

Junior Expert (JE) Job description

I. DESCRIPTIVE PART OF THE JOB

Application date	31 st May 2019
Job title	Junior Expert (JE) in Education (21 st century skills)
Main job domain (sector of activity)	Education
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	PZA170421T
	<input type="checkbox"/> NGA	If NGA : NGA name	
Full denomination of the project/programme	Resilience in Schools of East Jerusalem (RiSE)		
Project/programme 's location	Jerusalem		
Duty station of supervisor	Jerusalem	Duty station of JE	Jerusalem
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 st May 2019	Expected starting date for the job (dd/mm/yy): 1 st Feb 2020
	End date :	30 April 2022	
Requested JE contract duration	<input type="checkbox"/> 1 year	<input checked="" type="checkbox"/> 1 year with possible extension	<input type="checkbox"/> 2 years
Project/programme's contribution to the SDG's	<input type="checkbox"/> No poverty <input type="checkbox"/> Zero Hunger <input type="checkbox"/> Health & Well-being <input checked="" type="checkbox"/> Quality Education <input type="checkbox"/> Gender Equality <input type="checkbox"/> Water & Sanitation <input checked="" type="checkbox"/> Affordable & Clean Energy	<input type="checkbox"/> Decent Work & Economic Growth <input checked="" type="checkbox"/> Innovation & Infrastructure <input type="checkbox"/> Reduced inequality <input checked="" type="checkbox"/> Sustainable cities & Communities	<input checked="" type="checkbox"/> Responsible consumption & production <input checked="" type="checkbox"/> Climate <input type="checkbox"/> Life below water <input type="checkbox"/> Life on land <input type="checkbox"/> Peace & Justice <input type="checkbox"/> Partnerships for the Goals

<p>1. Context of project 2. Objectives of project 3. Beneficiaries of project 4. Main activities of project</p>	<p>1. Context Shortage of classrooms and substandard school infrastructure. In Waqf schools and private schools in East Jerusalem, there is a chronic shortage of classrooms and a large number of substandard and/or overcrowded facilities in use. Existing classrooms and facilities are insufficient to meet the needs of the current and growing population Access restriction and protection issues for students and teachers Given the growing isolation of East Jerusalem from the rest of the West Bank, students and teachers who hold a West Bank ID need a permit to travel to their school if it is situated on the West side of the wall. They face a number of difficulties including delays, harassment or revocation of permits. Because of access and movement restrictions, about 20% of students and teachers have difficulties in reaching their schools. High drop-out and underachievement of students. Dropout rates are considered very high in East Jerusalem. Some point at inadequate teaching methodologies that are almost exclusively teacher-centred and theory-based, prioritising rote learning over practical and higher order skills. The low quality of education is a function of the lack of qualified teachers, limited options for in-service teacher training, the lack of supervision and the general problems in the school infrastructure mentioned above.</p> <p>2. General Objective: To strengthen the resilience of the community in East Jerusalem by improving access to education and school infrastructure Specific objective: To increase the access to education in East Jerusalem through the creation of a healthy, safe, child and environment friendly education atmosphere involving the end users and the educational communities</p> <p>3. 2803 Students (1780 male, 1013 female) and 252 Teachers (58 male, 194 female) in 16 schools in East Jerusalem. Inhabitants of the five neighborhoods situated around the public spaces.</p> <p>4. Result 1 - The infrastructure of schools in East Jerusalem is improved and provides an inclusive, safe, healthy and environmentally friendly environment</p> <ul style="list-style-type: none"> - Selection—in coordination with TDH—and technical assessment of approximately 16 schools targeted for a comprehensive upgrading - Technical assessment of the existing school infrastructure, proposals by the end users for selected schools and definition of the scope of the works - Design, supervision and implementation of upgrading works for approximately 16 schools including the creation of 5 kindergarten units, adhering to legal, educational and environmental standards - Assessment of opportunities for extensions or tenure improvements of existing schools, legal advice, preliminary design and preparation for building permits <p>Result 2 - Students have gained life skills and have an increased sense of ownership of the school by being actively involved in the rehabilitation process</p> <ul style="list-style-type: none"> - Intra- and extra-curricular activities toward a collective artwork that will be integrated in approximately 11 "flagship" schools with artists through call for proposals - Creation of innovation labs in 3 secondary schools and training of teachers - Inauguration event in 11 schools <p>Result 3 - The community is actively involved in the creation of 5 semi-public external spaces in or around the upgraded schools</p> <ul style="list-style-type: none"> - Identification of 5 semi-public spaces opportunities inside or outside schools - Defining semi-public space usage and concept via 3 workshops with each community with a focus on inclusion and positive narrative - Design, landscaping works and equipment of semi-public spaces - Environment awareness-raising activities for the public, using the semi-public spaces
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Working language(s) in the project/programme	<input type="checkbox"/> French	<input type="checkbox"/> Portuguese
	<input checked="" type="checkbox"/> English	<input type="checkbox"/> Others:

Position of the JE within the organisation

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.

