

## Junior Expert (JE) Job description

### I. DESCRIPTIVE PART OF THE JOB

<b>Application date</b>	09/06/2020
<b>Job title</b>	Junior Expert (JE) in didactics, innovation and research
<b>Main job domain (sector of activity)</b>	Learning activities in First Aid (FA), Water, Sanitation and Hygiene (WASH) and Disaster Risk Reduction (DRR) projects <i>(ex: justice, agriculture, etc.)</i>
<b>Job holder (name of JE)</b> <i>(to be filled in after the selection of JE)</i>	
<b>Job holder's (JE's) Signature + date</b> <i>(to be filled in after the selection of JE)</i>	

General information			
<b>Enabel or NGA Project/programme</b>	<input type="checkbox"/> Enabel	<b>If Enabel : Navision code</b>	
	<input checked="" type="checkbox"/> NGA	<b>If NGA : NGA name</b>	Belgian Red Cross – Flanders (BRC-FL)
<b>Full denomination of the project/programme</b>	To assist Tanzania Red Cross Society (TRCS) and other partner Red Cross Societies with didactic and research support in order to increase the effectiveness of First Aid, WASH and DRR learning activities to its volunteers and beneficiaries <sup>1</sup>		
<b>Project/programme 's location</b>	Tanzania		
<b>Duty station of supervisor</b>	Dar Es Salaam, Tanzania	<b>Duty station of JE</b>	Dar Es Salaam, Tanzania
<b>JE will be assigned to</b>	<input checked="" type="checkbox"/> Project/programme		<input type="checkbox"/> Representation (Enabel)/Country Office (NGA)
<b>Project duration (dd/mm/yy)</b>	<b>Start date:</b>	1/7/2017 (FA and WASH) & 1/12/2020 (DRR)	<b>Expected starting date for the job (dd/mm/yy):</b> As soon as possible
	<b>End date :</b>	31/12/2021 (FA and WASH) & 30/11/2022 (DRR)	
<b>Requested JE contract duration</b>	<input type="checkbox"/> 1 year	<input checked="" type="checkbox"/> 1 year with possible extension	
<b>Project/programme's contribution to the SDG's</b>	<input type="checkbox"/> No poverty <input type="checkbox"/> Zero Hunger <input checked="" type="checkbox"/> Health & Well-being <input checked="" type="checkbox"/> Quality Education <input type="checkbox"/> Gender Equality <input checked="" type="checkbox"/> Water & Sanitation <input type="checkbox"/> Affordable & Clean Energy		<input type="checkbox"/> Decent Work & Economic Growth <input type="checkbox"/> Innovation & Infrastructure <input type="checkbox"/> Reduced inequality <input type="checkbox"/> Sustainable cities & Communities
			<input type="checkbox"/> Responsible consumption & production <input 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

<sup>1</sup> BRC-FL has projects in Tanzania on First Aid (FA), WASH and DRR. The JE is expected to contribute to all these projects.

<p><b>1. Context of project</b>  <b>2. Objectives of project</b>  <b>3. Beneficiaries of project</b></p>	<p><b>1. Context of project</b></p> <ul style="list-style-type: none"> <li>A. First Aid: Despite having some gains in the health sector, the Tanzanian population still faces a high burden of disease (especially due to malaria, TB, and HIV/AIDS). Our intervention aims to strengthen coping mechanisms within the communities by providing timely first aid services through community-based first aiders.</li> <li>B. WASH: The project in Tanzania is situated in Buhigwe district where BRC-FL is experimenting with a new methodology for hygiene promotion. It is complementary to the Belgian Development Agency (Enabel) WASH intervention and possibilities for synergy can be explored.</li> <li>C. DRR: Natural hazards like floods, landslides and storms continue to have a grave human and economic toll in Tanzania. The lack of sufficient well-functioning response structures makes the impact of a disaster often even larger. The general lack of institutional and community preparedness for natural hazards also worsens the vulnerability of the population. With our disaster risk reduction interventions we aim to strengthen this institutional capacity of the National Society (NS) and better prepare communities for disasters through increased DRR awareness and enhanced response capacities.</li> </ul> <p><b>2. Objectives of project<sup>2</sup></b></p> <ul style="list-style-type: none"> <li>A. First Aid: High quality FA education for different target groups is available by 2021, as such enhancing community level resilience and emergency care capacity (output 2.1.)</li> <li>B. WASH: It aims to improve the general health of the community by decreasing the risk of infectious disease from spreading.</li> <li>C. DRR: To raise awareness and inform people at community level on how they can get better prepared and what they can do in order to mitigate the impact of disasters.</li> </ul> <p><b>3. Beneficiaries of project</b></p> <ul style="list-style-type: none"> <li>A. First Aid: Direct beneficiaries: 5 FA master trainers, 25 FA instructors and 400 first aid trained volunteers</li> <li>B. WASH: Direct beneficiaries: 13.042. Our WASH projects target entire communities which are often rural.</li> <li>C. DRR: Direct beneficiaries: Approx. 19 000 people. This represents 5% of the population of the target communities whom will benefit directly of DRR interventions as we assume they will be hit by natural disasters in the future and benefit directly via enhanced preparedness to these disasters (estimation based upon reports from previous Disaster Preparedness programmes).</li> </ul>
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<sup>2</sup> We focused on the most important objectives linked to the job description of the JE

