**Statement of Virtual Engagement**

***Virtual Service Pilot***

**General Information:**

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| **Virtual Service Description :**  | Support for English language textbook and teachers’ guide development process |
| **Reference Number:** | VSPP417 |
| **Country:** | Ethiopia  |
| **Host Country Partner**  | Ministry of Education (MoE) (Curriculum Development and Implementation Directorate in collaboration with the Directorate for Planning and Resource Mobilization) |
| **Number of VSPPs Requested:** | 3 |
| **Engagement Start Date:** | On or about mid to late June, 2021  |
| **Engagement End Date:** | On or about December 16th, 2021 |
| **Length of Engagement**: | Approximately 6 months, including onboarding and off-boarding |
| **Sector:** | Education- TEFL Project  |

**Partner Background:**

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| **Host Country Partner :** | Ministry of Education, Federal Democratic Republic of Ethiopia (MoE) is a Government Ministry.  |
| **Type of Entity:** | Government/Ministry |
| **Host Country Partner’s Mission and Goals:** | Ministry of Education (MoE) has a mission to ensure effective, quality and equitable education and training system through building the implementation and capacity of the education sector at all levels, designing and regulating standards of efficiency, expanding standardized education throughout the country, as well as complementing and leveraging education sector development interventions with strategic communications and public awareness. http://www.moe.gov.et/ |

**Activity/Project Background:**

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| Ethiopian Ministry of Education is working under a national plan of starting the next school year (as of September 21) with an entirely new curriculum developed with a major shift in content, skill focus and educational theories as well as principles as recommended from studies conducted for the New Education Roadmap. The ministry is launching the English language textbook development process at the beginning of May with a plan to work on a tight schedule to finish within 60 days. They have completed the prerequisite work of needs assessment, evaluation of the current curriculum, development of a new curriculum framework and syllabus for each grade level. Now the actual writing and editing on the basis of syllabus and curriculum framework is to be carried out within the scheduled 60 days (May 9-July 7/21). The project is therefore related to enhancing qualities of the English language textbook and teachers’ guide development process through capacity building to the book developers, and supporting the Ministry in the implementation and piloting program in collaboration with the Curriculum Development and Implementation Directorate at MoE. This is going to be a significant part of a major transformation that the Ministry has undertaken in the national curriculum framework. The project will focus on the English curriculum that is traditionally focused on theory but lacks practical application due to the textbook structure and limited teacher capacity in the English Language. These limitations have resulted in the failure of teaching and learning language skills at all levels. MoE is challenged by the unavailability of native English speakers or experienced curriculum developers in English. Therefore, this project is aimed to not only support in providing capacity building to the developers but also organizing a familiarization event whereby the materials will be introduced to school teachers who are required to understand the contents and methodologies better as they prepare to implement in school.  |

**Virtual Service Engagement and Tasks:**

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| The VSPPs will support the following tasks: * Build capacity through an introductory training for the English textbook developers from Grades 1-12 with the aim of increasing skills in materials development, creative thinking, materials selection, material adaptation, leveling, grading and sequencing, task designing, creating relevant assessment activities, etc.
* Design and conduct pre and post tests and evaluate using the Kirkpatrick Model.
* Plan an introductory event to orient teachers to the new textbooks (some options may include training, workshop, discover-based seminar, etc.); coordinate with project counterpart at the Ministry to develop a training manual for the event and create model teaching videos based on content and activities in the new textbook,.
* Co-plan and co- facilitate of events for teachers at each level introducing them to the new textbooks for teachers (July 10- August 25/2021).

Daily time to this task will be 2 hours (**6:30AM to 8:30 AM Eastern Time**) of independent planning and 1 (**8:45-9:45AM Eastern Time**) hour of collaboration with the counterpart in the Ministry. * Support the Monitoring and Evaluation of the new English curriculum (Sept 1 to November 30th, 2021) this may include designing, testing and distribution of book evaluation tools (i.e. survey) to the pilot school and detailed data analysis. .
* Integration and incorporation of findings into the textbooks and teachers’ guide (by December 16th—31st, 2021).

Initial hours on this task will be 2 hours of independent engagement **(6:30 – 8:30 am Eastern Time)** and 1 hour of collaboration time (**8:30 to 9:30 Eastern Time**) with ministry counterpart. These times may be adjusted once the task is in process.  |

**Optional Additional Activities:**

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| The Peace Corps mission is to promote world peace and friendship by fulfilling three goals: 1. To help the people of interested countries in meeting their need for trained men and women.
2. To help promote a better understanding of Americans on the part of the peoples served.
3. To help promote a better understanding of other peoples on the part of Americans.

Goal 1 will be achieved through the VSPP’s engagement and completion of the above tasks. The counterpart and VSPP may also choose to identify an activity that aligns with Goal 2. Additionally, the VSPP may identify a Goal 3 activity to implement during their engagement. A number of recommendations and tools for Goal 3 activities are outlined [here](https://www.peacecorps.gov/returned-volunteers/share-your-experience/). |

**Essential Qualifications:**

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| * Masters in English or Master’s Degree in Teaching/Education or a related field
* Experience in teaching English at elementary and secondary level for 3 years or above
* Prior experience contributing to curriculum or text book development.
* Flexible, strong cross-cultural agility, high tolerance of ambiguity, able to work independently
* Resourceful, creative, flexible and patient; and genuinely motivated to serve
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**Desired Qualifications:**

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| * Masters in Curriculum/Psychology or special needs education as a subject
* 3+ experience with in curriculum development
* Prior experience training teachers
* Advanced level skills in textbook writing, specifically in English
* Minimum 10 years or above of professional experience
* Experience in teaching English at elementary and secondary level for 10 years or above
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**Terms and Conditions of engagement:**

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| VSPPs will be engaging with the host country partner, in coordination with Peace Corps post staff, remotely from the US. They should have access to a computer, internet, and telephone in order to enable direct engagement with the Peace Corps overseas office and the host country counterpart assigned by the host country partner. Their host country counterpart will need to have access to Zoom or other online communication application in order for regular communication and collaboration. This will be stated as a responsibility on the part of the partner in the MoU to be signed between MoE and PCE. It is expected that the Virtual Service engagement will last 27 weeks, including one week each for onboarding, with a time commitment of 5-15 hours per week. The VSPP will have regular virtual worktime with counterpart as scheduled and will also have check-ins with their counterpart or assigned task-based partner 1-2 times per week initiated by the Volunteer to update on progress of tasks. Post suggests a standing weekly meeting for consistency and continuity. These meetings will take place over Zoom with a link provided by PC/Ethiopia. Meetings will be attended by the counterpart, Volunteer, and PC/Supervisor(s). Spending unstructured time with counterparts can be critical to relationship-building and is encouraged through activities such as coffee chats and informal calls within the weekly 5-15 hours.Orientation with the host country partner will be provided, within the designated virtual service hours, during the first week of virtual service via an online presentation and discussion. The host country partner will provide an overview of its organization, the local context, and how they envision collaborating with the VSPP. |

**Engagement Specific Safety and Security:**

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| The VSPP will receive a safety and security training on virtual engagement during orientation with Peace Corps. The VSPP will be expected to follow safety and security guidelines for online engagement to ensure their safety and that of the host country partner and their counterpart, and any beneficiaries of the engagement.  |

**Supervision Requirements:**

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| The VSPP will report to a designated Peace Corps staff member. The VSPP will also be expected to schedule regular check-ins with the designated counterpart within the partner organization. |