermore, the post holder will be assigned to coordinate with relevant partner institutions and short-term consultants, in order to carry out the following key responsibilities:

1. Plans, facilitates, and implements assigned project activities

Acts as a local resource person to provide guidance and technical support to partner organizations and project beneficiaries on the following activities:

- 1) Together with other project officers, facilitates the development and administration of a baseline study on LECs in relation to inclusive education.
- 2) Together with other project officers, establishes and strengthens a mechanism of data collection on children with special needs in LECs; identifies best screening and diagnostic systems, tools and practices for LEC teachers to determine the type and extent of a special need or disability in individual children in consultation with relevant stakeholders and specialists (i.e., JICA's Education Project for Children with Disabilities; Nagoya University's Child Development Support Center at MSUE).
- 3) Builds capacities of LEC teachers on teaching methodologies for the children with special needs and multiple grade teaching.
- 4) Develops/improves children's learning assessment tools and practices, and teachers' professional performance assessment tools and practices.
- 5) Liaisons with regular schools in target communities for carrying out the joint activities
- 6) Liaisons with local administration and social workers to collect data on out-of-school children and facilitate the development and promotion of outreach strategies and activities.

2. Plans, leads, and coordinates a multi-stakeholder Working Group and Stakeholder collaborations

- 1) Develops a detailed thematic action plan/work plan of the WG which relate to the project's component 2 related activities; leads, advises, and works with the WG members to review and develop the inclusive education program models and related resource materials for LECs as per the requirements.
- 2) Ensures the meaningful involvement of the partners and key stakeholders in producing, delivering, modifying, and enhancing the action plans.
- 3) Produces the curriculum review and development reports and other required documents, and submits monthly activity report to the Project Coordinator.
- 4) Identifies key organizations, networks, partnerships and other resources that are engaging in inclusive education (e.g., ADB, JICA UNICEF, Nagoya University's Child Development Resource Center at MSUE, etc.) and takes the lead to collaborate with them when it comes with introducing the new screening and diagnostic tools and methodologies for teachers working at LECs.
- 5) Stays abreast of the latest developments in the inclusive education sector, and proactively identifies trends and key issues/topics to share with relevant staff members and partner organizations.
- 6) Coordinates with the project officer in charge of the Regular Schools Support to plan for and coordinate the work of the working group.
- 7) Supports and works with other project staff members in implementing the project activities effectively, for introducing holistic inclusive education program models for LECs.

3. Executes the budget and monitors the budget-expenditures

- 1) In due consultation with the Project Budget Holders (Project Manager and Project Coordinator), prepares relevant inputs for an annual budget sheet to be compiled by the SC finance staff.
- 2) Through close communication with the Project Budget Holders and finance staff, ensures that all Ulaanbaatar-based activities are administered within the limits of the donor-approved budget allocation lines.
- 3) Ensures compliance with the MoFA's financial guidelines and SC's organizational procurement policy when purchasing goods and services for the project purpose and related activities.
- 4) Collects appropriately prepared financial documents (including receipts) from partners, stakeholders, and suppliers on timely manner, and submits them over to the Project Budget Holders or Finance Assistant for proper registering and filing.

4. Performs other programing tasks (MEAL, public awareness and donor report) in general

- 1) In consultation with a designated MEAL Officer, supports the development and implementation of relevant M&E tools.
- 2) Supervises the preparation of various written outputs such as background papers, analysis, substantial sections of reports and studies for publications and/or donor submission.
- 3) Conducts on-site follow up visits to monitor the outcome of training programs in target primary schools; uses the M&E findings and lessons learned to improve the capacity building and training programs.
- 4) Assists in administering field monitoring visits in target areas (Ulaanbaatar city, and Uvurkhangai and Khovd aimag) in which the donor and other key stakeholders will participate, including the staff members of SC.
- 5) Actively participates in project team meetings, and provides concise yet comprehensive updates on the project progress that are relevant to his/her delegated tasks.
- 6) Assists the Project Coordinator/Manager and relevant partners in planning for and executing a public awareness raising campaign in project target areas.
- 7) Assists the Project Coordinator/Manager in designing and administering a project evaluation to produce an evaluation report (incl. analysis of collected data) and donor reports as required.
- 8) Contributes ideas and suggestions to the development of project proposals for the following phases, as needed

5. Performs other administrative and logistics work in general

- 1) Undertakes translation and interpretation tasks proactively (Mongolian ⇌ English) whenever needed.
- 2) Procures necessary goods and services for the project activities as per the SC and donor guidelines.

