



JOB OFFER

Inclusive Education Senior Technical Officer position

If you have a taste for challenges, a real commitment to development and a deep sensitivity towards vulnerable people in general and persons with disabilities in particular, then this recruitment notice is for you!

Fédération Handicap International, which implements its programs under its operational, branding name of "Humanity & Inclusion" (HI), is seeking an Inclusive Education Senior Technical Officer for Zero Out-Of-School Children in Rwanda) project.

Name of the post	Inclusive Education Senior Technical Officer	Technical field	Inclusive Education
Position	In charge of providing technical advice on inclusive education and disability inclusion special needs for Educate a Child funded (Zero Out-Of-School Children in Rwanda) project.	Names of the Country Manager	Melanie GEISER
Contract	Fixed	Names of the EAR Programme Director	Marie-Ange GOUX
Position origin.	New	Names of the person in charge of supporting projects at the Magritte level	Simon MIRIEL
Internal stakeholders		External stakeholders	
<ul style="list-style-type: none"> • Project Manager • Operations Manager • Regional Inclusive Education Technical Specialist • Logistics Unit • Finance Unit • HR Department • MEAL Unit 		<ul style="list-style-type: none"> • Consortium Partners <ul style="list-style-type: none"> ○ Ministry of Education (MINEDUC) ○ Save the Children Rwanda ○ National Union of Disability Organizations in Rwanda (NUDOR) • Ministry of Local Government (MINALOC) • Ministry of Gender and Family Promotion (MIGEPROF) • Rwanda Basic Education Board (REB) • University of Rwanda- College of Education • Health Centers and Referral Hospitals • Schools 	

POSITION BACKGROUND

Under the management of the Project Manager, the Inclusive Education Senior Technical Officer (IE-STO) will use her/his in-depth contextual understanding and inclusive education technical and practical expertise to contribute to the quality implementation of Zero Out-Of School Children in Rwanda project (ZOOSC). The Project will be run by the consortium (led by Save the Children with MINEDUC, HI and NUDOR) and in collaboration with other education partners such as MINALOC, MIGEPROF, REB, NESAC, NCDA, Provinces, Districts, Sectors, and primary schools across the 30 districts in Rwanda. Strong relationship building, critical thinking and proactive problem-solving skills are crucial to fulfill this role.

In collaboration with the Regional Inclusive Education Technical Specialist of HI East African Regional Program (EAR), the IE-STO guarantees and contributes to the Zero-OOSC project implementation at national and field levels. The role will provide advice and deliver complex, specific and rare technical expertise and training to HI teams, partners, or stakeholders. She/he ensures high-level standard quality and impact of the Zero-OOSC project in line with the global, national, and HI quality standards and strategies on inclusive education and disability inclusion.

Leading the technical role to the consortium, the IE-STO will ensure that the solid system will be established so that that vulnerable children and children with disabilities who dropped out of school or never enrolled in school will enrol and complete primary education through removing all the barriers.

INFORMATION REGARDING THE POST

Line Manager	Project Manager		
Donors	N/A	Amount of the budget managed	N/A
Size of the team managed	N/A	Duration of contract	1 year renewable.

HISTORICAL BACKGROUND OF THE HI RWANDA PROGRAMME

Federation Handicap International, operating under the name of "Humanity & Inclusion" (HI) is an independent and impartial international solidarity organization, which intervenes in situations of poverty and exclusion, conflicts and disasters. Working alongside people with disabilities and vulnerable populations, it acts and commits itself to meet their basic needs, to improve their living conditions and to promote respect for their dignity and fundamental rights

HI started operating in Rwanda after the aftermath of the genocide perpetrated against Tutsi in July 1994. From 1994 to 1996, HI worked alongside many other NGOs to provide emergency assistance to a population plunged in extreme distress, misery and poverty. From 1996 to 2000, the country experienced a period of relative social, political and administrative stability, during which HI engaged in long-term activities and aimed at improving the living conditions of vulnerable people, particularly

those with mental health problems, HIV / AIDS, by providing them with appropriate support. Since 2001, HI has been contributing to the development of the country, expanding its activities and developing projects to prevent violence through a community-based approach, promoting education for all, community-based rehabilitation, training of occupational therapists, fighting against gender-based violence, protecting children from abuse and violence - especially children with disabilities, promoting inclusive nutrition, ECD and nurturing care. In addition to these areas, HI also wishes to join other partners in the field of bringing back out of school children to schools with special focus on those with disabilities.

