



International Peace Support Training Centre (IPSTC), Nairobi

VACANCIES

BACKGROUND

The International Peace Support Training Centre (IPSTC) mission is training, education, and research, informing military, police and civilian personnel in all aspects of peace support operations in order to improve the effectiveness of the response to complex emergencies

MANAGEMENT ARRANGEMENTS:

The successful candidates will be shortlisted as the Centre's preferred Subject Matter Expert, they will be engaged on a competitive short-term contract when required.

TERMS OF REFERENCES

1. Resource persons are engaged at IPSTC based on the nature of assignment and engagement in training, education, and research. These resource persons comprise of:

a. Lead Facilitator.

Must be a SME hired to deliver and guide the facilitation of a particular course. He/she **MUST** be able to synchronise the standardisation and delivery of the course materials by the facilitation team and lectures to achieve the course aim and is further expected to be present throughout the course duration. He/she **MUST** be a holder of master's degree or equivalent and a practitioner in the given field.

The underlisted are Lead Facilitator's ToRs:

- ❖ Take the lead role in facilitation of the entire training programme.
- ❖ Maintain presence, availability, and interaction with the participants throughout the training.
- ❖ Actively train and mentor participants in their respective field of expertise using adult-friendly approaches.
- ❖ Based on the IPSTC Learning Plan, prepare presentation materials including standard PowerPoints, audio-visual aids, and lesson plans for assigned modules.
- ❖ Participate in the review, verification, and confirmation of training presentations in line with IPSTC's standards prior to training delivery.
- ❖ Coordinate day-to-day activities of the training, including briefing, supporting, and coordinating other resource persons and facilitators.
- ❖ Supervise and guide participants' group discussions and exercises relating to the subject material.
- ❖ Input practical experience into the training.

- ❖ Provide subject matter expertise and input for other specific sessions in a supporting role.
- ❖ Guide the learning process and provide feedback to the Centre on the training programme.
- ❖ Contribute to the Centre's organization and planning of the training including curriculum review and development as needed.
- ❖ Engage and interact with the participants throughout the training period.
- ❖ Mainstream gender perspectives in training delivery.
- ❖ Administer training evaluation and assessment as required.
- ❖ Ensure that administrative norms such as schedules, breaks and timeliness are understood and adhered to.
- ❖ Ensure that the training sessions are linked together and integrated into a coherent whole.
- ❖ Establish and maintain a learning atmosphere characterized by intellectual inquiry, openness, and mutual respect.
- ❖ Be flexible and versatile to adapt to training dynamics.
- ❖ Develop a detailed After-Action Review (AAR) report upon course completion.
- ❖ Work as a team player with the Centre's management and facilitation team.

b. Facilitator.

He/she delivers selected modules as per their area of expertise for the contracted period. He/she MUST be a holder of master's degree or equivalent and a practitioner in the given field.

The following are Facilitator's ToRs:

- ❖ Familiarize with the Centre's course learning plans and training guidelines.
- ❖ Plan for lessons and prepare quality PowerPoint presentations and auxiliary learning resources.
- ❖ Deliver training using appropriate and innovative andragogical training methodologies.
- ❖ Provide technical advice and support to participants to meet the training objectives.
- ❖ Actively engage and interact with the participants on the subject matter.
- ❖ Facilitate and guide participants' group discussions and exercises relating to the subject matter.
- ❖ Integrate gender lenses in training sessions and discussions.
- ❖ Co-facilitate with other SMEs during training sessions.
- ❖ Provide feedback to the Centre on the training programme.
- ❖ Participate in the Centre's training coordination meetings.

c. Director of Studies.

He/she plays a similar role as the Lead Facilitator for strategic level courses with the ultimate task of giving overall direction for the course. For Regional Senior Mission Leaders (RSML) courses, He/she must have held the position of Force Commander/Head of office or Police Commissioner.

The underlisted are the Director of Studies' ToRs:

- ❖ Take lead role in providing advice, guidance and mentorship in the training.
- ❖ Provide leadership to other mentors and SMEs.
- ❖ Be present and actively involved during the entire duration of the training.
- ❖ Facilitate assigned modules and participate in panel discussions as SME.
- ❖ Oversee syndicate mentorship and conduct of course exercises.
- ❖ Share relevant work experience on current or previously occupied senior leadership roles.
- ❖ Demonstrate general understanding of andragogy and its key requirements.
- ❖ Advocate and integrate gender perspectives in the training programme.
- ❖ Participate in daily AAR sessions to assess course progress.
- ❖ Identify gaps and provide recommendations for improvement of content delivery.
- ❖ Assess other facilitators and guide on quality.
- ❖ Develop an AAR report in conjunction with the mentors upon completion of the training.

d. Mentor.

He/she is drawn from the strategic/operational level of any of mission components (civilian, military or police). He/she is experienced and a proven leader who is serving or has served in senior appointments in UN/AU peace operations. His/her role is to mentor participants undertaking strategic level courses to understand and assimilate learning outcomes through personal experiences, advice, guidance and training.

The following constitute Mentor's ToRs:

- ❖ Be present and actively involved in the entire course duration.
- ❖ Work as a team with other mentors under the guidance of the Director of Studies.
- ❖ Direct all discussions in line with the course aim, learning outcomes, and objectives.
- ❖ Ensure participants remain focused on strategic leadership principles for execution of mission mandate.
- ❖ Engage in plenary activities and discussions as well as provide additional guidance and examples to support module goals.
- ❖ Deliver key modules and participate in panel discussions as SME.
- ❖ Engage the participants in conversations during breaks and social activities about various experiences in peace operations.
- ❖ Encourage participants to discuss strategic concerns and emerging threats amongst themselves, with other mentors and SMEs.
- ❖ Provide syndicate mentorship including guidance on course exercises and presentations.
- ❖ Deliberately incorporate gender lenses in training and mentorship sessions.
- ❖ Participate in daily AAR sessions to assess course progress and suggest improvements to the course content and conduct.

