

TECHNICAL ADVISOR (CTA)

The CTA reports to the Service Provider and the Steering Committee and the Supervisory Board. The CTA will work in the Project during the entire project period and additional three months after the project has ended to finalise reporting and closing the project.

Education	MA, MEcon., MSocial Science, MEducation or similar. Additional training in Human Resource management and Project management is an asset.
Language	<ul style="list-style-type: none"> Fluency in both spoken and written English.
Main duties	<ul style="list-style-type: none"> Overall strategic leadership of the project approach and results based management in support of Nepal's teacher education. Lead and manage the Project's human and financial resources. Oversee the Project's operations, ensuring that resources are managed within the stipulated guidelines, ToRs and contracts. Proactively create and maintain a well-functioning team atmosphere and spirit. Coach and provide guidance to the individual members of the Project Team. Recruit the Technical Assistance experts (in collaboration with the Service Provider). Lead the Management Team, in collaboration with the National Project Director. Monitor and manage, together with the National Project Director (NPD), the risks arising and take prompt measures to correct them. Oversee the monitoring and evaluation and ensure that the system responds to the Project's needs. Prepare, in collaboration with the NPD, the Steering Committee (SC) and Supervisory Board (SB) meetings, including reports, plans and budgets. Coordinate and compiles the timely preparation and submission of annual / quarterly work plans and budgets and present the same for approval to the relevant authorities (SC and/or SB); Coordinates and compiles biannual reports and final reports to relevant authorities. Ensure quality assurance for the implementation. Apply a "learning organization" model to the Project team's work and give induction and guidance to all TAs. Foster and maintain good coordination and collaboration with international and bilateral co-operating and co-financing partners, government agencies and other international and national NGOs. Maintain good relations and communication with the Embassy of Finland and development partners in Nepal and abroad. Represents the project at regional, national and international fora, including technical conferences, policy briefings, etc. Coordinate and manage the closing the project.
Experience/Qualifications	<ul style="list-style-type: none"> A proven track record as CTA or Project manager in Technical Assistance projects in developing countries. At least 10 years' working experience in the education sector, with considerable experience in developing country/-ies. Extensive experience in leading multidisciplinary teams and human resources.

	<ul style="list-style-type: none"> • Minimum 5 years working experience of teacher education systems, research based teacher education and implementing teacher education reforms. • Minimum 5 years working experience in Finnish education sector development cooperation especially with a focus on teacher education and inclusive education. • Experience of recruiting staff and experts. • Experience in project cycle management in donor supported programmes in Asia. • Experience in quality assurance systems and smart, learning organizations. • Strong networks with Finnish and international teacher education institutions. • Good understanding of education systems and teaching effectiveness • Good knowledge of the Finnish development policy and its tools (results-based management, ToC and Results Framework). • Sound understanding of the Human Rights-Based Approach.
Skills	<ul style="list-style-type: none"> • Strong leadership, analytical skills and demonstrated organizational and management skills. • Ability to work under pressure in a structured, organized and responsive manner in an international working environment with multicultural team. • Good conflict management and negotiation skills. • Good communication skills. • Sensitivity towards gender, sexual, ethnic/race, cultural identities. • Demonstrate commitment to teamwork with a high degree of integrity and confidentiality. • Commitment to continuous learning. • Result-oriented, excellent team-player. • Good computer and writing skills. • Prior knowledge of Nepalese development and social context will be an asset.
Duty station	This post is based in Kathmandu, but requires travelling to other provinces in Nepal.
Duration	5 years + 3 months after the end of the project.

INTERNATIONAL EXPERT IN INCLUSIVE EDUCATION

The purpose of the position is to support the Project in providing expertise in inclusive education to the Nepalese partner organizations. The TA reports to the Chief Technical Advisor and the Implementing Agency of MoEST and its agencies. The TA works closely with a counterpart and a Task Force.

Education	Master's degree in education, educational psychology, sociology, or similar
Language	English, sign language is an asset.
Main duties	<p>CEHRD, CDC, ERO:</p> <ul style="list-style-type: none"> • Support the CEHRD in the revision of its training curricula on inclusive education components. • Support in the preparation of a training package in inclusive education (training guide and materials) for Master Trainers (ToT). • Train, together with the Inclusive Education Section of CEHRD, the Master Trainers on inclusive education; Training should be practice-oriented and contextual.

