

Junior Expert (JE) Job description

Function Code	UGA.2309
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I. DESCRIPTIVE PART OF THE JOB

Application date	18 th June 2023
Job title	Junior Expert in Digitization in Agriculture Education <i>(ex: digitalisation, gender, etc.)</i>
Junior Expert	<input checked="" type="checkbox"/> European National <input type="checkbox"/>
Main job domain (sector of activity)	<i>(ex : justice, agriculture, etc.)</i> Digitization
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 type="checkbox"/> Enabel	If Enabel : Navision code	
	<input checked="" type="checkbox"/> NGA	If NGA : NGA name	VVOB - education for development
Full denomination of the project/programme	Learning Entrepreneurship and Agriculture Practically (LEAP)		
Project/programme 's location	Various locations across Uganda – Gulu, Lira and Mubende districts		
Duty station of supervisor	Kampala	Duty station of JE	Kampala with frequent field travel
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:	1st Jan 2022	Expected starting date for the job (dd/mm/yy): 1 st February
	End date:	31 st Dec 2026	
Requested JE contract duration	<input type="checkbox"/> 1 year		<input checked="" type="checkbox"/> 1 year with possible extension

<p>1. Context of project 2. Objectives of project 3. Beneficiaries of project 4. Main activities of project</p>	<p>1. Context of project Food security and productive work are critical factors in driving the economies of most developing countries. In Uganda, agriculture is the backbone of the economy employing 70% of the population, earning up to 50% of Uganda's foreign exchange in exports, and directly contributing to a quarter of the country's gross domestic product (GDP). Uganda is also among the youngest nations in the world with a median age of 17 years and will continue to be so in the next two decades. Globally, the world needs a 50% increment in (sustainable) food production to feed the over 9.6 billion people projected by 2050. Uganda's bulging human capital can potentially be positioning to address this critical food security challenge, and in so doing creating meaningful work for its youthful population, boosting economic growth, and as well enhancing sustainability of the agriculture sector.</p> <p>Quality delivery of agriculture education promises solutions to the agriculture sector which has often not been seen as attractive to the young people. VVOB believes that by transforming how we educate Ugandan youth, their skills, social networks, and hence aspirations/motivation, could be enhanced in order to prepare them for entrepreneurial opportunities in the agriculture world of work. The pedagogical approaches employed by VVOB are gender-responsive while the technical skills targeted are anchored on sustainable agricultural practices. In Uganda, this vision is being realized through the implementation of a five-year (2022-2026) programme – Learning Entrepreneurship and Agriculture Practically (LEAP) funded by the DGD. Three key pedagogical approaches are being promoted in this programme accompanied by teacher training strategies and teaching and learning support materials. The programme is being implemented in National Teachers Colleges of Mubende and Unyama, National Instructors College Abilonino, and Gulu University and in close collaboration with the Ministry of Education and Sports.</p> <p>The LEAP programme falls within a wider vision of VVOB's Skilling for Sustainable Futures Flagship which seeks to contribute to decent youth economic empowerment/employment/self-employment (entrepreneurship) in sectors that have potential for positive economic outcomes / livelihoods for young people. In this flagship approach, VVOB approaches skilling from the point of strengthening teacher and school leader professional development, equipping learners with digital, transferable and entrepreneurial skills, connecting them to the world of work actors and as well, promoting elimination of barriers that may hinder the full participation of women and men in learning and future careers in the agriculture sector. Read more here: https://uganda.vvob.org/learning-entrepreneurship-and-agriculture-practically-leap</p> <p>2. Objectives of project</p> <p>Learning Entrepreneurship and Agriculture Practically (LEAP) aims to support the Ministry of Education and Sports (MoES) to improve the quality of agriculture and entrepreneurship teaching – and, hence, learning – in Uganda's secondary and technical and vocational education and training (TVET) schools. To do so, the programme aims at equipping teachers and school leaders to adopt a combination of three pedagogical practices - study and career guidance (SCG), project-based learning (PBL) and work-based learning (WBL)- that will be rolled out through school practice by the newly qualified teachers/instructors. For optimal impact each pedagogical model is to be implemented in a gender-responsive manner and in collaboration with actors from the agriculture world of work (WoW) that ideally promote environmentally sustainable agriculture practices. They are also supported by teaching and learning support materials and a career development trajectory for the teacher trainers. VVOB adopts an iterative approach to implementing the LEAP programme to foster a culture of collaboration, dialogue and adaptive learning which will inform the subsequent expansion to other colleges, taking into account existing resources, structures and incentives. Overall, the programme will deliver on these four result areas by the end of 2026:</p> <ol style="list-style-type: none"> 1. NICA's Agriculture Department provides quality pre-service training (PRESET*) that equips student-(assistant) instructors with competencies to deliver effective, gender-responsive agriculture and entrepreneurship education in partnership with actors from agriculture world of work 2. NTC Mubende's and NTC Unyama's Agriculture and Business Studies Departments and Gulu University's Faculty of Education and Humanities provide quality pre-service training (PRESET) that equips student-teachers with competencies to deliver effective, gender-responsive agriculture and entrepreneurship education.
