



Job pack: Special Needs Education Coordinator (SNECO) – National Volunteer

Country	Rwanda
Employer	VSO Rwanda
Duration	One year with potential for extension
Job purpose	To coordinate and support the identification and learning of children with disabilities in selected schools in one district.

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1. Job Description

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<ul style="list-style-type: none"> • Mentor P1-P3 English and Mathematics teachers on identification of in-school CWDs • Coordinate and support screening and assessment of in-school CWDs through engagement with school level and external stakeholders and organizations • Mentor P1-P3 English and Mathematics teachers on effective teaching of CWDs • Train and mentor one teacher per school to deepen their knowledge and skills of identification and teaching of CWDs • Support one teacher per school to be able to provide support to other teachers in their schools in relation to identification and teaching of CWD • Coordinate involvement of parents and other community stakeholders to support education of CWDs • Support sensitisation of communities and schools against stigmatisation of persons with disabilities • Train and mentor head teachers in regard to their roles in achieving effective inclusion of CWDs 	<ul style="list-style-type: none"> • Improved identification and assessment of children with disabilities in school. • Improved teaching and learning of children with disabilities in school. • Improved leadership at school and local level in support of the learning of children with disabilities. • Improved parental and community engagement in the education of children with disabilities. • Documented learning for the scale-up of the SNECO role 	<ul style="list-style-type: none"> • Building and Sustaining working relationships The social skills to build and actively maintain working relationships that foster teamwork and collaboration with others for the benefit of a common goal. • Open Minded and Respectful A non-judgemental approach that values other people and culture. • Seeking and Sharing Knowledge Recognition that learning is a two-way and continuous process. • Facilitating Positive Change The ability to analyse problems and develop lasting solutions in line with VSO approaches. • Adaptability A flexible approach and the ability to adapt behaviour to different situations. • Resilience The self-confidence to work with a variety of situations, diverse people and ambiguity. 	<p>Successful candidates are likely to have the following skills, knowledge and experience:</p> <p>Essential</p> <ul style="list-style-type: none"> • A Rwandan with a Bachelor’s degree in in Special Needs Education. • Practical teaching experience at primary level, preferably of children with special educational needs. • A good level of spoken and written English. • Excellent interpersonal skills and able to work with a range of people in different roles and with different backgrounds and levels of knowledge and experience. • Able to work with minimal supervision, taking initiative and taking responsibility for results. • A commitment to supporting educational improvement in Rwanda • A commitment to work on the programme for 2 years to maximize their learning about effective programme delivery and change-management <p>The following skills, knowledge and experience would be useful but not essential:</p>

Responsibilities	Key Performance Indicators	Competencies	Skills and Knowledge
<ul style="list-style-type: none"> • Collaborate with SEOs on support for SGACs on holding headteachers to account for effectively inclusion of CWDs • Support collection and use of data on inclusion of CWDs at school, sector and district levels • Support district and sector education officers with prioritisation of improving inclusion of CWDs in their performance management functions (eg planning, monitoring, evaluation) • Coordinate with BLF field level staff and volunteers to deliver a coordinated programme of support to schools and communities • Generate learning on their work to support scale-up of deployment of SNECOs by government. • Report to both the District Director of Education and BLF District Engagement manager on implementation of activities • Participate in monthly BLF review and planning meetings to evaluate implementation and impact of work 			<ul style="list-style-type: none"> • Experience of school leadership. • Training and/or mentoring experience preferably in education. • Data collection and project monitoring experience. • Strong ICT skills in particular good knowledge of using tablets, smartphones and computers for data collection. • Experience of training, supporting and mentoring others.
Responsible to:	BLF Disability Project Manager		

2. Background and contextual information

This role is part of a significant nationwide project entitled 'Building Learning Foundations' (BLF). BLF is UKAID funded and aims to improve learning outcomes in English literacy and numeracy in Government and Government supported primary schools in the country for children in primary 1 to primary 5.

It is structured over 3 foundations including:

- Foundation 1: English and Math teachers' development.
- Foundation 2: School leadership for learning and
- Foundation 3: System strengthening.

Inclusion is cutting across all foundations

VSO is a key implementing partner in the project and takes the lead role in working at school and community level. VSO currently deploys 25 staff, 38 international volunteers, and more than 250 national volunteers across Rwanda in all 30 Districts. VSO is also the lead partner ensuring children with disabilities are included in the project.

Rwanda has made impressive progress in achieving very high levels of enrolment in primary school. However, learning remains at a very low level and support for children with impairments and associated special education needs is very limited. Whilst there has been progress to include children with special needs in mainstream public schools, it is anticipated that children with disabilities form a significant proportion of school drop outs.

BLF disability inclusion component aims to improve learning outcomes of children with special learning needs key among them are children with disabilities. In 2018, BLF carried out an assessment of disability prevalence amongst a sample of 1,560 children in ten schools in five Districts. The results of the assessment showed significant numbers of children with some form of physical, visual, hearing, or learning difficulty, including children with multiple difficulties. Based on these results, VSO has led the design of interventions aimed at supporting these children, their teachers and parents in order to achieve better learning outcomes.

BLF disability interventions will focus on i) improvements to identification and screening; ii) teacher development and teaching practice; iii) enhanced school leadership by head teachers and School General Assembly Committees (SGACs); and improved coordination and management by DDEs, DEOs and SEOs.

The role of the SNECO is key to the achievement of all of these interventions. The SNECO will play a central coordination and implementation role at District level, supporting schools, local authorities, parents and communities to improve the education of children with disabilities.

Two SNECOs will be recruited to work in one District each supporting selected schools and their communities (an average of 9). The SNECO will work closely with the existing VSO volunteer staff and international and national volunteers working with these same schools. There are 2 VSO staff, 2 VSO international volunteers, and 8 national volunteers already working in each District. The SNECO will join this team to provide specific focus on children with disabilities.

The role of SNECO is central to the Government of Rwanda Special Needs & Inclusive Education Policy and Special Needs & Inclusive Education Strategic Plan. VSO aims to support the piloting of this role with a view to it being formally adopted in the education system in the long-term. This is a unique opportunity for successful candidates to contribute to shaping this role as part of the future of the Rwanda education system.

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