

Junior Expert (JE) Job description

Function Code <i>(completed by the Junior Programme for the position publication)</i>
TZA.2405_JE_DigitalForEducation_Enabel

I. DESCRIPTIVE PART OF THE JOB

Application date	June 5, 2024
Job title	Junior Expert in D4E (Digital for Education) <i>(ex: digitalisation, gender, etc.)</i>
Junior Expert	<i>To check the box, double click on the right, choose properties. Select 'checkbox enabled by default' and validate with OK.</i> <input checked="" type="checkbox"/> European
Job holder (name of JE) <i>(to be filled in after the selection of JE)</i>	
Job holder's (JE's) Signature + date <i>(to be filled in after the selection of JE)</i>	

General information			
Enabel or NGA Project/programme	<input checked="" type="checkbox"/> Enabel	If Enabel : Navision code	TZA2200311
	<input type="checkbox"/> NGA	If NGA : NGA name	
Full denomination of the project/programme	Wezesha Binti (" <i>Empower the girl</i> " in Kiswahili)		
Project/programme 's location	Kigoma region, Tanzania		
Duty station of supervisor	Kigoma	Duty station of JE	Kigoma
JE will be assigned to	<input checked="" type="checkbox"/> Project/programme		<input type="checkbox"/> Representation (Enabel)/Country Office (NGA)
Project duration (dd/mm/yy)	Start date:	1 July 2023	Expected start date for the job (dd/mm/yy):
	End date :	30 June 2028	February 2025
Requested JE contract duration	<input type="checkbox"/> 1 year		<input checked="" type="checkbox"/> 1 year with possible extension It is recommended that the JE plans to stay for a 2-year period.

<p>1. Context of the project 2. Objectives of the project 3. Partners of the project 4. Main activities of the project</p>	<p>The Wezesha Binti program targets young people (14 to 29 years), especially girls and young women, in selected districts of the Kigoma region in Tanzania. They are empowered through multiple conducive learning pathways to enjoy decent, greener employment and increased access to entrepreneurship. One of these learning pathways is the delivery of quality secondary education. The Kigoma region is one of the most underserved regions and faces substantial challenges in transition, retention, and completion in secondary education (MoEST, 20231).</p> <p>To help “nudge” the needed digital transformation in the Kigoma schools and communities, more youth will be enabled to access ICT in schools. This can be achieved by investing in teachers, their Continuous Professional Development (CPD), didactic materials and tools, and by creating opportunities for students to access a wider variety of online learning materials.</p> <p>Collaboration with various implementing partners is essential to enhance the quality of teaching in secondary education. These partners include the Tanzania Institute of Education (TIE), Kasulu Teachers Training College, Regional/District Education Offices, and other NGOs. Their expertise, resources, and support will significantly contribute to improving teaching practices.</p> <p>More information on the project: Open.Enabel - Belgian Development Agency / Wezesha Binti.</p>
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Position of the JE within the organisation	
<p><i>The JE depends hierarchically on the supervisor (N+1). Besides the supervisor, one or more resource persons for technical support of the JE may be appointed in case the supervisor does not have the same technical background as the JE. If this person is already identified, please indicate below.</i></p>	
<p>Supervisor’s name, job title & background (N+1)</p>	<p>Lotte Van Praet. Quality Education Expert. Background in teaching pedagogy, coaching, blended learning trajectories, research and analysis. Working experience on 3 continents.</p>
<p>Resource person(s) for technical support’s name, job title & background</p>	<p>Joachim Mangilima. Digital Expert. Background in blending technology, analytics, and innovation, with a track record of guiding organizations through successful data-driven journeys that pave the way for transformative growth.</p>
<p>For Enabel JE, the follow-up will be assured by a Junior Programme Project Officer and/or Manager.</p>	<p>Katrien Gielis</p>