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	<p>3. NTC Mubende and NTC Unyama provide quality continuous professional development (CPD) that equips in-service O-level teachers and school leaders with competencies to deliver effective, gender-responsive agriculture and entrepreneurship education</p> <p>4. Improved conditions for evidence-informed scaling of quality PRESET and CPD so that newly qualified O-level teachers and BTVET (assistant) instructors and in-service O-level teachers and school leaders ensure delivery of effective, gender-responsive agriculture and entrepreneurship education.</p> <p><i>* PRESET means pre-service teacher training while INSET refers to the in-service teacher training. Pre-service training means that someone has just enrolled into a teacher training programme for the first time after which they will qualify for teaching. In-service means that one is already a practising teacher and can go back for further professional development. The LEAP targets both of these categories of teacher training.</i></p> <p>3. Beneficiaries of project LEAP's direct intervention is targeted at improving the pre-service training (PRESET) of secondary agriculture and entrepreneurship student-teachers and TVET agriculture and business student-instructors. Further, the intervention targets improving in-service training (INSET) of secondary agriculture and entrepreneurship teachers and their school leaders. National Instructors College Abilonino is the main TVET teacher training beneficiary while Gulu University and NTCs Mubende and Unyama are the beneficiaries for the secondary teacher training. The INSET component of secondary teachers and school leaders is a pilot continuous professional development package currently benefitting NTCs Mubende and Unyama. The programme also supports the Ministry of Education and Sports and the Uganda National Institute for Teacher Education (UNITE) taskforce to foster collaboration, dialogue and adaptive learning aimed at designing a nation-wide scaling strategy for pre- and in-service professional development programmes offered by the colleges.</p> <p>4. Main activities of project LEAP's key programme activities can be summarized as follows:</p> <ol style="list-style-type: none"> 1. Capacity development trajectories for teacher trainers in the major intervention areas of the LEAP programme 2. Iteratively co-creating, testing, and improving the pedagogical models - project based learning (PBL), study and career guidance (SCG), and work-based learning (WBL) – and the related teaching and learning support materials (TLSMs) 3. Reinforcing lecturers' capacity to equip student teachers/instructors with competences, models and TLSMs for PBL, SCG and WBL 4. Developing evidence and experience-informed concept notes on gender-responsive project-based learning, study and career guidance and work-based learning 5. Self-renewing teaching practice reflectively and based on evidence. 6. A CPD package and delivery model on gender-responsive PBL and SCG for agri-preneurship and instructional leadership co-developed, tested and validated. 7. Research Agenda to enhance the conditions of scaling the interventions at PRESET and INSET 8. Consolidating and disseminating the pedagogical models and TLSMs
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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	<p>Grace Mwaura, Strategic Education Advisor, PhD, Geography and Environment</p> <p>Grace is a youth skilling expert with international development experience in the environment-development nexus. She joined VVOB in 2021 under the Teaching Agriculture Practically and continues to support Learning Entrepreneurship and Agriculture Practically and other education programmes towards strengthening their knowledge base and partnerships towards scaling. She has particular interest in youth aspirations, career guidance, sustainable livelihoods, gender and inclusion. She will be the supervisor of the JE in all the result areas and ensuring smooth coordination with all LEAP team members.</p>
Resource person(s) for technical support's name, job title & background	<p>Margaret Balikagala, Project Coordinator</p> <p>Margaret joined VVOB in March 2022 as the project coordinator for the Learning Entrepreneurship and Agriculture Practically (LEAP) programme. She has a wealth of experience working with youth in the areas of entrepreneurship, employability, and empowerment in various regions of Uganda. Currently, Margaret ensures that the LEAP project tasks are well scheduled, budgets and activity plans well aligned and that all stakeholders are updated on the progress of the project through regular communication. She will support the JE ensuring all activities are planned alongside other LEAP team members and offer any logistical support required during project implementation.</p>
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	<p>Jasmien Claes, HR Lead VVOB HQ</p>