**4. Main activities of project****4. Main activities of project**

- A. First Aid: Standardization of FA curriculum, development of quality evidence-based FA materials, setting up training infrastructure (human resources and tools) and training of volunteers and lay people in first aid
- B. WASH: Provision of safe drinking water, provision of latrines and behavioral change interventions on hygiene measures like handwashing.
- C. DRR: Increasing the institutional preparedness for response capacity of the NS (via specific trainings and via provision of equipment) & preparing communities and specifically youth within these communities to better cope with the impact of disasters through increased awareness and enhanced response capacities (via awareness raising sessions on DRR for instance, and trainings)

<b>Position of the JE within the organisation</b>	
<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>	
<b>Supervisor's name, job title &amp; background</b>	<p><b>Leila Kibet</b>, Country Representative of BRC-FL, Master in Public Health and Degree in Education Science &amp; expert in Disaster Management and Cash Transfer Programming.</p>
<b>Resource person(s) for technical support's name, job title &amp; background</b>	<p>HQ Belgian Red Cross at Mechelen : <b>Elke Weyenbergh</b>, Focal Point First Aid, Pharmacist &amp; First Aid instructor; <b>Charlotte Schelstraete</b>, Focal Point WASH, Master in Geology &amp; expert in RANAS methodology; <b>Elien Danckaerts</b>, Focal Point DRR, Master in Bioscience engineering; Prof Dr <b>Emmy De Buck</b>, Manager of the Center for Evidence-Based Practice (CeBAP) at BRC-FL, PhD Medical Science, Medical microbiology and Bacteriology</p> <p>HQ Tanzania Red Cross Society at Dar Es Salaam: <b>Kheri Issa</b>, First Aid coordinator, diploma in clinical medicine; <b>Nicodemus Nkiami</b>, WASH coordinator, civil engineer; <b>Vivaoliva U. Shoo</b>, Director Disaster Management, Masters in Development Policy and Practice of Civil Society</p>
<p><b>For Enabel JE, the follow-up will be assured by a Junior Programme Project Officer.</b></p>	
<b>For NGA JE: name &amp; job title of the contact person from NGA headquarters that will assure the follow-up</b>	<p><b>Katrijn Piedfort</b>, HR Business Partner</p>
<b>JE – Job description</b>	
<b>Job objective</b>	
<p><i>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?</i></p>	
<p>To improve existing and to develop new innovative training materials, methods and resources used for learning activities in the fields of First Aid, WASH and DRR, in order to improve learning impact and thus the effectiveness of our interventions.</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 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.</i></p> <p><i>Please find an <b>example</b> here and start completing from the case Result Area n° 1 here below.</i></p>	
Result area n°	
<b>JE's role</b> [as...]	As trainer
<b>JE's responsibility</b>	On the level of the project, help the colleagues in the data-processing field and give formations in this field.
<b>In order to ...</b> [objective]	in order to make so that the data-processing tool is used better and to improve work and to make it easier
<b>Most important tasks</b> [What activities (= verbs) are to be performed to achieve the objective?]	<ul style="list-style-type: none"> <li>• Identify the necessary formations</li> <li>• Give trainings</li> <li>• Help the colleagues with specific or systematic problems</li> <li>• Develop a training course</li> </ul>
<b>Expected outputs</b> [What final and tangible products the JE is to produce?]	<ul style="list-style-type: none"> <li>• Inventory of the team's training needs regarding ICT</li> <li>• Basic ICT manual for colleagues</li> <li>• Training plan for colleagues for a one year period</li> <li>• X trainings given</li> <li>• Operational training course + training of some key-staff members in its use</li> </ul>

With the hiring of the JE, we aim to improve the design of the learning activities (products) on the one hand and the delivery of the learning activities (resources) on the other hand. To that end, scientific-standard research will be undertaken into the learning outcomes (knowledge, skills, attitudes) and learning impact (use of learning) of our learning activities. The data generated by the research will further inform the (re-)development of training materials, methods and resources, and the adoption of innovative and digital approaches to learning will be stimulated.