	<p>Universities:</p> <ul style="list-style-type: none"> • Support the universities in the revision of their curricula for Bachelor and Master-levels on inclusive teacher education. • Introduce inclusive education to the revised curricula; e.g. support in the development of the curriculum for a new three-semester Diploma in Education for ECED/PPE and Primary teacher preparation, so that inclusive education is adequately taken into account. • support in the development of the new three-semester postgraduate degree for subject teachers with the introduction of inclusive education as one topic in the curriculum. <p>The work with the university curricula is carried out simultaneously and together with other experts who will support the universities in curriculum revision and development.</p> <p>Provincial Educational Training Centres (PETC):</p> <ul style="list-style-type: none"> • Support PETCs in the development of a practical-oriented pedagogical training package on inclusive education, and possibly participate in the ToT together with the CEHRD staff.
Experience/ Qualifications	<ul style="list-style-type: none"> • At least 10 years of work experience with education programmes. • Experience in inclusive education, children with special educational needs. • Experience in developing contextually appropriate tools and materials for inclusive education training and curriculum development. • Work experience from a developing country context, South Asian experience preferred. • Experience in designing practical and research based teacher education programmes and materials. • Experience in reviewing teacher education curricula to strengthen inclusive teaching and learning. • Experience in training and mentoring teachers and professionals on inclusive approaches to teaching and learning.
Skills	<ul style="list-style-type: none"> • Good communication skills. • Sensitivity towards gender, sexual, ethnic/race, and cultural identities. • Demonstrate commitment to teamwork with a high degree of integrity and confidentiality, • Prior knowledge of Nepalese development and social context will be an asset.
Duty station	This post is based in Kathmandu, but requires travelling to other provinces in Nepal.
Duration	The appointment is for three years.

INTERNATIONAL EXPERT IN TEACHERS' PROFESSIONAL DEVELOPMENT (QUALITY OF LEARNING) AND LEARNING ASSESSMENTS

The purpose of this position is to support MoEST and its agencies staff and universities in in teachers' professional development (TPD), quality of learning development: teacher education policy (teachers' pre-service and in-service mechanism), curriculum development and assessment. Training of teachers and teacher trainers in quality of learning (pedagogical skills, learning support) and assessment processes.

The TA reports to the CTA. The TPD appointment is for four years.

Education	Master's degree in education, educational psychology, sociology, or similar
Language	Proficiency in English, oral and written.
Main duties	<ul style="list-style-type: none"> To support MoEST and its agencies staff and universities in in teachers' professional development (TPD), quality of learning development: teacher education policy (teachers' pre-service and in-service mechanism), curriculum development and assessment. Training of teachers and teacher trainers in quality of learning (pedagogical skills, learning support) and assessment processes. Training of staff in all phases of an assessment processes related to TPD and students' learning outcomes. Planning the assessment process, assessment and feedback methods, and reporting writing.
Experience/Qualifications	<ul style="list-style-type: none"> Minimum 10 years' expertise of quality of learning issues; teacher education, pedagogical training and teachers' professional development. Experience of student assessment and evaluation process. Good knowledge of international trends in pedagogy, teacher education and student assessment. Work experience from developing country context.
Skills	<ul style="list-style-type: none"> Self-motivated, flexible and proactive. Sensitivity towards gender, sexual, ethnic/race, and cultural identities. Demonstrate commitment to teamwork with a high degree of integrity and confidentiality. Prior knowledge of Nepalese development and social context will be an asset.
Duty station	This post is based in Kathmandu but requires travel to training events in the field at provincial and local levels.
Duration	The appointment is for four years.

PROVINCIAL COORDINATOR

The purpose of the position is to coordinate all project support at the provincial and local government (LG) levels, and also to provide pedagogical coaching and mentoring support to PETC and self-learning teacher groups in the participating LGs.

The Provincial Coordinator in Surkhet will work in the Project during the entire period and additional three months after the project has ended to finalize reporting and closing the project. The other two provincial coordinators (Madhesh Province and Sudurpashchim Province) has position for four years each. 1. position is based in Surkhet (Karnali Province), 2. In Madhesh province and 3. in Sudurpashchim Province. They report directly to the CTA.