6. Performs other duties (including administration/logistics and helping other members' tasks when needed or in their absence) as directed and required by the Project Coordinator and/or the Project Manager within the reasonably expected work limits and within the project framework.

Personal specifications

- Shows willingness to work with SC by agreeing strongly with the mission and vision of the organization
- Is passionate in promoting inclusive education to support vulnerable children (every last child)
- Possesses a strong learning mindset to proactively gain and share new knowledge/skill/experience to constantly improve him/herself and provide positive impression to others for constant learning
- Holds a sustainable mindset to advocate project activities constantly without depending on external actors
- Has at least 5 years of relevant professional experience in the formal/non-formal education and/or social work. Teaching and management experience at primary school or LEC an asset.
- Holds a Bachelor's Degree in a relevant field, such as primary education or social work (Preferably Masters).
- Has a good understanding of education thematic subjects and demonstrated experience in working with the government and education authorities at all levels.
- Possesses excellent interpersonal communication skills with multiple stakeholders and all beneficiaries, especially with children.
- Is fluent in spoken and written Mongolian and English.
- Is proficient in computer operations (especially, Word, Excel and PowerPoint).
- Is an excellent team player, follow the rules without unnecessarily challenging supervisor and is comfortable working with people of diverse backgrounds.
- Is willing and able to undertake the field trips even during weekend and holidays.

Health and Safety

- Takes a reasonable care for his/her own health and safety, and for the health and safety of other people who directly benefit from or engage in the project activities.
- Ensures that the project activities/personnel are in compliance with the legal health and safety requirements and to the SCJ's health and safety procedures and standards; reports to the organizational management of any incidents involving dangerous and serious accidents, or potential hazards for timely intervention.

LEVEL OF CONTACT WITH CHILDREN AND YOUNG PEOPLE

The post responsibilities require the post holder to have one-to-one contact with children and young people periodically. The post holder will have regular contact with children or young people through her/his job duties such as administering workshops, trainings and awareness raising campaigns. In any contact with children or young people, the post holder is required to follow the code of conduct and child protection policy of SC.

Annex
SUMMARY OF THE PROJECT

1. Country	Mongolia
2. Project Title	Promoting Inclusive Education Focusing on Every Last Child in Mongolia (Phase 1)
3. Duration	Three years: March 2018 – March 2021 (Phase 1: March 2018—March 2021)
4. Background and Necessity of the Project	<p>Thanks to the Mongolian government’s efforts, the net enrollment rate of primary education rose to 95% in 2014. On the other hand, the number of children not enrolled in elementary and lower secondary school reached 10, 311 nationwide in the same year, and drop-out children and out-of-school children remain without access to quality education services. The reasons for the lack of access to education services tend to be associated with children from various backgrounds and vulnerability. Reasons such as poverty, disabilities, learning difficulty, illness, ethnic minority status, migration, etc. all take their toll. As of 2010, the net enrollment rate in primary education in the Mongolian poorest and the wealthiest quintile class were 72% and 93% respectively.</p> <p>From the 20th century to the 21st century, as a global trend, a shift from a separate education (children with disabilities assigned to learn in schools with special support) to inclusive education has been proposed, and the Mongolian government is following this trend mainly to promote equal rights to education for children with disabilities. As of today, 6 special schools exist in Ulaanbaatar, and the Mongolian government is not planning to add another special school, but instead is promoting a system in which children with disabilities learn in regular schools.</p> <p>On the other hand, there exists the Lifelong Education Center (LEC) under the Ministry of Education, Culture, Science and Sports (MECSS), which is the reception center for children who can’t normally go to regular school or children who dropped out of school due to the different conditions mentioned above. However, appropriate measures for LEC are scarce in terms of learning environments and teachers’ professional development, especially when LEC teachers have to teach multiple grade and age students in small classrooms with limited materials. The LEC classroom is usually located in an extra room of a regular school, but there are few (if any) interactions among students and teachers of regular schools and LEC, which makes it difficult to create a bridge between regular schools and LEC and causes stigma to LEC students and teachers. Also, some parents tend to hide children with severe disabilities at home, which prevents some children from attending either regular schools or LEC. Thus, raising awareness on inclusive education at the community level is equally necessary.</p> <p>Based on the assessment conducted by Save the Children in April and May of 2017 with regular schools and LEC in Ulaanbaatar and 6 provinces, as well as relevant government and international organization staff, there are four concerns to be tackled to promote Inclusive Education Focusing on Every Last Child (not limited to children with disabilities) in Mongolia:</p> <ol style="list-style-type: none"> 1) At regular schools there is a lack of appropriate support for children with special needs, and the system for implementing inclusive education is not fully prepared in terms of teaching methodology and evaluation system; 2) At the Lifelong Education Center, there is a lack of a proper learning environment and staff to deal with children with various needs; 3) When promoting inclusive education at regular schools and LEC and outreach to out-of-school children, it is indispensable for the local community and parents/care-takers to understand its importance, and; 4) There is a lag in the effort for inclusive education for every last child among regular schools, LEC, out-of-school children and community at government level, and a lack of an