The above description of this assignment, is translated into the following 3 result areas:

Result area n°1		Time in % :	35
<b>JE's role</b>	As product developer		
<b>JE's responsibility</b>	To support trainers/staff of TRCS (Tanzanian Red Cross) and BRC (Belgian Red Cross) HQ with <b>technical advice on and revision of didactic materials an approaches, and to develop new learning tools</b>		
<b>In order to...</b>	... have more <b>impactful</b> learning activities in the FA, WASH and DRR projects.		

<b>Most important tasks</b>	<ul style="list-style-type: none"> <li>• To make <b>monitoring visits</b> to observe trainings, behavioral change interventions and awareness campaigns, including to other partner countries of BRC-FL in the region when appropriate;</li> <li>• To <b>study</b> and review critically all learning materials and tools used;</li> <li>• To develop new materials with game-elements and gamification principles that can be used by TRCS and other Red Cross societies in the region (<b>gamification</b>);</li> <li>• To look into options to <b>digitalize</b> the learning materials, tools and approaches;</li> <li>• To be an advocate for <b>innovation</b> in the learning activities based on the latest <b>scientific research</b>.</li> </ul>
<b>Expected outputs</b>	<ul style="list-style-type: none"> <li>• <b>Improved and new learning materials and tools:</b> <ul style="list-style-type: none"> <li>○ First aid: To update the didactics manual for the Training of Trainers (ToT), to revise Basic FA training curriculum and materials to suit needs and learning abilities of different audiences esp children, persons with learning inabilities (the deaf, damp, disabled), to update posters and powerpoints, etc;</li> <li>○ WASH: To develop a manual for RANAS (Risks, Attitudes, Norms, Abilities, Self-Regulation) volunteers and a ToT manual, to support the development of a WASH manual for schools, etc;</li> <li>○ DRR: To contextualize a DRR interactive board game for youth, to look into methods to increase motivation for participation and activity in the DRR lessons, to support a DRR competition between schools, to review existing education materials like booklets and posters in schools, to review and provide suggestions for improvement on awareness raising videos and messages for youth, etc.</li> </ul> </li> </ul> <p>(note: the exact scope of the assignment and deliverables will be agreed upon at the beginning of the contract, and will take into account the experience, skills and interests of the selected candidate, and a priority-ranking in needs)</p>

<b>Result area n°2</b>		<b>Time in % :</b>	35
<b>JE's role</b>	As trainer, coach and advisor		
<b>JE's responsibility</b>	To <b>coach and advise trainers</b> and develop tools for continuous support to staff and volunteers engaged in learning activities		
<b>In order to ...</b>	... have a <b>better delivery and higher quality</b> of the learning activities by staff and volunteers.		

<b>Most important tasks</b>	<ul style="list-style-type: none"> <li>• To understand the culturally-sensitive art of giving and receiving <b>feedback</b> and to include that in training design;</li> <li>• To do interviews with trainers and staff to identify challenges on how to <b>support new trainers</b> and with regard to the cascade learning method used in our projects;</li> <li>• To understand the latest <b>scientific principles</b> with regard to distance learning;</li> <li>• To develop innovative and digital materials to organize support, follow-up and <b>quality control</b> of trainers from a distance;</li> <li>• To develop a standardized <b>coaching trajectory</b> that can be used by TRCS and other Red Cross Societies in the region.</li> </ul>
<b>Expected outputs</b>	<ul style="list-style-type: none"> <li>• <b>New materials and tools with regard to the delivery and quality of the learning activities:</b> <ul style="list-style-type: none"> <li>○ First Aid: manual with guidelines on how to coach from a distance, how to write a personal development plan, how to provide effective feedback in a culturally-sensitive way etc;</li> <li>○ WASH and DRR: To develop a competence profile for WASH and DRR volunteers and tools to monitor the quality of the learning and awareness raising activities, etc;</li> <li>○ General: analysis and introduction of new ways for teaching and awareness raising in our projects</li> </ul> </li> <li>• A standardized <b>coaching trajectory</b> (template, approach and program).</li> <li>• Direct <b>coaching and support</b> to trainers</li> </ul> <p>(note: the exact scope of the assignment and deliverables will be agreed upon at the beginning of the contract, and will take into account the experience, skills and interests of the selected candidate, and a priority-ranking in needs)</p>