Supervisor's name, job title & background	Alexis Doucet International Technical Advisor – Infrastructure (Background: architecture, civil engineering, environment & urban planning).
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Resource person(s) for technical support's name, job title & background	Intervention manager of SYP project ("Skilled Young Palestine")
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For Enabel JE, the follow-up will be assured by a Junior Programme Project Officer.

For NGA JE: name & job title of the contact person from NGA headquarters that will assure the follow-up

JE – Job description

Job objective

Explain in one concise sentence the purpose of the job. What real need does this job fulfil? What's the added value of the job?

Ensure expertise in education and contribute to the direct implementation of activities of the STEAM and environmental awareness components of the project, by ensuring adequate and up-to-date teaching methods and sound methodology, alignment with the educational policies of the Ministry of Education / Directorate of Jerusalem and synergies with the partner organization for inclusive education (Terre des Hommes – Italy).

Result areas

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 consider the following for each result area: Why does the JE do this job? What will be his/her share of responsibility? What must (s)he achieve (objective)? Then list the activities that are to be performed to achieve the result. Ultimately list the final and tangible products that the JE is to produce. Please also indicate for each responsibility the importance (percentage of time) at a scale of 100.

*Please find an **example** below*

Result area n°	Time in % :	50 %
JE's role [as...]	As trainer	
JE's responsibility	On the level of the project, help the colleagues in the data-processing field and give formations in this field.	
In order to ... [objective]	in order to make so that the data-processing tool is used better and to improve work and to make it easier	
Most important tasks [What activities (= verbs) are to be performed to achieve the objective?]	<ul style="list-style-type: none"> • Identify the necessary formations • Give trainings • Help the colleagues with specific or systematic problems • Develop a training course 	
Expected outputs [What final and tangible products the JE is to produce?]	<ul style="list-style-type: none"> • Inventory of the team's training needs regarding ICT • Basic ICT manual for colleagues • Training plan for colleagues for a one year period • X trainings given • Operational training course + training of some key-staff members in its use 	

Result area n°1		Time in %:	35
JE's role	Education specialist (life skills)		
JE's responsibility	Technical support to the STEAM (Science, Technology, Engineering, Arts and Mathematics) and life skills development component of the project (21st century skills).		
In order to ...	Ensure Palestinian students benefit from the most relevant innovations and best practices at the global level		
Most important tasks	<ul style="list-style-type: none"> - Review of innovation labs sector at the international and local level - Follow-up the collective artworks production with the students using the innovation labs - contribute to the definition of the necessary equipment for the innovation labs, based on other experiences, - contribute to the definition of the extra-curricular and intra-curricular activities program with the directorate of education and teachers, using the innovation labs and developing the life skills of the students - contribute to train the teachers that will use the innovation labs 		
Expected outputs	<ul style="list-style-type: none"> - methodological note on the STEAM component - review of innovation labs sector in Palestine - training plan for teachers 		

Result area n°2		Time in %:	30
JE's role	As researcher		
JE's responsibility	Document the main environmental challenges within the specific context of Palestine and Israel and on the most useful local mitigation and adaptation measures;		
In order to...	In order to contribute to the definition of environment awareness raising activities to be carried out at school level and to make them most relevant to the context and attractive to the students.		
Most important tasks	<ul style="list-style-type: none"> - Carry out research on the main local sources of greenhouse gas emissions, biodiversity loss, solid waste production and risks related to climate change and on mitigation and adaptation measures; - Advise and contribute to define environment awareness activities and processes at school level - Ensure synergies between the awareness activities and the provided infrastructure and equipment (PV panels, planting areas, composting/orchards, recycle bins, eco-friendly and/or recycled materials for the innovation lab) 		
Expected outputs	<ul style="list-style-type: none"> - Report on research - Methodological note and operational plan on awareness raising activities 		

Result area n°3		Time in %:	35
JE's role	As facilitator / community liaison		
JE's responsibility	Ensure participation end-users : <ul style="list-style-type: none"> - for schools : (students, teachers, principal and janitors) in assessing their built environment and proposing improvements ; - for public spaces (inhabitants) : in proposing and designing their public space 		
In order to ...	Improve the end-users' sense of ownership of the school infrastructure and improve the adequation of the design of the interventions to their needs.		

