



Programme Manager

Roles and Responsibilities

1. Programme management responsibilities

The overall objective of the project is the development and testing of the project intervention with a goal of promoting positive, gender norm transformative, social-emotional learning during early adolescence. The *project* intervention builds on research from transdisciplinary developmental science that indicates that early adolescence (ages 10-11), is a period of dynamic maturational changes. These include the onset of pubertal development, which begins a period of rapid physical growth (including extensive brain development) and sexual maturation, as well as changes in cognitive, social, emotional, psychological, and behavioral processes. This highly innovative intervention leverages the developmental changes that occur with the onset of puberty that appear to create natural affinities for , particularly in the social domain. In contrast to didactic learning models, is a process through which learners engage in self-motivated inquiry, supported by teachers/facilitators, information, and materials, in order to “discover” the intended content. Key elements to creating sustainable project include: a) engaging motivation and natural curiosity, and b) providing social support that includes a balance of monitoring/support while also promoting youth-driven discoveries (individually and in small groups). To achieve this, *project* uses an adult supported approach to promote youth-driven and leverages digital technology to engage youth.

The **Project** intervention has been designed as a 14-session, public, primary-school-based intervention for 10-11 year olds. Students will work in small, same-age, mixed gender groups that will be led by young adult (20 to 30-year-old) trained facilitators who will serve as mentors/coaches. Using a case-based learning model, the youth will learn a group process for problem solving including evaluating what is known about a particular topic, identifying new questions and areas of inquiry, making hypotheses, and creating a strategy about how to gather information to answer their questions and/or solve problems. A core element of the learning and problem solving exercise will involve using internet enabled tablets to gain access to information and/or to engage in interactive learning exercises relevant to the problem at hand. The use of the technology will be supported by adults with learners gaining increased privileges and expanded access over time as they demonstrate successful, effective use. Students will use the technology to build effective communication skills, learn to content, and build critical thinking skills.

Technical

- Provide management oversight of the implementation of the 3 phases of the Discover Learning intervention in close coordination with UC Berkeley Center on the Developing Adolescent.
- Liaise closely with the Ministries of Health and Education for technical guidance to the programme.
- Develop detailed implementation plans, procurement plans and phased financial forecasts in collaboration with the Center on the Developing Adolescent.
- Work in partnership with the Center on the Developing Adolescent to develop training for the project facilitators.
- Serve as the master facilitator of the Discover Learning intervention delivering the intervention in the classroom during all three phases of implementation.
- Ensure successful implementation of the Discover Learning intervention among all project staff. In consultation with the Center on the Developing Adolescent provide ongoing training opportunities for project facilitators.
- Establish and maintain relationships with intervention schools, local education boards, parents, and community leaders.
- Ensure that all planned activities and related expenditures for the Discover project are on track and in strict compliance with the agreed budget lines and organization's financial regulations and reviewed on a monthly basis during Award Review Meetings.
- Support partners in the implementation of projects and ensure a capacity assessment and development plan is in place, regularly reviewed and followed-through.
- Regularly travel to field site locations to lead the start-up, manage implementation, and in coordination with

MEAL staff oversee the monitoring of project activities.

- Consult with the Center on the Developing Adolescent to develop curriculum and training materials. May involve annual travel to the US.
- Ensure all programme activities on the ground fulfil the requirements of approved the organization Country strategic plan.