<b>Result area n°3</b>		<b>Time in % :</b>	30
<b>JE's role</b>	As researcher		
<b>JE's responsibility</b>	To conduct scientific research <b>on the learning activities</b> , including the tools and materials		
<b>In order to ...</b>	... determine and increase the <b>effectiveness</b> of our learning activities (learning outcomes and impact).		
<b>Most important tasks</b>	<ul style="list-style-type: none"> <li>• To understand and apply the philosophy of <b>evidence-based practice</b>;</li> <li>• To <b>conduct data-driven research</b> on the learning activities by, amongst others, doing pre- and post-test surveys to check the direct learning outcomes of the trainings, behavioral change interventions and awareness raising campaigns;</li> <li>• To <b>support the primary research study</b> of BRC-FL on the effectiveness in the application of First Aid with regard to traditional learning vs blended learning in Tanzania in 2021;</li> <li>• To make <b>statistical analysis</b> of the research results and translate the findings into recommendations.</li> </ul>		
<b>Expected outputs</b>	<ul style="list-style-type: none"> <li>• <b>Data-set</b> available for regular monitoring of learning outcomes, including standardized analysis-tools (R-script) and reporting formats</li> <li>• <b>Lessons-learned and recommendations</b> for the improvement of learning outcomes</li> <li>• Contributing to <b>papers and presentations</b> regarding the primary research into effectiveness of FA blended learning</li> </ul>		

*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.*

<b>JE's role</b>	Product developer
<b>JE's responsibility</b>	To assist BRC-FL and TRCS to introduce <b>innovative</b> learning materials
<b>In order to ...</b>	... to reach <b>more beneficiaries</b> , to be <b>more cost-efficient</b> and to have <b>more impact</b> .
<b>Most important tasks</b>	<ul style="list-style-type: none"> <li>▪ To do research on what <b>innovative</b> learning methods are already being used in the different fields of expertise and the sector at large;</li> <li>▪ To develop new innovative learning approaches like <b>gamification</b> and <b>digitalization, and strengthen the digital learning components</b>;</li> <li>▪ To assure the materials are <b>culturally appropriate</b>.</li> </ul>
<b>Expected outputs</b>	<ul style="list-style-type: none"> <li>▪ New innovative <b>teaching materials</b></li> <li>▪ <b>Promotional activities</b></li> </ul>

#### 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*

<b>JE's role</b>	Representative of BRC-FL
<b>JE's responsibility</b>	To present the new learning materials and research in <b>meetings</b> with different stakeholders and at <b>conferences, regional workshops</b>
<b>In order to ...</b>	... to present and disperse the <b>new learning materials and research</b>
<b>Most important tasks</b>	<ul style="list-style-type: none"> <li>▪ To <b>prepare</b> the documentation and presentations for meetings and conferences;</li> <li>▪ To <b>participate</b> in regional Red Cross meetings to present newly developed materials with staff and volunteers to other Red Cross national societies;</li> <li>▪ To <b>disperse</b> newly developed materials during meetings and conferences.</li> </ul>
<b>Expected outputs</b>	<ul style="list-style-type: none"> <li>▪ A large <b>network</b> of partners and stakeholders whom are informed on our learning activities and results;</li> <li>▪ Summarized reports with potential actions points;</li> <li>▪ <b>Increased interest</b> in the work of Belgian Red Cross – Flanders by other participants.</li> </ul>

#### 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?*

<b>JE's role</b>	Trainer, coach, advisor
<b>JE's responsibility</b>	To <b>guide Red Cross staff and volunteers</b> of TRCS and other Red Cross Societies in the region on the new training materials and methods
<b>In order to ...</b>	... to increase their training and teaching capacities and to institutionalise these capacities.
<b>Most important tasks</b>	<ul style="list-style-type: none"> <li>▪ To have <b>consultative meetings</b> with all people involved;</li> <li>▪ To make <b>changes</b> based on the <b>feedback</b> received and data collected;</li> <li>▪ To organise <b>workshops</b> to train people in the use of materials, new methods.</li> <li>▪ To act as an advisor and coach to key staff and volunteers involved in learning activities</li> </ul>
<b>Expected outputs</b>	<ul style="list-style-type: none"> <li>▪ Increased teaching / training skills and competences for those involved</li> </ul>



