

Job Description

Job Title

Inclusive and Safe Schools Lead – Shule Bora (Quality School) Tanzania

Reporting

Team Leader

Location

Dodoma, Tanzania.

Travel required within Tanzania to different regions (approximately 20% of role)

Project Description

The UKAid-funded Shule Bora programme delivers technical assistance to government-led work in education. It aims to improve the quality of pre-primary and primary schools in Tanzania. It is a seven-year programme (2021-2027) managed by Cambridge Education and operates within a consortium that includes Plan International, Action on Disability and Development (ADD), and the International Rescue Committee (IRC) as core partners, alongside several associate partners.

The programme will:

1. Work with Ministry of Education, Science and Technology (MOEST) and the President's Office Regional Administration and Local Government (PO-RALG) to test, adapt and implement at scale quality, gender-transformative, disability-inclusive and safe to learn education approaches in 9 regions, generating learning and evidence on how to achieve these outcomes affordably and at scale.
2. Support the Government of Tanzania with the timely and effective implementation of the Payment for Results (PforR) mechanism through technical assistance and capacity building, with a strong focus on data verification, financial management and risk management. Support lesson learning processes from PforR so that these can be embedded into government processes and shared with development partners and other key stakeholders. Ensure that lessons and best practice from (1) are used to inform PforR mechanism. The Disbursement Linked Indicator (DLI) 1.5: Enabling Schools to become more Inclusive underpins all Shule Bora Inclusion and Safety work.
3. Manage and coordinate programme activities, with a strong focus on (i) ensuring a high-quality programme, financial and risk management oversight, (ii) working with an independent Learning and Evidence (L&E) provider on establishing regular, rigorous and community-driven monitoring and evaluation activities, and (iii) developing and implementing a strategy for effective

communication of Shule Bora objectives, results, and lessons learned to a range of target audiences.

Job Profile

The Inclusive and Safe Schools Lead is part of the Core technical team of Shule Bora, S/he will be line managed by the Team Leader (TL) and will lead the sustainable system strengthening work related to school access and inclusion (to mitigate physical, social, financial and pedagogic barriers to inclusion), school-based safety, family and community engagement, climate and environment and manage the technical team working in this area. S/he will provide strategic leadership, quality assurance and coordination across inclusion, safety and climate and environment working closely and coordinating with other technical leads. S/he will closely work with the Team Leader (TL), Deputy Team Leader (DTL), government and key national stakeholders to ensure a coherent, coordinated approach defined by strong ownership. S/he will ensure sustainable system strengthening is at the centre of the strategic approach and a core dimension of how the team is working. S/he will ensure the inclusion, safety and climate and environment strategy, plans, resources and interventions follow the Shule Bora operating principles, supporting and co-defining government-led education sector reform, and are focused on sustainable strengthening of the education system. The post-holder will be based in Dodoma. S/he will also work closely with the TL and others to communicate Shule Bora's work and results to internal and external stakeholders. The role is initially for 2 years with the option to extend for an additional year.

Job Description

The Inclusive and Safe Schools Lead will:

- Lead the Inclusion workstream with sustainable system strengthening approach and ensure strong technical assistance to government to help create space for change and achieve results at local, regional and national levels.
- Oversee the planning, implementation and review of the Shule Bora Inclusion Strategy and all related interventions under the inclusion, climate and environment plans in conjunction with the Shule Bora Coordinators at MoEST and PO-RALG.
- Lead and support the inclusion, safety, climate and environment team to ensure coherence, communication and proactiveness, as well as strong involvement in getting results. Support the TL and DTL in strategic thinking and adaptive strategies implementation.
- Work closely with the TL and DTL to review and adapt strategy and approach when needed, updating roadmaps in coordination with the Shule Bora programme coordinators.
- Lead on facilitating the government to operationalise and implement its safe school's programme.