JE – Job description
<p>Job objective</p>
<p><i>Explain in MAX. 5 SENTENCES the purpose of the job. What real need does this job fulfil? What’s the added value of the job?</i></p>
<p>The JE will support teachers to enhance students' acquisition of digital competences within lower secondary education schools in the Kigoma region, Tanzania. This involves co-facilitating an innovation trajectory centered on the adoption and optimal utilization of Mobile Digital Toolkits, that allow teachers to bring in audiovisual supports and/or digital learning content in their classroom. Additionally, the JE will contribute to co-creating learning resources, ensuring they are designed to add value by facilitating the acquisition of essential digital skills among learners.</p>

Result areas
<p><i>Give the most important results to be achieved in the job. Limit yourself to stable, permanent job elements. Start with the most important ones and work your way down. Select a maximum of 5 to 6 result areas. Please describe the following for each result area: Role, responsibility? What must (s)he achieve (objective)? Then list the specific activities to be performed to achieve the result. Ultimately list the concrete tangible products to deliver. The last Result Area, “Ambassador for Global Citizenship” (5%), is common for all JE and should not be changed. Please also indicate for each responsibility the importance (percentage of time) at a scale of 100</i></p>

<i>Result area n°1</i>	Time in % :	40%
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¹ Ministry of Education, Science and Technology. (2023). *National Basic Education Statistics in Tanzania (BEST)*. https://www.tamisemi.go.tz/singleministers/basic_education_data_2023.

JE's role [as...]	<i>As a Technology-Enhanced Education Expert</i>
JE's responsibility (= verbs)	<p>To support lower secondary school teachers in integrating digital technologies into their teaching practices (building on STEAM best practices), by co-facilitating an innovation trajectory that explores the adoption and utilization of Mobile Digital Toolkits.</p> <p>Mobile Digital Toolkits are being developed to ensure mobility (allowing teachers to easily take these to their classrooms), context adaptability (ability to be deployed in low-resource settings), and teacher-centeredness (focus on supporting teachers in their teaching assignments). The exact content of a Mobile Digital Toolkit will be context-dependent but might contain a laptop/mini-server, dongle (in the case of internet coverage), mini-projector, solar charging system with or without a battery and tablets.</p>
In order to ... [objective]	Ensure that the Mobile Digital Toolkits effectively enhance learning experiences and increase student outcomes in the targeted secondary schools in the Kigoma region.
<i>Most important tasks [What activities (= verbs) are to be performed to achieve the objective?]</i>	<ul style="list-style-type: none"> • Collaborate with teachers to design pilots for Mobile Digital Toolkits. • Provide ongoing support and coaching to teachers on integrating digital technologies into their teaching methodologies with a focus on active and engaging teaching. • Conduct workshops and training sessions to familiarize educators with Mobile Digital Toolkits and their functionalities. • Develop with education officials and schools implementation strategies. • Establish mechanisms for collecting feedback from teachers, students and stakeholders to gather insights on the innovation trajectory. Use this feedback to identify strengths, weaknesses, and areas for improvement in the use of Mobile Kits, collaborating with teachers to refine them iteratively.
Concrete expected outputs <i>[What final and tangible products the JE is to produce?]</i>	<ul style="list-style-type: none"> • Generate periodic reports evaluating the impact of the Mobile Digital Toolkits on teacher methodology and student outcomes. • Development of a scalable framework for deploying Mobile Digital Toolkits in the Kigoma region (and potentially other regions and countries), supported by comprehensive documentation.