BRIEF PROJECT DESCRIPTION

The EAC funded Zero-OOSC is the program for the Education Above All Foundation – Qatar as the donor. The project aims at addressing the gaps and needs relating to OOSC and drop-out rates at the primary grade level. Zero-OOSC consortium will deliver a comprehensive, coordinated intervention contributing to the vision that no child misses out on primary education in Rwanda. This project will improve access to and retention of 177,119 out-of-school children (66,380 girls, 110,739 boys, including 17,712 children with disabilities) and 15,240 other individuals across all 30 districts in Rwanda by the end of the five-year implementation period.

The project will achieve the above-mentioned objectives by improving OOSC data and tracking systems, and removing the barriers that keep them away from schools. These barriers can be of financial, physical, structural and social nature, faced by children themselves and/or their caregivers, and be mutually reinforcing. The action will encompass three outcomes:

OUTCOME 1. Strengthened strategies and practices for the enrollment and retention of out of school children at school level.

OUTCOME 2. Empowered communities and families promote enrollment and retention of out of school children.

OUTCOME 3. Strengthened policies and data systems for the identification, enrollment and retention of out of school children.

WORKING ENVIROMENT

Work mates

The Zero-OOSC IE-STO will be placed under the hierarchical responsibility of the Project Manager. She/he will work closely the consortium partners and stakeholders as well as other HI project teams and support service units (e.g. finance, logistics).

Technical support

The Inclusive Education Senior Technical Officer will be technically supported by the HI Global and Regional Inclusive Education Technical Specialists, respectively based at the HI UK and the HI EAR in Kampala, (Uganda).

Transport facilities

HI will support the role to undertake field trips in upcountry areas. Field visits aim for the IE-STO to understand and analyze the implementation progress, challenges and local contexts; provide constructive feedback to the project team and stakeholders; and continuously share learning to improve the quality and effectiveness of the project.

Key and main responsibilities of the Inclusive Education Senior Technical Officer

Provides guidance and technical support to EAC project at the school and district levels, in accordance with the overall technical frameworks and standards concerning inclusive education

The main responsibilities of the Inclusive Education Technical Officer will include but not limited to:

1. Providing advanced inclusive education technical expertise in the form of strategic guidance and technical support to the Zero OOSC project, partners and/or programs in accordance with the technical frameworks and general standards.

- a) Provide appropriate and timely technical guidance and support to the project teams and partners.
- b) Performs technical activities or ensures that project activities are implemented in accordance with internal quality and technical standards and suggests improvements as necessary.
- c) Identify and develop/adapt the project's technical documentation as required, in accordance with global technical standards.
- d) Coordinate and collaborate with the project's technical staff, as delegated by the Project Manager.
- e) Propose research and study topics, conduct research if necessary and supervise data collection.
- f) Contribute to the writing of new proposals for new opportunities within its technical scope.
- g) As required, produce policy guidance for HI country program and partners.

2. Providing project-based technical learning with a project impact

- a) Ensure consortium leaders and field teams, as well as HI's Global and Regional IE Technical Specialists get the information they need and collaborate with HI technical divisions as needed.
- b) Coordinate with consortium partners, as well as HI headquarters/EAR and HI's Global and Regional IE Technical Specialist to ensure adequate capitalization to improve the inclusive education sector nationally, regionally and globally, and collect scientific evidence; initiate or test new innovative solutions to address the main challenges of the sector.
- c) Contribute to technical learning under the responsibility of the Project Manager and/or Technical Specialists based on best practices.
- d) Anticipate and technically lead adjustments in the project implementation as per standards of inclusive education.
- e) Contribute to the terms of reference for assessments and evaluations of the project progress and impact.

3. Ensuring the internal and external technical training of HI teams and consortium teams.

- a) Contribute to technical recruitments, as required in cooperation with the Regional IE Technical Specialist.
- b) Assess capacity gaps, design and carry out the necessary technical training of HI and consortium staff in his/her field.
- c) Contribute to the skills upgrading plan for professionals in her/his sector.
- d) Contribute to the development of a local talent pool within his/her sector (identify technical talents, identifies training and coaching needs).
- e) Assist in coordinating technical professional development and facilitating a community of practice, in collaboration with the HI technical division.

4. Contributing to ensure the external technical influence of HI on his/her perimeter, in close collaboration with the technical program team.

- a) Identify and develop partnerships with community structures, Zero OOSC project partners, local NGOs, institutions and relevant actors.
- b) Contribute to the outreach of HI expertise: can represent HI technical expertise by delegation in relevant local networks and with local partners at the national, district, and school levels as delegated by the PM and submit report/feedback.
- c) Ensure coordination and collaboration with the project's technical partners, in cooperation with the Regional Specialist.
- d) Relay and contribute to advocacy messages within its scope of work.
- e) Support writing for new project content for the continuity or expansion of the project within its technical scope.