Most important tasks	<ul style="list-style-type: none"> - Organize a participative assessment of the schools built environment through interviews, surveys; - Gather intervention proposals through design or ideas contests with the students (schools) and inhabitants (public spaces); - Possibly bring technical support to the organization of participative design workshops (e.g. using collaborative design tools such as Minecraft, Sketchup, etc.)
Expected outputs	<ul style="list-style-type: none"> - Participatory assessment - List of intervention proposals or design proposals for 9 schools and 1 to 5 public spaces

Besides these tasks mentioned above in the result areas, we can ask the JE, depending on the needs of the Junior Programme, to accomplish any other tasks that might be considered necessary for the correct functioning of the programme and that are in line with his/her profile.

JE's contribution to the Junior Programme priorities

Innovation

*What space does the function offer for experimenting with innovative tools/approaches?
E.g.: action research, testing & roll-out of new technologies, etc.*

The activities that will be developed for the STEAM/Life skills/Fab-lab component will be highly innovative, and will combine the use of new technologies (3D design, 3D printers, CNC-machines) with art and end-user collective collaboration.

Networking & partnerships

*Does the working environment offer opportunities to create/stimulate certain networks or partnerships (contribution to SDG 17)?
E.g.: organise a Good Practices workshop on a local level on a theme the JE is working on; represent the project in local thematic meetings/platforms, etc*

The working environment will surely offer opportunities to create or participate in existing networks, in the field of new technologies/innovation labs, in the Education in Jerusalem Working Group, and in the Environment Sector Working Group.

Capacity building

*How will the JE contribute to the capacity building of the local partners, of the hosting partner team, etc ?
Will (s)he have the possibility to work in pairs with a young local professional?*

The activities the JE will work on will entail training of teachers on STEAM and the use of new technologies, to mainstream this field in the curriculum.

Requested profile

Required training/degree for the job

*> Remark : will be eliminatory on CV for the candidates.
Be complete & specific, please.*

Agronomy/
Bio-engineer
 Biology/
Environment
 Geography
 Civil/industrial/
electrical engineer/
Architect
 ICT/NTIC
 Mathematics/
Exact sciences
 Law/Criminology

Political sciences/
International relations/
Diplomacy
 Sociology/
Anthropology/Social work
 Psychology
 History/Philosophy/
Art/Religion
 Educational sciences
 Human resources
 Organizational
development

Economy/Commercial
engineer/Marketing
 Communication/Public
relations/Journalism
 Languages/Philology
/Translator
 (Bio/Para)medical sciences
 Public health
 Development studies
 All profiles
 Others and/or details (if
needed) : **AND an education
certificate, degree**

Necessary specific knowledge for the job > Remark : will be eliminatory on CV for the candidates.	- Experience in educational engineering (3 months)			
Language skills > Indicate which language skills are essential or preferable for the job with possible comments on the expected level of knowledge and/or an argumentation.	Languages	Knowledge	Comments	
	English	<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Preferable		
		<input type="checkbox"/> Essential <input type="checkbox"/> Preferable		
Preferred assets for the job > Remark : will <u>not</u> be eliminatory on CV for the candidates.	- Past experience in collaborative processes - Interest in ICT, automation and robotics - Creativity and artistic skills -strong interest in environment, STEAM subjects			
	Driver's licence for motorcycle & car	Motorcycle	<input type="checkbox"/> Essential <input type="checkbox"/> Preferable	Car

Country context information			
Living conditions			
Capital / rural area	« Capital » (Jerusalem). Full urban life.		
Security context	Rather safe since several years. Real-time security messages from UN give advice on which zones may be troubled (demonstrations, police operations, etc.)		
Access to services	Easy access to plenty of services		
Isolation / social life	Multicultural city life		
Location suited for families (with children)	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
Other useful observations?			
Work context & conditions			
Work location	Jerusalem		
Field exposure? (Direct contact with beneficiaries & local reality, frequency field missions,...)	Yes – most of the work to be carried out with beneficiaries in schools		
Accessibility of the supervisor	In the same office in Jerusalem		
Teamwork / isolated work	Teamwork		
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 checked="" type="checkbox"/> Borrow a car belonging to the project/programme when required		
	<input type="checkbox"/> Local transport? What? :		
What transport arrangements will the JE consider in order to ensure his/her private travels/journeys?	<input checked="" type="checkbox"/> Other, please specify: electric bike possible for nearby schools and old city		
	<input type="checkbox"/> Motorcycle		
	<input type="checkbox"/> Car		
Other useful observations?	<input checked="" type="checkbox"/> Local transport? What? : Walking, Bus, Tram, Taxi, Bicycle, Train		
	<input type="checkbox"/> Other, please specify :		
Other useful observations?	Previous juniors were living at walking distance from the office		