Education	Master's degree in education or related field
Language	English, Nepali
Main duties	<ul style="list-style-type: none"> Coordinate with all the key stakeholders (provincial government and its education offices, relevant local and international development partners working in the province, District Education Development and Coordination Offices, district administration offices, and participating LGs).

	<ul style="list-style-type: none"> • Set up effective financial, logistic and MEL systems at the provincial level in collaboration with the Financial Manager, Liaison Officer and MEL officer respectively. • Provide leadership to the project support unit of the province and undertake overall financial, human resource and logistics management of the unit. • Recruit support staff (secretary, driver and an assistant) for the PSU in the province in collaboration with the two Local Coordinators and the CTA. • Provide pedagogical mentoring and coaching support to PETC and self-learning groups of teachers in participating municipalities to improve their teaching/training quality. • Take a lead role in supporting the participating LGs in i. the development and use of well-equipped Teacher Support systems with online facilities, ii. creating, enabling and mobilising of a competent pool of teacher-coachers to support and supervise schools teachers. • Prepare annual plan and budget to support the participating provincial and LGs in their educational initiatives aimed at improving teaching quality or teacher capacity development, and endorsed by the CTA. • Undertake periodic monitoring and review of project support in the province and report to MEL Officer at PSU Kathmandu, and also facilitate and support monitoring and review activities undertaken by PSU Kathmandu in the province. • Act as liaison between the local and provincial stakeholders and the PSU Kathmandu. • Head provincial PSU's weekly meetings, and report to CTA if there are issues beyond the capacity or authority of the provincial PSU. • Undertake any other responsibilities as instructed by the CTA.
Experience/ Qualifications	<ul style="list-style-type: none"> • Experience in managing educational initiatives. • At least 5 years of experience in a comparable agency (an INGO, donor-funded government project, national NGOs, bilateral or multi-lateral aid agencies) or state organization in education sector, particularly in providing pedagogic capacity building; support to teachers/trainers and related institutes.
Skills	<ul style="list-style-type: none"> • Good training, facilitation, planning, and teamwork skills. • Proficient computer literacy, specifically Excel, Word and Power Point. • Honesty, integrity, accountability, sensitivity towards gender, sexual, ethnic/race, and cultural identities. • Self-motivated and able to work with little supervision.
Duty station	<p>The position is based in Surkhet (Karnali Province)</p> <p><i>(Other two provincial coordinators in Madhesh Province and Sudurpashchim Province)</i></p>
Duration	<p>The Provincial Coordinator in Surkhet will work in the Project during the entire period and additional three months after the project has ended to finalize reporting and closing the project.</p> <p><i>The other two provincial coordinators (Madhesh Province and Sudurpashchim Province) has position for four years each.</i></p>

COMMUNICATIONS OFFICER (JPO)

The purpose of this Junior Professional Officer (JPO) position is to support to ensure visibility of the Project's work by informing the donors, stakeholders and the public about the Project, its activities, and achievements. The position is based in Kathmandu and may require travel to project areas. The Communications Officer reports to the CTA.

Education	Master's degree in communication or journalism or similar
Language	Good oral and writing skills in Finnish and English
Main duties	<ul style="list-style-type: none"> • Design a Communications and Visibility Plan for the Project. • Plan the Project's communication activities together with the team. • Support the Project leadership in the media communications. • Write, edit and distribute various types of content, including material for a website, press releases, social media and other types of content that inform the public, stakeholders and donors of the Project, its activities and achievements. • Write newsletters. • Organize press conferences under the supervision of the Project leadership. • Provide information on the Project to the MFA and EU Delegation when requested. • Other duties considered necessary by the CTA.
Experience/Qualifications	At least two years of experience in communications, journalism, public relations or similar field with development agencies (multi-lateral, bilateral, INGOs) or development projects.
Skills	<ul style="list-style-type: none"> • Advanced photoshop and layout skills. • Good networking skills. • Attention to detail. • Energetic, efficient and highly organized.
Duty station	The position is based in Kathmandu and will require travel to project areas.
Duration	The appointment is for two years.