

JOB POSTING – EDUCATION OFFICER EQUIE

Organization:	Right To Play Tanzania
Department/Division:	Program
Work location:	Mara
Authorized to work in:	Tanzania (Eligible to work legally without requiring sponsorship or work permit)
Target Hiring/ Target Hiring Range:	33,471,120 per annum (before taxes)
Target Start Date:	July 2022
Contract Duration:	Full-time/1-year contract with possibility of renewal based on performance and availability of funding
Closing Date:	31 May 2022

BACKGROUND:

Right To Play is a global organisation that protects, educates and empowers children to rise above adversity using play. By harnessing play, one of the most powerful and fundamental forces in a child’s life, we helped 2.3 million children last year to stay in school and out of work, to prevent life-threatening diseases like HIV and malaria and to stay safe from exploitation and abuse. We are the only global development organization focused exclusively on using play to transform the lives of children and youth impacted by poverty, war, disease and inequality.

Established in 2000, Right To Play reaches children through experiential programming in 15 countries in Africa, Asia, the Middle East, and North America. These programs are supported by our headquarters in Toronto, Canada; London, UK and eight national offices across Europe (Germany, The Netherlands, Norway, Sweden, Switzerland, UK) and North America (Canada, US).

With a shared passion for our mission, our Culture Code guides how we act and interact based on five core pillars:

- Accept Everyone – *Be intentional about inclusion*
- Make Things Happen – *Seek opportunities to lead and innovate*
- Display Courage – *Act with integrity*
- Demonstrate Care – *Look after yourself and one another*
- Be Playful – *Have fun at work*

Please visit [our website](#) to learn more about who we are and what we do, and [watch this video](#) to find out about the five pillars of our Culture Code.



JOB SUMMARY:

The Education Officer works under the direct Line Management of the Project Officer, with overall technical supervision of the Education Specialist. Based at the Project Office in Mara, he/she is responsible for providing support both the implementation of and feeding back insights about EQUIE Project to the Education Specialist based in Country Office. Key functions will include contributing greatly to enhancing quality of education interventions, co-facilitation at Training Workshops, especially those on literacy, play-based learning and inclusion and close follow-up on teacher Communities of Practice. He/she also plays a key role on the capacity building and follow up of Civil Society Organizations (CSOs) partners, School Inclusion Committees (SICs) and Local District Education Authorities on inclusive education initiatives.

PRIMARY RESPONSIBILITIES:

Job Responsibility #1: Program planning, implementation, delivery, follow up and reporting (60% of Time):

- Provides the Education Specialist with field learning and insights to ensure need responsive/ adaptive design and development of EQUIE program strategies and approaches, and alignment with RTP’s global education theory of change and donor expectations.
- Acts a technical support for teachers and facilitators in implementing reading club/centre activities or other supplementary learning activities for reading or life skills, and ensures appropriate parental participation.
- Supports the Education Specialist on improving program delivery by documenting lessons learned and best practices in the field, especially those related with children with disabilities, literacy and life skills development components of the program.
- Collaborates with the Program staff in Mara and the Education Specialist to ensure that issues of gender equality, inclusion, child protection and safeguarding, accountability, risk and vulnerability are addressed and monitored throughout the project implementation.
- Works with the MEL Officer to ensure the proper roll out of education data collection systems when they are key project activities. For example, in the case of EQUIE projects the Education Officer would lead on the collection of Disability Tracking Tool data and support training of partners on the use of and expectations from it.
- In close coordination with the Training Officer, supports training for Education Departments, Teachers, Province and District Education Officers on Literacy, Play-based learning and Inclusion.
- In Collaboration with Training Officer and Education Specialist, play a technical lead role on the DTT (Disability Tracking Tool) training and rollout both at school and community level.
- Provides technical guidance to teachers, reading facilitators and parents on the rollout of reading clubs and/or centres initiatives and any other supplementary learning initiatives for reading and life skills development both at school and community level.
- Supports supplementary learning initiatives for literacy boosting in schools and communities, for enhanced parental engagement supporting children’s education.
- Acts as a local child protection focal point, responsibly and appropriately handling any safeguarding concerns or disclosures of abuse.
- Works with Field Facilitators, Partners and District Education Officers to develop weekly, monthly and annual Coach training schedules for all project locations.
- Conducts regular follow-up visits of all project locations to ensure training plans and implementation



aligns with project proposal.