	inclusive education coordination mechanism at country level.
5. Project Objectives	<ol style="list-style-type: none"> 1. To strengthen the Inclusive Education system at regular schools 2. To strengthen the structure and capacity of lifelong learning centers and outreaching to out-of-school children 3. To enhance awareness and engagements of parents/caretakers and community members in addressing inclusive education 4. To institutionalize and sustain successful models of inclusive education through policy advocacy and strengthen inclusive education coordination mechanism
6. Target Area	<p>Ulaanbaatar: Songinokhairkhan, Bayanzurkh and Chingeltei district</p> <p>Countryside: Uvurkhangai Province and Khovd Province</p>
7. Target Group	Children, teachers and administrative staff, parents and care-taker of public primary schools and lifelong education center, out-of-school children, etc.
8. Activities	<p>0. Preparation activities and enhancing partnerships</p> <p>1. Establish inclusive education system at regular schools</p> <ol style="list-style-type: none"> 1.1. Research and workshops for situation analysis and material development at selected schools 1.2. Improvement of school information collection system for new students and establishment of a mechanism which connects a child with potential disabilities and the social welfare committee of the Ministry of Labour and Social Welfare, and/or the health department, and its implementation 1.3. Development and implementation of guidelines for teachers who are responsible for children with special needs 1.4. Development and implementation of learning assessment tool which considers children with special needs, and of teacher evaluation tool for inclusion 1.5. Joint training and activities with lifelong education centres' staff and students <p>2. Strengthening the structure and capacity of lifelong learning centers (LEC) and outreaching to out-of-school children</p> <ol style="list-style-type: none"> 2.1. Research and workshops for situation analysis and material development at target LEC 2.2. Development and implementation of guidelines on multi-grade teaching and children with special needs for teachers at the Lifelong Study Center 2.3. Provision of equipment for improving the center's environment 2.4. Preparation and implementation of after school programs 2.5. Exchange activities with regular schools 2.6. Outreach activities for children who are out-of-school/center. <p>3. Raising activities for stakeholders in the local community</p> <ol style="list-style-type: none"> 3.1. Development and distribution of awareness raising materials 3.2. Implementation of awareness raising workshops to parent association of the target schools and parents of the out-of-school children in the communities of target districts <p>4. Advocacy</p> <p>Mongolian government agencies such as MECSS, MSUE, LEC, etc. can prepare for inclusive education for every last child</p> <ol style="list-style-type: none"> 4.1 Establishment and operation of 3 project groups according to each role such as advocacy, technical guidance and project implementation: <ol style="list-style-type: none"> ① [Inclusive education coordination committee] ② [Expert group] ③ [Project Working Group]