Result area n°2		Time in % :	40%
JE's role [as...]	<i>As a co-creator for (Digital) Learning Resources</i>		
JE's responsibility (= verbs)	To co-create (digital) learning resources for teaching purposes. Depending on the JE's expertise and interests, the subject(s) will be selected.		
In order to ... [objective]	In order to enhance the quality of education and support effective teaching and learning practices and increase the student outcomes in the targeted secondary schools in the Kigoma region.		
<i>Most important tasks [What activities (= verbs) are to be performed to achieve the objective?]</i>	<ul style="list-style-type: none"> • Collaborate with educators, subject matter experts and the digital expert to design engaging and contextually relevant learning activities for classroom use. • Utilizing various multimedia formats, including digital and physical mediums, to produce instructional materials. This includes developing interactive presentations, physical workbooks, connecting digital resources with Teaching and Learning Using Locally Available Resources (TALULAR) and other resources that align with the curriculum and cater to different learning styles. • Work closely with educators, curriculum specialists, and relevant stakeholders to gather feedback on the effectiveness of the learning resources. Continuously iterate and improve the content based on feedback. 		
Concrete expected outputs <i>[What final and tangible products the JE is to produce?]</i>	<ul style="list-style-type: none"> • Educational Resource Packs, containing a mix of digital and physical learning resources for teachers. These kits could include lesson plans, interactive activities and supplementary resources. 		

Result area n°3		Time in % :	15%
JE's role [as...]	<i>As a facilitator in knowledge capitalisation and mobilisation</i>		
JE's responsibility (= verbs)	To contribute to knowledge capitalisation and mobilisation.		
In order to ... [objective]	Increase Enabel's knowledge base on the use digital technologies in lower secondary education and the co-creation approach of digital teaching & learning materials.		
<i>Most important tasks [What activities (= verbs) are to be performed to achieve the objective?]</i>	<ul style="list-style-type: none"> You document and capitalise lessons learnt. You contribute to Enabel's internal and external communications (blog posts, ...). You share lessons learnt with colleagues in Tanzania, but also with the broader organisation. 		
Concrete expected outputs <i>[What final and tangible products the JE is to produce?]</i>	<ul style="list-style-type: none"> Report on lessons learnt and recommendations regarding the use of digital technologies and the co-creation approach of digital teaching & learning materials. Presentation(s) and publications on these lessons learnt for Enabel in Tanzania, partners, Enabel globally and potentially at conferences. 		

ATTENTION, next to his/her tasks related to the project activities, the Junior Expert will also have to carry out several tasks, common to all Junior Experts, for the Junior Programme:

Result area n°4		Time in % :	5%
JE's role	As Ambassador for Global Citizenship		
Most important tasks	<ul style="list-style-type: none"> Own initiative to make certain aspects of global citizenship known to the Belgian public (podcast, video, action, event...) Support to an already existing initiative in the field of global citizenship (eg of Enabel, a Belgian or local NGO,) Any other global citizenship activity requested or approved by the Junior Programme. 		
Concrete expected outputs	<ul style="list-style-type: none"> 1 global citizenship initiative finalised and/or supported per year Possibly other individual awareness-raising activities (eg. photo exhibition, video, educational kit, games, testimonies, ...) 		

JE's contribution to the Junior Programme priorities

Innovation	
<i>What space does the function offer for experimenting with innovative tools/approaches? E.g.: action research, testing & roll-out of new technologies, etc.</i>	
JE's role	<p>Innovation will be central to the JE's role. The JE will have flexibility to explore and experiment with various approaches and tools for the ideation and implementation of the Mobile Digital Toolkits and the co-creation approach of digital teaching & learning materials.</p> <p>The activities focusing on D4E in the Wezesha Binti program will be implemented using Human-Centered Design as a guiding framework. The JE will have the opportunity to learn from and collaborate with partners and stakeholders.</p>
Most important tasks	<ul style="list-style-type: none"> Ideate, prototype and iterate digital learning items and approaches. Explore how these approaches can be systematically applied.
Concrete expected outputs	<ul style="list-style-type: none"> Report on mapped approaches, piloting and lessons learnt and recommendations for future application within the education sector in Tanzania and Enabel. Development of a scalable framework for deploying Mobile Digital Toolkits (see Result area n°1). Educational Resource Packs (see Result area n°2).