5. Respect for HI identity, rules and policies

- Know, understand, apply and respect the HI code of conduct and ethics, HI mandate and values, HI rules and operating procedure, HI policies (child protection policy, policy and mechanism for the prevention of and fight against bribery, the protection of beneficiaries from sexual exploitation and abuse policy) and make sure the project team also adhered to them.
- Know, understand, apply and respect HI security rules and ensure they are known, understood and applied by her/his team.

Expected profile

	Required qualification	Relevant qualification
<u>Degree (s) :</u>	<ul style="list-style-type: none"> • Atleast a Master’s degree in Education with specialisation in Inclusive and Special Needs Education. Related field include curriculum studies, teacher training, education system/policy, education assessment and measurement (these areas in relation to inclusive education is a plus). • Strong and professional understanding of the convention on the Rights of Persons with Disabilities, other national and international policies, strategies and programs on inclusive education, disability data and MEAL, Universal Design for Learning, different models and schools of thoughts about disability, international educational frameworks, and CPD. • Knows the local frameworks of actors and professionals inherent to the disability and inclusive education. 	<ul style="list-style-type: none"> • Having a Bachelor's degree, second Master’s degree in related field such as disability studies. Psychology, sociology, or international development is an asset.
<u>Experiences :</u>	<ul style="list-style-type: none"> • At least 8 years of experience in leading technical support to the implementation of inclusive and special needs education projects. • Experience working with children with different types of disabilities (teaching experience a strong plus) and their families as well as organizations of persons with disabilities (OPDs). • Track record in developing and/or adapting technical guidelines, tools and materials in the field of education especially inclusive education (special needs education), based on the identified gaps. • Significant experience of designing, facilitating and analysing impact of capacity building training on inclusive education and disability related topics. • Experience using the tools developed by the Washington Group on disability statistics/UNICEF and analyzing disability data (and other education data with disability data disaggregation). 	<ul style="list-style-type: none"> • Experience of working in a consortium is a strong plus.

<p><u>Competences :</u></p>	<p><u>Core Values</u></p> <ul style="list-style-type: none"> • Commitment • Diversity and Inclusion • Integrity <p><u>Core Competencies</u></p> <ul style="list-style-type: none"> • Communication • Drive for Result • Diversity friendly (ability to work with different people) <p><u>Functional Competencies</u></p> <ul style="list-style-type: none"> • Capitalization and continuous learning • Professional capacity building • Inclusive education technical skills • Formulating tools and proposals • Organizational skills • Knowledge applier 	
<p><u>Personal qualities :</u></p>	<ul style="list-style-type: none"> • Capacity to build relations with others (networking) • Decisive and innovative • Orderly (respecting instructions and procedures) • Maturity • Capacity of analysis • Capacity of listening • Quality of adaptation 	<ul style="list-style-type: none"> • Carefulness. • Mastery and technical expertise
<p><u>Additional requirements :</u></p>	<p>Strong analytical and language skills, technical skills (both writing and oral, daily communication, technical discussions, internally and externally). A high level of English writing is a must. Additional languages such as Kinyarwanda and French is a plus.</p>	

ABOUT OUR ORGANISATION

Humanity & Inclusion (HI) is a solidarity organization international committed to the rights of persons with disabilities, of people in a situation of vulnerability, and in general for human rights. Respect and the dignity of people concerned and beneficiaries of the actions and communities are at the heart of the staff and collaborators of HI, in all contexts of intervention.

Our code of conduct is a key element to the implementation of the institutional policies that set out the fundamental principles in the protection of our beneficiaries - especially the most vulnerable - against any form of abuse be of power, harassment, sexual exploitation and abuse, by our own staff.

These policies include, but are not limited to:

- Protection of Beneficiaries against Exploitation and Abuse Sexual
- Child Protection
- Fight against Fraud and Corruption.

All our representatives are expected to conduct themselves in a manner consistent with our code of conduct. Any violations of those policy will be treated seriously.

TERMS AND CONDITIONS OF SUBMISSION

The application file must include a letter of motivation addressed to the Country Manager of HI in Rwanda, accompanied by the coordinates of 3 professional references related to the position, certificates of services rendered, a detailed Curriculum Vitae with concise description of achievements, not responsibilities, and a copy of each diploma (3 pages max). Complete applications must be submitted no later than midnight on **6th May, 2024**; by e mail to the following addresses: recrutement@rwanda.hi.org with in subject: **EACIESTO_202404**

Only pre-selected candidates will be contacted to take the tests.

N.B: HI strongly encourages women candidates and persons with disabilities to apply.

(In accordance with the law into force, persons with disabilities will be given priority in the event of equal professional competence or the same mark at the end of the written tests and interviews)

Mélanie GEISER

Country Manager

