

Project Officer - Education (Let's Play & Learn Project)

Location: [Africa] [Kenya]

Town/City: Matete

Category: Education & Life Skills

Job Type: Open-ended, Full-time

You will be required to produce a current (within 3 months) Original Police Clearance Certificate or waiting receipt during interview in case you are shortlisted

Job Title : Project Officer – Education (Let's Play and Learn Project)

Reporting to : Project Manager – Let's Play and Learn Project

Grade Level : 12

Work Location : Ilaramatak and Matete

Purpose of Position

Provide technical support in the implementation and monitoring of the LET'S PLAY AND LEARN PROJECT to ensure Integration of play in learning through improved skills among teachers, increased access to quality inclusive teaching & learning resources and improved ecosystem that supports learning through play in the identified schools and communities in Matete and Ilaramatak.

Major Responsibilities

Project design, Planning and Implementation (45%)

- Conduct termly material development sessions to enhance skills and increase variety of play

materials for the targeted schools.

- Organize termly quality meetings for targeted teachers to showcase best practices in the integration of play and materials in teaching
- Support establishment of language and play corner in grade 1-3 classrooms for the targeted primary schools
- Coordinate the distribution of attractive T/L materials and equipment for the identified target schools to enhance access to materials by learners.
- Organize fun learning activities to enhance collaboration amongst learners (contest, symposiums, role plays, debates, reading camps) for the identified schools
- Spearhead sensitization of caregivers on importance of play and T/L materials and equipment to enhance meaningful and deliberate involvement in provision of T/L materials
- Mobilize BOM members in targeted schools to plan and allocate resources for provision of play materials and equipment to enhance enrich learning Conduct training of Area Advisory Committees at ADP and Sub-ADP levels to enhance their capacity to Prevent, Detect and Respond to Child Abuse
- Mobilize caregivers termly to develop play and learning materials to enhance access to adequate materials by learners
- Support quarterly for a with MOE/TSC for project planning, monitoring, coordination and sharing of evidence to inform policy
- Ensure that parents/caregivers support and engage in early learning opportunities for 0–3-year-old.
- Ensure Most Vulnerable Children (MVCs) and Registered Children (RC) families are involved as stakeholders and as beneficiaries so that the interventions meet their needs.
- Promote equal and inclusive access to learning opportunities and participation in play activities

for boys and girls to enhance child development and well-being including for children with disabilities

- Ensure accurate and quality Child Learning PDDs, Project AoP's and 4D matrix.
- Ensure effective integration of the project's interventions with other projects in the program.
- Promote the sustainability of project interventions by ensuring the ownership by the beneficiaries (community involvement, local administration involvement) of the implemented activities.

Quality Assurance, Monitoring, Reporting and Documentation (20%0

- Ensure that children have access to information, consulted, participate and share feedback on project interventions.
- Ensure alignment of all project activities with the stipulated Design, Monitoring, Evaluation, Accountability & Learning (DMEAL) standards.
- Ensure sustained data collection, analysis and interpretation to inform decision making at local and National level.
- Analyze, share and appropriately utilize project information gathered in the Area Programs (Aps) monitoring activities
- Facilitate regular reflection meetings to ensure action on all issues from the monitoring reports.
- Develop quality annual, semi-annual and monthly management reports in line with World Vision (WV) and donor reporting guidelines and per project schedule.
- Ensure adequate participation of parents/caregivers, community members and other stakeholders in the planning, implementation, review and evaluation of the project to promote ownership of project interventions by all stakeholders.
- Identify project's best practices and support documentation and dissemination of lessons learnt, best practices and project related data.

Community Empowerment & Capacity building (10%)

- Support parental engagement to enhance safe and secure learning environment at household, community and at school.
- Mobilize and empower parents and caregivers to support their children to achieve expected early learning outcomes.
- Mobilize community members and facilitate empowerment programmes for ownership and sustainability of the project's activities
- Build capacity of communities and partners on integration for synergy and community based monitoring for sustainability of project's interventions
- Build the capacity of education (e.g PTAs, BoMs, CBOs,) partners to enable them effectively intervene in the project.
- Organise training for targeted teachers on integration of play and material development for developing early literacy skills among learners using the Agakhan LtP modules.
- Coordinate bi-annual training for the targeted teacher coaches to enhance coaching and mentorship skills.

Collaborations, Advocacy, Engagement, Networking and Partnerships (10%)

- Strengthen the interaction between the communities and the decision makers by establishing or strengthening existing platforms for advocacy in partnership with other development actors.
- Empower community to participate in the Annual County Government's Planning and Budgeting process and influence resource allocation to the priority needs of the most vulnerable groups within the Area Programme.
- Work with other AP staff to engage in advocacy activities with the government structures at the County level, to address the education needs of local communities and inform national level

advocacy initiatives

- Work with community groups to utilize Citizen Voice and Action (CVA) to enable service users and local partners engage directly with local government to improve the quality of government services for children and to generate information and evidence for use in national level advocacy work.
- Support community engage constructively with duty bearers and service providers to improve access to, and quality Early Childhood Development (ECD) services.
- Work together with MOE/TSC for project planning, monitoring, coordination and sharing of evidence to inform policy
- Collaborate with relevant line ministries to implement project interventions within the APs.

Resource Acquisition and Sponsorship Management (5%)

- Provide information to inform fund raising initiatives for ECD
- Mobilize the community for community contribution in project interventions
- Ensuring Integrated Sponsorship monitoring
- Ensure appropriate programming for child wellbeing issues reflected in Single STEP

Others (5%)

- Any other duty as assigned by the Supervisor

Knowledge, Skills and Abilities

- Minimum Bachelor's degree in education, early childhood development, and special needs education or their equivalent.

- Minimum of two years working experience in education sector initiatives at community level
- Experience in ECD, Child Rights, advocacy and/or Community Development with strong partnership with GoK ministries and Churches
- A team player, capable of building staff and community capacity through training.
- Cross-cultural sensitivity and emotional maturity
- Familiar with current education sector programming
- Excellent English and Swahili communication skills (both oral and written).
- Good computer skills in MS office (Excel, word, PowerPoint etc)