- In collaboration with the Training Officer, coaches and mentors the Field Facilitators and Trainers to evaluate training workshops and provide inputs on training reports developed by them.
- Together with Field Facilitators, encourages and supports Trainers and community-led initiatives in all project locations.
- Supports project team in developing workshops to best fit the requirements of the project.

Job Responsibility #2: Capacity Building and Support (25% of Time):

- Ensures that Local District Education Authorities, partner Civil Society Organizations (CSOs), School Inclusion Committees (SICs), School Management Committees (SMCs) and Parent Teacher Associations (PTAs) are properly trained and supported with the technical knowledge and skills necessary to deliver inclusion initiatives.
- Supports the integration of inclusive learning component in the Play Based Learning teacher training package, and support its contextualization in the EQUIE Project, in coordination with the Education Specialist supporting CBO partners in Mara.
- Ensures that teachers, parents and reading clubs and/or centres facilitators are trained and supported to adequately implement supplementary learning activities (including reading and life skills) at school and/or community level.
- Ensures that school-based safeguarding systems are in place with appropriate reporting (including child friendly) and referral mechanisms, and trained and supported staff who can both activate these response systems as well as fulfil their prevention role on promoting child protection, child rights and prevent abuse including corporal punishment and Gender Based Violence (GBV).
- Ensures that all project stakeholders are adequately trained on child protection, safeguarding and referral mechanisms and that all, including especially children, understand how to report and what would happen next.
- Supports Field Facilitators and Trainers in identifying the needs and gaps of community and partners and updates the Education Specialist and Training Officer on a regular basis.
- Conducts regular visits to the field to provide technical support to program team, partner staff, teachers and all stakeholders at school and community level.
- Ensures fidelity of implementation, gathers field insights and beneficiary feedback, documents lessons learnt and best practices, and shares these with the Education Specialist and MELO.
- Supports in identifying and exploring new field level partnerships and positively builds and maintains locally important relationships for smooth implementation.
- Supports behaviour change and other awareness raising campaigns about education and play under the guidance of the Education Specialist.

Job Responsibility #3: Representation, advocacy and policy engagement (10% of Time):

- Represents RTP's education work in Mara and maintains positive relationships with local government officials and other relevant stakeholders to ensure efficient and effective implementation and smooth coordination of activities.
- Regularly updates the Education Specialist with local stakeholder analysis to ensure that RTP is engaging with and is visible to the most influential actors in the sector.



- Under the lead of Education Specialist, carries out research and advocacy activities at the provincial and district levels, in close coordination with the Monitoring, Evaluation and Learning Officer.
- Ensures that education stakeholders, including government, partner and parents, are properly trained and supported, particularly on literacy and PBL and inclusion, and provides inputs on training reports that Field Facilitators and Training Officers develop.
- Under the lead of the Education Specialist, carries out communication campaigns for behaviour change in supporting children with disabilities, leveraging on community advocacy mechanisms for education rights of children with disabilities and advocacy with schools for inclusion.
- Participates in technical calls, local EQUIE meetings, monthly calls with HQ, etc., as required.
- Acts as a child protection/safeguarding focal point for education and/or school-based projects where no other child protection focal point or specialist is operating, liaising with the country level P&C Safeguarding Focal as required, and following appropriate safeguarding training as necessary.