Requested profile			
<b>Required training/degree for the job</b> > <b>Remark</b> : will be eliminatory on CV for the candidates. Be complete & specific, please.	<input type="checkbox"/> Agronomy/ Bio-engineer <input type="checkbox"/> Biology/ Environment <input type="checkbox"/> Geography <input type="checkbox"/> Civil/industrial/ electrical engineer/ Architect <input type="checkbox"/> ICT/NTIC <input checked="" type="checkbox"/> <b>Mathematics/ Exact sciences</b> <input type="checkbox"/> Law/Criminology	<input type="checkbox"/> Political sciences/ International relations/ Diplomacy <input type="checkbox"/> Sociology/ Anthropology/Social work <input type="checkbox"/> Psychology <input type="checkbox"/> History/Philosophy/ Art/Religion <input checked="" type="checkbox"/> <b>Educational sciences</b> <input type="checkbox"/> Human resources <input type="checkbox"/> /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 type="checkbox"/> Development studies <input type="checkbox"/> All profiles <input type="checkbox"/> Others and/or details (if needed) : ...
<b>Necessary specific knowledge for the job</b> > <b>Remark</b> : will be eliminatory on CV for the candidates.	- If educational sciences, professional experience in statistical analysis (3 months minimum) - If mathematics/exact sciences, an education certificate is needed.  -Knowledge of statistical analysis, including R scripting		
<b>Language skills</b> > Indicate which language skills are essential or preferable for the job with possible comments on the expected level of knowledge and/or an argumentation.	<b>Languages</b> English	<b>Knowledge</b> <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Preferable	<b>Comments</b> A level of professional working proficiency is expected for both writing and speaking
		<input type="checkbox"/> Essential <input type="checkbox"/> Preferable	
		<input type="checkbox"/> Essential <input type="checkbox"/> Preferable	
<b>Preferred assets for the job</b> > <b>Remark</b> : will <u>not</u> be eliminatory on CV for the candidates.	-Ability to conduct scientific research -Skills: self-competent to learn, analytical, reflective attitude, flexible, responsible, innovative, to be a team player, good communication skills, to be cultural sensitive, result-oriented -Interest to learn Swahili would be welcomed, as many teaching activities are conducted in the local language (though key staff and volunteers speak English)		
<b>Driver's licence for motorcycle &amp; car</b>	<b>Motorcycle</b>	<input type="checkbox"/> Essential <input type="checkbox"/> Preferable	<b>Car</b>
		<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Preferable	

Country context information	
<b>Living conditions</b>	
<b>Capital / rural area</b>	Capital
<b>Security context</b>	Safe
<b>Access to services</b>	High
<b>Isolation / social life</b>	Dar Es Salaam is a vibrant city, but field visits require travelling to rural areas with basic life standards
<b>Location suited for families (with children)</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Other useful observations?</b>	
<b>Work context &amp; conditions</b>	
<b>Work location</b>	Dar Es Salaam
<b>Field exposure?</b> (Direct contact with beneficiaries & local reality, frequency field missions,...)	Up to 50% of the time. The JE will participate in many trainings and observe other learning activities (awareness raising, behavioral change activities) in different areas of the country. S/He will be working frequently alongside trainers, volunteers and staff in the field while developing materials or conducting research. Direct contact with beneficiaries (eg volunteer trainers, members of DRR response teams) is essential for the successful completion of the assignment.

<b>Accessibility of the supervisor</b>	Daily basis
<b>Teamwork / isolated work</b>	Teamwork
<b>What transport arrangements will the <u>project</u> consider in order to insure the JE's <u>professional</u> travels/journeys?</b>	<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? :
	<input type="checkbox"/> Other, please specify :
<b>What transport arrangements will the <u>JE</u> consider in order to ensure his/her <u>private</u> travels/journeys?</b>	<input type="checkbox"/> Motorcycle
	<input type="checkbox"/> Car
	<input checked="" type="checkbox"/> Local transport? What? : Uber, taxi
	<input type="checkbox"/> Other, please specify :
<b>Other useful observations?</b>	Dar Es Salaam has a tropical climate with rather high temperatures