Support local partners	
<i>How will the JE cooperate with and support the local partners, of the hosting partner team, etc ? Will (s)he have the possibility to work in pairs with a (young) local professional?</i>	
JE's role	The JE will cooperate with teachers, Regional/District/Ward Education Offices and other operational partners. It is envisioned that collaboration and co-creation are at the core of the JE's work. This requires a flexible and open approach to ensure meaningful collaboration and sustainable results.

Most important tasks	<ul style="list-style-type: none"> Identify areas for capacity strengthening and partner support. Preparation of workshop facilitation plans effectively modelling and applying the desired innovations. Facilitation of parts of a workshop together with Enabel's team.
Concrete expected outputs	<ul style="list-style-type: none"> Organisation of workshops with Enabel's operational partners.

Requested profile

Required training/degree (area of diploma) for the job <i>> Remark : will be eliminatory on CV for the candidates. Be complete & specific, please.</i>	<input type="checkbox"/> Agronomy/ Bio-engineer <input checked="" type="checkbox"/> Biology/ Environment <input checked="" type="checkbox"/> Geography <input type="checkbox"/> Civil/industrial/ electrical engineer/ Architect <input checked="" type="checkbox"/> ICT/NTIC <input checked="" type="checkbox"/> Mathematics/ Exact sciences <input type="checkbox"/> Law/Criminology	<input type="checkbox"/> Political sciences/ International relations/ Diplomacy <input checked="" type="checkbox"/> Sociology/ Anthropology/ Social work <input checked="" type="checkbox"/> Psychology <input type="checkbox"/> History/Philosophy /Art/Religion <input checked="" type="checkbox"/> Educational sciences <input type="checkbox"/> Human resources / Organizational development	<input type="checkbox"/> Economy/Commercial engineer/Marketing <input type="checkbox"/> Communication/Public relations/Journalism <input type="checkbox"/> Languages/Philology /Translator <input type="checkbox"/> (Bio/Para)medical sciences <input type="checkbox"/> Public health <input checked="" type="checkbox"/> Development studies <input type="checkbox"/> All profiles <input type="checkbox"/> Others and/or details (if needed):
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Necessary specific knowledge for the job <i>> Remark : will be eliminatory on CV for the candidates.</i>	<ul style="list-style-type: none"> Master's degree in Pedagogy/Educational Sciences, OR a relevant (human/social) sciences degree with at least three months teaching experience. Three months experience with technology-enhanced learning of pupils/students. At least one experience of guiding an innovation trajectory using approaches and methodologies such as design thinking, innovation adoption, replication/scaling-up. At least one experience in which digital technologies (e.g., mobile apps, remote sensing technologies, big data, artificial intelligence, blockchain, etc.) have been used.
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Language skills <i>> For Dutch and French level A2 is required. If a higher level of these Belgian national languages is required, please indicate this. > Indicate which language skills are essential or preferable for the job with possible comments on the expected level of knowledge and/or an argumentation. > Language skills will be tested during the motivational interview</i>	Languages	Knowledge	Comments
	English	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Preferable	
	Kiswahili	<input type="checkbox"/> Essential <input checked="" type="checkbox"/> Preferable	Willing to learn
	French	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Preferable	Minimum level A2 required (if level is not above A2 than a good knowledge of Dutch is required for the selection interview)
	Dutch	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Preferable	Minimum level A2 required (if level is not above A2 than a good knowledge of French is required for the selection interview)

Preferred assets for the job <i>> Remark : will not be eliminatory on CV for the candidates.</i>	<ul style="list-style-type: none"> Knowledge of learning assessment methods and instruments. Experience with development of multimedia items (video, audio, infographics). Experience with qualitative and/or quantitative research. Sensitive to gender and specific barriers faced by women and girls in education, or willing to embark on capacity strengthening in the area. Demonstrates team collaboration skills and the ability to work with diverse individuals to achieve common goals. Demonstrates a flexible and open mindset that encourages innovation and continuous improvement. Demonstrates a proactive approach, taking initiative and driving projects forward.
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Driver's licence for motorcycle & car	Motorcycle	<input type="checkbox"/> Essential	Car	<input type="checkbox"/> Essential
		<input type="checkbox"/> Preferable		<input type="checkbox"/> Preferable

