

MSF-SAMU – Job descriptions	MENTORING & LEARNING ADVISOR
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Department Medical (SAMU)	Level 8 (SAMU SA grid)
Unit Learning Unit (LU)	Job location: Preferably Cape Town, South Africa
Start date: March-April 2019	Length: 1 Year Renewable
	Travel: Minimum 60 % in the field
Reference persons	Relations
<u>Hierarchical</u> SAMU Learning Unit Coordinator SAMU HIV/TB medical Unit Coordinator	<u>Internal</u> All members of the SAMU team Field staff involved in mentoring activities MSF Norway mentoring team MSF learning units OCB-OCG OCB Medical Academy for healthcare
<u>Technical</u> SAMU Learning Unit Coordinator SAMU HIV/TB advisers	<u>External</u> MSF partners, MoH, Academic institutions in Southern Africa

Background

Over the past few years, the provision of supervision and mentoring has been frequently used as an implementation strategy for supporting decentralisation and task shifting in field HIV/TB programmes. In 2016/2017, this mentoring & learning advisor position supported such programmes. After two years of experience, we have learnt that while some projects meet the necessary conditions to implement mentoring programs, there are others that don't. As a result we intend to reduce the total amount of mentoring support offered to our projects, focusing only on those projects which meet specific requirements for mentoring support and, for the others to refocus this support toward other learning methods and activities better suited to their particular contexts.

In addition, the development of the training offer at the SAMU is in a new phase. With the recent launch of the 2018 MSF HIV/TB guide, incorporating all the latest MSF and WHO clinical recommendations, combined with our expertise in classroom-based training and in post-training follow-up and mentoring in the workplace, there is a unique opportunity to develop new training curricula. We aim to incorporate all these complementary learning resources into a multifaceted, coherent and comprehensive package for the field.

Countries vary in their intervention needs; some need a support that is limited to the implementation of a training with some follow-up in the workplace while others need more comprehensive support around mentoring issues. In addition, training resources in French have lagged behind those in English and a significant amount of work is needed to correct this imbalance.

This is why this position should pay particular attention to assisting French speaking countries supported by MSF-SAMU

As stated above, it appears that in countries where minimum pre-conditions are not in place for implementing a structured mentoring programme, the main support needed to capacitate staff remains with the supervision and implementation of HIV/TB medical activities. This is especially true in decentralised programmes in MoH facilities at primary health care level (OPD) and/or in MSF programs where HIV/TB is not the main operational focus (integration).

Scope of responsibilities

The focus of this position is therefore around the four main axes of responsibilities/activities described in this job description

- 1. Design HIV/TB clinical training materials for primary care**
- 2. Implement HIV/TB clinical trainings and follow up**
- 3. Support mentoring programmes implemented by the field missions**
- 4. Provide implementation support for country clinical and programmatic HIV/TB care.**

Recruitment criteria**Experience:**

Needed: In humanitarian work in the field
 In the medical field, especially in the realm of HIV/TB
 In programmatic and clinical management of HIV/TB

A definite bonus: In work related to people's development
 In training design and implementation
 MSF experience is a definite bonus

Languages

C1 French C1 – English. Portuguese is a plus
 (The detail of these categories is in the language knowledge table attached)

Professional competences:

Clinical and programmatic competence in the management of HIV and TB
 Ability to design and plan projects, set up a network, animate and motivate teams along with good document drafting skills.

Know-how

Pedagogical skills and experience, an aptitude for analysing learning and development needs with experience of mentoring and/or supervision, are a definite bonus.
 NGO humanitarian medical intervention is a plus

Personal qualities:

Autonomous, diplomatic; dynamic and flexible; a capacity for taking the initiative and making decisions; a capacity for analysis and summarising; ability to prioritise; ease with public speaking, good interpersonal skills
 Capacity to adapt his/her support to varying field contexts

Training:

Medical doctor

RESPONSIBILITIES OF THE FUNCTION**1. Design and develop SAMU HIV/TB clinical training materials****Design and development:**

In collaboration with SAMU clinical training advisor

Develop clinical curricula for primary care and hospital-level classroom trainings
 Develop the corresponding training materials in French

2. Implement SAMU HIV/TB clinical trainings and follow up

Independently or in collaboration with SAMU country HIV/TB advisers and/or field project staff:

- Implement HIV/TB clinical trainings
- Facilitate post-training follow-up with integration into the workplace
 - Personal oversight of implementation by trainees
 - Support of field coordinators or managers (PMR, MAM, Medical referents) in implementation of the training
 - Support mentoring programmes if relevant (see section 3 below)

3. Support Mentoring programmes implemented by the field

Countries/missions have varied environments and capacity for implementing mentoring programmes. Therefore, the level of support will be defined by the December 2018 mapping of all projects, based on the last 2 years' experience in these countries. The scope of the support may extend beyond merely the clinical to realms such as PSEC, pharmacy, lab and potentially others

Direct field support

In collaboration with SAMU country focal points:

- Centralise and coordinate all requests for mentoring activities support
- For each request, in collaboration with the project and country coordination teams in charge of the clinical

mentoring activity(-ies) concerned:

- Define the level and nature of the support needed (as explained above)
- Propose and frame the intervention, and identify resources needed (within the mission, the regional pool of mentors, the SAMU team and/or OCB-OCG L&D)
- This includes one or more of the following:
 - Support of the programmatic aspect of running a mentoring programme
 - Hands-on support of mentors in their activities
 - Providing training in mentoring skills (ToT)
 - Ensuring follow-up and distance support with the field team

Documentation of mentoring activities in the field

- Continue to document current mentoring activities and lessons learned in the field
- Ensure regular update and dissemination of the HIV/TB mentoring programmatic guide, the clinical mentoring Job Aide, and the mentoring tools (“toolkit”)

4. Country HIV/TB implementation support

In close coordination and under the functional supervision of the SAMU country HIV/TB adviser, this position will be responsible for tailored ToR covering the following:

- Implementation of systems and procedures for a successful integration of PMTCT, HIV/TB prevention and care, flow of patients, systems for the management of HIV advance disease at ambulatory level.
- Elaboration of SOP for country programmatic procedures and implementation of reporting and monitoring procedures.
- HIV/TB clinical and support needs
- Ad hoc tasks and activities related to HIV/TB care in several portfolios such as PMTCT or children and adolescents.

Other Activities

As part of a learning unit, the successful candidate might be required to:

- Define SAMU mentoring strategy and implementation activities for the SAMU LU annual review and objectives (ARO)
- Provide the corresponding documents for planning and reporting on SAMU mentoring activities, in collaboration with SAMU LU team.

To apply for this position, please follow this link: <https://msfsa.bamboohr.co.uk/jobs/view.php?id=121>

Language level scale:

	FRENCH	ENGLISH	
Proficient	C2	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
User	C1	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.