Job Responsibility #4: Other Tasks as Assigned (5% of Time)

MINIMUM QUALIFICATIONS (Must have):

EDUCATION/TRAINING/CERTIFICATION

- Bachelor's degree in Education or related field with previous experience on Inclusive Education

EXPERIENCE

- 3 years' experience implementing and providing technical guidance on inclusive basic education programs and liaising with government officials in Tanzania.
- Proven experience in project planning, report writing, networking, partnership-building and working with NGOs.
- Experience in working through systems of community participation, capacity building and representation.
- Significant experience in designing and delivering training and/or the development of inclusive education pedagogical materials and resources.
- Experience in using inter-agency Child Protection standards and guidelines.

COMPETENCIES / PERSONAL ATTRIBUTES

- Superior organizational skills and ability to multi-task on a constant basis.
- Excellent interpersonal communication skills to build rapport with staff, partners, government officials and community leaders.
- Ability to work under pressure meeting deadlines in a fast-paced fluid environment.
- Creative and flexible with problem solving skills.
- Demonstrated professionalism and diplomacy.
- Ability to confidently represent oneself and Right To Play to Provincial and District level officials.
- Strategy planning skills for education initiatives.
- A commitment to the Protection Principles, particularly Do No Harm, and an understanding of appropriate responses to safeguarding concerns.





- The incumbent's job requires attention to deadlines and ability to deal with stressful situations.

TECHNICAL SKILLS

- Deeper understanding of the education situation in Tanzania, including the MOEST strategy for inclusive learning and support to children with disabilities.
- Understanding of active learning approaches, particularly play-based learning.
- Knowledge and understanding of best practices in inclusive basic education programs, including technical experience in teacher training and resource development.
- Understanding of community development processes.
- Knowledge and experience with programmatic approaches related to life skills or social emotional learning.
- Knowledge and experience in education research, quantitative and qualitative methods.
- An understanding of safeguarding and the Social Model of Disability.
- An understanding of Monitoring, Evaluations and Learning systems

LANGUAGES

Fluency in spoken and written English and Swahili language(s).

DESIRED QUALIFICATIONS (An Asset)

- Demonstrated Experience in Encouraging children to participate in activities that involve reading and writing.
- Ability to create a learning environment that reflects children's culture and languages in the learning process
- Experience in strengthening community-based organizations.
- Experience in coaching and mentoring.
- Knowledge/experience in child protection, gender mainstreaming.
- Knowledge of adult learning.
- Coaching and feedback skills.

WHO YOU ARE:

You are highly driven, results-oriented, collaborative and well-rounded candidate with a passion for working with children and youth. You are an exceptional communicator with excellent networking skills.

WHAT YOU'LL GET:

The opportunity to work with a passionate, innovative and collaborative team where you have the ability to make things happen. You will gain experience working for a globally recognized organization with a healthy culture premised on our Culture Code (**accept everyone, make things happen, display courage, demonstrate care and be playful**). In addition, we offer a competitive salary and benefits package including personal learning and development days.





HOW TO APPLY:

If you are interested in applying for this position, please click [here](#) to apply with your resume and cover letter in English.

While we thank all applicants for their interest, only those selected for interviews will be contacted. **Shortlisting of applications will begin immediately and interviews may be held before the closing date.**

Right To Play provides equal employment opportunities to employees regardless of their gender, race, religion, age, disability, sexual orientation or marital status. As such, we encourage women and groups who have been historically disadvantaged with respect to employment to apply for positions at Right To Play. We offer a family-friendly environment that allows for flexible work arrangements in order to support staff diversity and ensure a healthy work-life balance.

We are a child-centered organization. Our recruitment and selection procedures reflect our commitment to the safety and protection of children in our programs. **The successful candidate will be required to provide a satisfactory Vulnerable Sector Screening or equivalent criminal check as a condition of employment.**

Should you require any form of accommodation during the recruitment process, kindly contact the People & Culture team by email at careers@righttoplay.com

To learn more about who we are and what we do, please visit our website at www.righttoplay.com.