Country context information	
Living conditions	
Capital / rural area	Kigoma is a medium sized town, situated on the shores of Lake Tanganyika.
Security context	Good
Access to services	See below – basic services ok – dental services in Dar es Salaam
Isolation / social life	See below – small international community – Kiswahili is required for social integration in Tanzania.
Location suited for families (with children)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No - not for children that are schooling
Other useful observations?	
Work context & conditions	
Work location	<p>Kigoma is a medium sized town in a beautiful natural setting of Lake Tanganyika, the almost dysfunctional port, avenues lined with old mango trees and a few historical buildings. Relative good basic infrastructure (water, power - new generator - no access to national grid, mobile network, internet cafes, hospital, small shops with most necessities), housing available 150-300 euro/ month, the hospital in the region provides reasonable services. Security ok but employment watchman/ housekeeper recommended. Districts in Kigoma region have hosted refugees from Burundi and Democratic Republic of the Congo. There are only local schools in Kigoma – international schools are available in Dar es Salaam or Arusha/ Mwanza and they remain expensive, Kigoma is therefore not recommended for families with school going children. Pleasant climate in rift valley, beautiful natural resources (Gombe chimpanzee park, Mahale National Park, Lake Tanganyika). Opportunities for excursions during weekends but car hire not easy. Burundi and Rwanda can be visited as well. Contacts are easily made with staff and neighbours as people are welcoming but few are really fluent in English. There is a strong social pressure to learn Kiswahili which will enhance integration. There is a small international community if foreign contacts are important. There are a few tourists passing through Kigoma town while visiting the national parks. Transport is more complicated than other regions in Tanzania given the remote location of Kigoma. Flights are expensive (300 USD return flight Dar es Salaam) and the bus drive tedious (1.5 days - 25 euro single). There are also bus services to Mwanza and Arusha. The railway line is slow but an attractive option for exploring Tanzania. If the combination of work and cooking is not attractive, there are small restaurants available (2 euros per meal), or a housekeeper can be employed (30-40 euros per month). More information can be provided on request or read section of Kigoma in the Lonely Planet or other travel guides.</p>
Field exposure? <i>(Direct contact with local partners & reality, ...)</i>	The Wezesha Binti program will be implemented using Action Research and/or Design Thinking approaches. Direct contact with partners is essential to learn from and collaborate with partners and stakeholders.
Frequency field missions <i>(Weekly? Monthly? Number of days?)</i>	On a monthly basis, estimation of 4-5 days per month.
Accessibility of the supervisor	The N+1 is based in the same office and easily accessible.
Teamwork / isolated work	Effective teamwork is imperative to achieve impactful results. Collaboration with the Enabel Team, both in Tanzania and potentially in the broader region, is assured. Similarly, cooperation with partners in the Kigoma region, and potentially with partners at the country level, is emphasized.
What transport arrangements will the project consider in order to insure the JE's professional travels/journeys?	<input type="checkbox"/> Motorcycle from the project at disposal of the JE
	<input type="checkbox"/> Borrow a car belonging to the project/programme when required
What transport arrangements will the JE consider in order to ensure his/her private travels/journeys?	<input checked="" type="checkbox"/> Local transport? What? :
	<input checked="" type="checkbox"/> Other, please specify : A car and driver will be at your disposal as needed, depending on availability and the number of people joining the field visits.
Other useful observations?	<input checked="" type="checkbox"/> Motorcycle
	<input type="checkbox"/> Car
	<input checked="" type="checkbox"/> Local transport? What? : motortaxi and tuktuk.
	<input type="checkbox"/> Other, please specify :
	Kiswahili requires time to learn, and it is recommended that the JE plans to stay for a 2-year period.