- ❖ Assess participants' performance and write their reports.
- ❖ Develop and submit a final evaluation course report under the guidance of the Director of Studies.
- ❖ Provide personal feedback and coaching to individual participants.

e. Writing/Review Board Expert.

He/she is selected to contribute to the development or review of course curriculum in the form of learning plan and/or a facilitator guide based on the subject matter. He/she MUST be a holder of Master's Degree or equivalent.

The Expert's ToRs are as follows:

- ❖ Participate in the entire period of a writing or review board and contribute actively to the deliberations.
- ❖ Contribute to the development or review of training curricula and instructional materials such as learning plans and facilitator guides for tactical, operational, and strategic courses.
- ❖ Apply adult learning training methodologies in curriculum design and development.
- ❖ Work as a team with other SMEs and IPSTC staff in the writing/review board.
- ❖ Conceptualize and develop training exercises and supporting materials such as case studies and scenarios.
- ❖ Support the development of a logical training programme to suit identified subject matter for specified period of time.
- ❖ Apply training design frameworks such as Analysis, Design, Development, Implementation, and Evaluation (ADDIE) Model and Systems Approach to Training (SAT) during the writing/review board.
- ❖ Contribute to the integration of gender perspectives in training design and development.
- ❖ Assist in reviewing and editing the product of the writing/review board.
- ❖ Draw training gaps from Training Needs Assessment (TNA) and incorporate the same in curriculum design and development.
- ❖ Apply Blooms Taxonomy in the development of measurable learning objectives.
- ❖ Assist in developing trainees' assessment and evaluation tools such as pre and post course tests.

f. Discussant.

He/she is selected for his/her vast subject matter expertise and have the ability to review research work including occasional papers, issue briefs and journals before publication. He/she generates intellectual discussions during workshops on topical issues. He/she MUST be a PHD holder.

The following are Discussant's ToRs:

- ❖ Peer review an assigned research paper.
- ❖ Run completed research work on Anti-Plagiarism software and provide a report.

- ❖ Use MS-Track Changes for visibility of corrections and comments.
- ❖ Correct grammatical errors, omissions such as sentence construction, redundancy, clarity, precision, use of capital and lower case, spelling, foreign words, full stops, commas, parenthesis, hyphens, apostrophes, quotation marks etc.
- ❖ Review the research paper to attain clarity and logical flow in terms of subject matter explanation, problem statement, study objectives, literature review, research methodology, data collection tools, findings, conclusion and recommendations.
- ❖ Simplify the research paper for non-peace and security audience through use of clear language, avoiding unnecessary complexity and use of jargons.
- ❖ Review the appropriateness of methodological tools in data collection and analysis.
- ❖ Review application of theory, approaches and models in the study.
- ❖ Promote and advise on integration of gender perspectives in research work.
- ❖ Check for consistency in use of APA 7th edition style referencing.
- ❖ Identify un-acknowledged sources and draw any other observations, omissions, deviations.
- ❖ Submit written peer review comments (impression report) to the Head of Applied Research (HoAR).

g. Editor.

He/she is a contracted individual who serves as secondary reviewer of research work before publication. He/she MUST be a PHD holder. An Editor has similar roles/ToRs as a Discussant.

h. Moderator.

He/she guides intellectual discussions for participants in a research workshop/symposium. He/she MUST be a PHD holder or equivalent.

The following are Moderator's ToRs:

- ❖ Familiarize with the speakers of research workshop/symposium and their biographies.
- ❖ Introduce the speakers and other key persons in research workshop/symposium.
- ❖ Meet and brief the Head of Research Department (HoRD) before the session on the plan or strategy he/she will use to run the session.
- ❖ Outline series of events as scheduled in the research workshop/symposium programme.
- ❖ Ensure an interesting exchange of information with active participation of the audience.
- ❖ Identify suitable questions targeted to the speakers in case no questions come from the audience.
- ❖ Monitor and regulate time allocated for various speakers and presentations.
- ❖ Spearhead questions and answer sessions during research workshop/symposium.
- ❖ Generate discussions on important areas.
- ❖ Present a summary of the discussion, highlighting any conclusions and recommendations.

- ❖ Give vote of thanks to the speakers and participants as well as announce any subsequent events.
- ❖ Attend rehearsals for the main event as required and needed by HoRD.

i. Rapporteur.

He/she takes verbatim notes of workshop/symposium proceedings and generates a report. He/she MUST be a holder of Master's Degree or equivalent.

- ❖ Takes note of the main findings, conclusions, and recommendations of each presentation.
- ❖ Support the moderator in identifying and managing participating audiences.
- ❖ Takes note of questions/remarks from various speakers which could be of interest in the session summary report.
- ❖ Prepare a summary report for the research workshop/symposium based on a provided template.
- ❖ Submit the summary report of the session to the HoRD.

HOW TO APPLY:

Applications including cover letter, CVs, copies of relevant certificates, current remuneration and expected remuneration as well as current notice period should be addressed to:

The Director
International Peace Support Training
Centre Westwood Park, Karen P O Box
24232 - 00502 Nairobi, Kenya
Or emailed to: jobs@ipstc.org

Deadline for submitting applications is **31st OCT 2021**. Only short-listed candidates will be contacted to undergo a selection board interview.