Operational

- Ensure all staff comply with the organization financial and logistics procedures.
- Work in partnership with the Center on the Developing adolescent to ensure functional systems are in place for effective project planning, preparation, start-up and implementation.
- Communicate regularly with Center on the Developing Adolescent US-based team to monitor the progress of the project and inform program improvement.
- Prepare monthly projects updates and quarterly / annual reports including all project documentation and ensure timely submission to the Senior Management, donors through head office.
- Ensure all programme activities on the ground fulfil the requirements of approved contract with the Center on the Developing Adolescent and the organization Country strategic plan.
- Collaborate with to be named technology partner on development, revision, and implementation of intervention components and facilitating successful introduction of technology into intervention sites.
- Ensure that security guidelines are prepared and followed in the project locations and that any breaches of these are handled appropriately: monitor the security situation in the project area and respond accordingly.
- Record and report any security incidents to the Director of Programme Operations/Country Director.
- Incorporate child rights programming into the implementation of the Discover Learning intervention with support from head office colleagues and ensure requirements of the organization Child Safeguarding Policy are fully complied with by all staff and partners in the Discover Project.

2. Monitoring, Evaluation, Accountability and Learning / Research

- Provide feedback on the process evaluation design and tools to the MEAL team
- Work closely with Dalberg to strengthen the process evaluation
- In collaboration with the MEAL team, ensure implementation of the process evaluation and develop a learning feedback loop, including the Center on the Developing Adolescent, to facilitate intervention improvement.
- Partner with the MEAL team to engage Ministries of Health and Education, as well as local school administrators and teachers in process evaluation.
- In collaboration with MEAL unit and process evaluation team from GEAS, provide input on implementation benchmarks and regularly review progress on indicators/achievement of targets.
- Engage in regular discussions with the Center on the Developing Adolescent, HPON and Dalberg about monitoring findings, review MEAL process evaluation reports to highlight key project strengths and areas of improvement, and use learning from monitoring reports for Discover Learning intervention revision.

3. Staff Management and Development

- Line management responsibilities for the Discover Learning project staff, and office staff.
- Ensure the recruitment, training, and promotion of staff as appropriate and ensure appropriate professional development opportunities are provided.
- Manage the performance of all supervisees through the effective use of the Performance Management System and ongoing mentoring/coaching.
- Lead, manage and motivate the relevant staff members, ensuring they have clear work plans and objectives and receive quarterly supervisions and reviews.
- Ensure all staff receive the relevant training and support required to enable them to undertake their responsibilities effectively in line with internal project management systems

4. The Organization representation

- Regularly coordinate and collaborate with other SC sector teams to strengthen programming and impact for early adolescents.
- Engage the donor and Tanzania government officials at all required levels as required to ensure the organization is considered a preferred and active partner in Tanzania.
- Represent Discover Learning in technical coordination meetings with WFP, EU and local and international

partners, and any other relevant meeting when required.

Educational Qualifications

- Degree level in public health, public policy, education, child development, or other relevant discipline. Masters preferred.

Experience Requirements

- Two years of relevant work experience facilitating interventions with adolescents. Preference for experience working with early adolescents.
- Two years of relevant work experience supervising and training project staff. Preference for experience supervising and training staff to work with early adolescents.
- Five years of relevant area work experience in adolescent health, education, program management, and/or development.
- Experience working with public schools and local communities will be considered as strong assets as well as practical knowledge of child participation methodologies.
- Strong knowledge on Discovery and exploratory/expeditionary learning methods. Teaching experience is an added advantage
- Experience in youth facilitation
- Good understanding and experience on research and research methodologies
- Strong technical grasp of maternal and child health, adolescent health, and/or education.
- Demonstrated experience in working effectively with CSOs, community volunteers, beneficiaries and stakeholders. Empowerment focused experience preferred.
- Experience in building relationships, fostering interagency coordination and experience of representing an organisation to external parties.
- Strong demonstrable understanding of programme management, monitoring, evaluation, learning and accountability and experience integrating evaluation activities into intervention activities. Budget holding responsibilities – experience of managing an annual budget of approximately \$250,000.
- Problem-solving and decision-making skills.
- Proven leadership skills.
- High level of flexibility, enthusiasm, and excitement for innovation.
- Bi-lingual in English and Swahili.
- Ability to communicate effectively with a wide range of stakeholders including early adolescents, project partners, and other key stakeholders.
- Passport and ability to travel to the US.
- High level report writing skills in English.

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