- Provide technical assistance and expertise within government on inclusion, safety, and climate and environmental issues.
- In partnership with Cambridge Education, oversee technical advisory support on climate and environment activities across the Local Government Authorities (LGAs).
- Coordinate staff input for technical assistance and capacity building at national and regional levels.
- Support technical leads, regional coordinators and interventions specialists to operationalise interventions across regions and LGAs to successfully implement inclusion, safety and climate and environment-related interventions.
- Identify short term technical assistance (STTA) needs, ensuring high quality and relevant technical assistance related to inclusion and climate management is introduced and embedded into each level of the system as agreed with the government.
- Quality assure Terms of Reference, concept notes and STTA inputs under the inclusion and safety and climate and environment workstreams.
- Ensure collaboration with other technical leads and partner organisations to ensure a coherent approach to implementation.
- Support the institutionalisation programme activities within PO-RALG, LGAs and Regions.
- Network and build strategic partnerships with all relevant key stakeholders working on education, inclusion, safety, climate and environment to ensure effective collaboration and prevent duplication.
- Communicate Shule Bora's Inclusion work and its results fluently and clearly with key stakeholders, internal and external, national and international.
- Contribute to the production of all donor and ministerial accountability mechanisms through quarterly progress reports, annual reports and any other reports as required.
- Provide input on design, approach and content of materials and provide quality assurance.
- Work closely with the monitoring, evaluation and learning (MEL) and disbursement linked indicator (DLIs) teams to ensure harmonisation across the programme.
- Coordinate with the MEL team to ensure data related to climate management and inclusion are made available on time and can be used for reporting.
- Coordinate with DTL and Project Regional Coordinators to ensure grass roots qualitative results are being collected and used as evidence both in reports and influencing communication pieces.

- Document and disseminate stories of change for lesson learning and influencing purposes.
- Review and approve budgets for activities related to this technical area and monitor activity and STTA budgets to ensure they are managed effectively.
- Identify development needs and build capacity of programme staff and counterparts.
- Line manages the Inclusion Advisor and Climate and Environment Advisor.
- Provide training and mentorship internally as required in areas of expertise.
- Act as a role model in adhering to all relevant policies and procedures that Shule Bora has in place for staff members. Promote and uphold these policies and procedures with line reports, STTAs and the extended Shule Bora team.
- Understand and adhere to Shule Bora's safeguarding policy and reporting procedures, as well as Plan International's global Child Protection Policy (CPP), safeguarding and Gender Equality and Inclusion (GEI)
- Participate in all Shule Bora Technical/management meetings as appropriate, as a technical lead.
- Provide regular programme updates to Plan International Tanzania and Plan International UK. Communicate any concerns and challenges in a timely manner, and engage with Plan International to ensure Plan are appropriately supporting the successful progress of Shule Bora and are effectively partnering with Cambridge Education and other consortium partners.

Candidate Specification

Skills and Knowledge

- Excellent understanding of what drives exclusion of marginalised and vulnerable children from education in Tanzania, including how to analyse social and power dynamics that lead to exclusion.
- Good understanding of sustainable system strengthening approaches and requirements to drive inclusion priorities.
- Good technical knowledge in governance.
- Understanding of inclusion and/or climate and environment priorities, strategies, stakeholders, policies and interventions in Tanzania.
- Ability to prioritise complex and varied work and work under pressure.
- Ability to work in a collaborative team setting.
- Ability to work with government and adapt to changing priorities.
- Proficient in using MS packages, particularly Word, Excel and PowerPoint.

- Strong presentation skills and ability to represent the programme to a variety of audiences including government representatives, the donor, academic institutions, civil society, community representatives, and others as required.
- Strong organisational skills, reliability, and adherence to ethical standards.
- Excellent verbal and written communication skills, including advanced report writing skills
- Strong verbal and written communication skills in English and Kiswahili required.
- Passionate about making a difference and championing girls' right to education, willing to travel in country and dynamic.
- Capacity to manage financial information and design and monitor project budgets according to Shule Bora procedures.

Experience

- Experience in social development and inclusion.
- Experience in governance and system strengthening.
- Proven ability to lead complex projects and teams in relation to Inclusion, Safety and/or Climate and Environment.
- Experience working on large, complex, donor-funded programmes. Preferably DFID/FCDO-funded contracts.
- Experience working with senior stakeholders and influence change.
- Experience in technical assistance/advisory.
- Experience and expertise in developing and implementing safety and inclusion focused education initiatives/programmes.
- Experience in implementing community-level interventions to create space for changes and supporting communities' engagement and/or acting as a technical advisor to such programmes.
- Experience of working in Tanzania essential and a strong understanding of context and contextual challenges faced by communities in the country.
- Desirable to have experience of climate and environment programmes in the education sector.
- Managing and leading teams of technical specialists.
- Extensive experience with stakeholder engagement, including international donors and local government, and the ability to develop partnerships with local government, private sector, and the wider international community.

Qualification



- Master's degree in a relevant field, such as social development, Governance, Development Studies, Sociology, Gender and disability, Inclusion, Climate and Environment, Education.
- A minimum of 8 years' experience in leading and strategic positions in Tanzania and a strong understanding of context and contextual challenges faced by communities in the country and in strengthening local systems.

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