JE – Job description	
Job objective	
<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>The JE will be instrumental in digitizing and communicating the pedagogical interventions being promoted by the Learning Entrepreneurship and Agriculture Practically Programme (LEAP), a five-year programme that aims to equip secondary and TVET learners with skills, contacts and motivations to pursue meaningful career and work opportunities in the agriculture sector.</p> <p>The JE joins in the third year of the LEAP programme implementation and at the preparation of the second iteration of the LEAP pedagogical models. They will be instrumental in the programme activities relating to consolidation and dissemination of LEAP pedagogical models and TLSMs, in particular focusing on digitizing the pedagogical interventions (models and TLSMs) for contextual use by lecturers and students in the mentioned institutions.</p> <p>Specifically, we are looking for someone with digital and communication skills that can enhance programme implementation in terms of, but not limited to, developing teaching and learning videos, visuals/infographics based on research evidence, writing external facing content for the LEAP programme, supporting students currently using some our technology enabled learning platforms.</p> <p>We expect the individual to draw inspiration from existing digital tools being used across VVOB programmes and as well, to bring their own creativity and skills in digitizing agriculture education for low resource economies. Through this, we expect the JE to enhance the digitization of the LEAP programme and on the other hand, to enhance its visibility and online reach nationally and internationally.</p>	

Result area n°1		Time in % :	40%
JE's role	Digitization of the LEAP pedagogical models (project-based learning, study and career guidance and work-based learning) and the supporting teaching and learning support materials		
JE's responsibility	For each of the pedagogical models, currently documented as Microsoft word files, the JE will design digital tools that are easily accessible by teachers and students. Example digitization here include, but are not limited to capturing videos, developing animations, visualizations etc.		
In order to...	Improve on the visibility of the models and TLSMs and increase usage among the target group in the LEAP programme		
Most important tasks	<ul style="list-style-type: none"> • review existing content of each model and TLSM with view of digitizing the content for better use by target group • Propose and discuss with the LEAP team appropriate digitization approaches • Design and/or procure services for agreed upon digitization of the LEAP content • Test and improve on the digitized content within the second iteration (2024-2025) 		
Expected outputs	A suite of digitized LEAP pedagogical models and TLSMs		

Result area n°2		Time in % :	30%
JE's role	Consolidation and dissemination of the LEAP pedagogical interventions in order to enhance VVOB's visibility		
JE's responsibility	The JE will work with the LEAP team to document the LEAP processes into high quality communication products for publication in relevant platforms to increase the visibility of the programme and of VVOB.		
In order to ...	Give VVOB a stronger public presence as a leader in skilling Uganda's young people through project-based learning, study and career guidance and work-based learning in agri-preneurship		
Most important tasks	Review ongoing LEAP programme activities including the research agenda to draw our external facing communication products such as, but not limited to blog articles, visualizations, infographics, audio/visuals, TV/radio content, conference presentations Working with the LEAP team to generate publicity content for the LEAP online presence such as on LinkedIn and Twitter		
Expected outputs	Posting at least one (1) external facing communication product every two months relating to the LEAP interventions Posting at least one (1) weekly update on VVOB online platforms about the LEAP programme		

Result area n°3		Time in % :	20%
JE's role	Stimulate engagement of teachers and students on the digital learning platforms being used in INSET component of LEAP e.g. Moodle, WhatsApp etc.		
JE's responsibility	Work closely with the project team to monitor and stimulate enhanced use of the digital learning platforms that VVOB has put in place for the INSET component of the programme (pilot continuous professional development package)		
In order to ...	Increase participation of teachers and school leaders in the blended continuous professional development package being piloted by VVOB. As well, assess the usability of the current digital tools in the CPD package		

Most important tasks	<ul style="list-style-type: none"> - Understand the various digital platforms that VVOB is using to deliver the CPD package - Work with the CPD team to follow closely the CPD participants in order to monitor their ease of use of the platforms for teaching and learning - Regularly communicate with teacher trainers and students to support their weak areas in the use of the digital learning platforms - Regularly design activations to keep the CPD students motivated to keep learning
Expected outputs	<ul style="list-style-type: none"> - Bi-weekly activations to stimulate teacher and learner engagement on the digital learning platforms - Report on the usability of the various digital learning platforms that will be in use in the CPD component of the LEAP programme

Result area n°4		Time in % :	5%
JE's role	Thought leadership on digitization and youth skilling		
JE's responsibility	Working closely with the strategic education advisors (in Uganda and Brussels) to co-create new digital solutions that can advance VVOB's skilling programme with a specific focus on agriculture education		
In order to ...	Expand the role of VVOB in advancing the digitization of education and skilling portfolio for the benefit of Ugandan young people		
Most important tasks	<ul style="list-style-type: none"> - conduct short studies/synthesis on best practices around the world relating to digitization and youth skilling and how they can be adapted for Uganda - Contribute to strategic meetings relating to youth skilling and digitization in Uganda 		
Expected outputs	<ul style="list-style-type: none"> - Improved knowledge base on digitization and youth skilling in relation to agriculture 		

ATTENTION, next to his/her tasks related to the project activities, the Junior Expert will also have to carry out several tasks, common to all Junior Experts, for the Junior Programme:

Result area n°5		Time in % :	5%
JE's role	As a Junior Expert		
JE's responsibility	In consultation with the Junior Programme, take initiatives and/or respond to requests for global citizenship actions.		
In order to ...	raise awareness of global citizenship among the Belgian population		
Most important tasks	<ul style="list-style-type: none"> - Own initiative to make certain aspects of global citizenship known to the Belgian public (podcast, video, action, event...) - Support to an already existing initiative in the field of global citizenship (eg of Enabel, a Belgian or local NGO,) - Any other global citizenship activity requested or approved by the Junior Programme. 		
Expected outputs	<ul style="list-style-type: none"> - 1 global citizenship initiative finalised and/or supported per year - Possibly other individual awareness-raising activities (eg. photo exhibition, video, educational kit, games, testimonies, ...) 		

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	
<p>What space does the function offer for experimenting with innovative tools/approaches? <i>E.g. : action research, testing & roll-out of new technologies, etc.</i></p>	
JE's role	The JE must be innovative enough to propose, test and roll out digitization pathways and communication products within the LEAP programme.

JE's responsibility	They will be responsible for identifying relevant and appropriate digital and communication tools from around the world that can be adapted for the Ugandan context, pilot such with our beneficiaries and LEAP team, and document their successes. Successful digital and communication products will become automatically available to VVOB beneficiaries and platforms such as Youtube, LinkedIn and Twitter
In order to ...	In order to widen and deepen the relevance of LEAP to the project beneficiaries and general public
Most important tasks	<ul style="list-style-type: none"> ▪ Identify innovative approaches ▪ Facilitate piloting/testing these approaches ▪ Contextualize/adapt to context ▪ Make recommendations for optimizing them into the Ugandan system ▪ You build partnerships that enable VVOB to deepen its reach through the LEAP programme
Expected outputs	<ul style="list-style-type: none"> ▪ A suite of specific digital and communication products used/generated within the LEAP programme in the course of the JE's time at VVOB ▪ Lessons and impact of the digital and communication products shared with VVOB team

Capacity building	
<i>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?</i>	
JE's role	collaborating with project team and beneficiaries, the JE will build their capacity on use of digital tools to enhance teaching and learning
JE's responsibility	The JE is expected to facilitate a range of capacity strengthening sessions such as, but not limited to workshops, guides, training, media training etc in order to ensure the success of their digitization portfolio
In order to ...	to deepen the competences of VVOB colleagues and operational partners on digitization in the LEAP programme and eventual scaling of these approaches beyond the project period
Most important tasks	<ul style="list-style-type: none"> ▪ You will identify an area of capacity strengthening relating to digitization and communication ▪ You will prepare for the delivery of the chosen capacity strengthening approach ▪ You will co-facilitate with VVOB colleagues the delivery of the approaches agreed upon ▪ You will follow-up with participants to support the application of knowledge/skills acquired
Expected outputs	<ul style="list-style-type: none"> ▪ Organizing capacity strengthening sessions ▪ Report on progress in applying new knowledge/skills from the sessions

Requested profile			
Required training/degree for the job <i>> Remark : will be eliminatory on CV for the candidates. Be complete & specific, please.</i>	<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 type="checkbox"/> Mathematics/ Exact sciences <input type="checkbox"/> Law/Criminology	<input type="checkbox"/> Political sciences/ International relations/ Diplomacy <input checked="" type="checkbox"/> Sociology/ Anthropology/Social work <input type="checkbox"/> Psychology <input type="checkbox"/> History/Philosophy/ Art/Religion <input checked="" type="checkbox"/> Educational sciences <input type="checkbox"/> Human resources /Organizational development	<input type="checkbox"/> Economy/Commercial engineer/Marketing <input checked="" 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 checked="" type="checkbox"/> Development studies <input type="checkbox"/> All profiles Others and/or details (if needed): Teacher training

Necessary specific knowledge for the job <i>> Remark : will be eliminatory on CV for the candidates.</i>	<ul style="list-style-type: none"> - Professional experience in education, training or capacity building (min. 3 months) - Professional experience in communication (min. 3 months) - Professional experience in development or implementation of digital tools (min. 3 months) 				
Language skills <i>> Indicate which language skills are essential or preferable for the job with possible comments on the expected level of knowledge and/or an argumentation.</i>	Languages		Knowledge		Comments
	English		<input checked="" type="checkbox"/> Essential <input type="checkbox"/>		Fluent (oral and written)
	French		<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Preferable		Basic Knowledge (level A2)
	Dutch		<input checked="" type="checkbox"/> Essential <input type="checkbox"/> Preferable		Basic Knowledge (level A2)
Preferred assets for the job <i>> Remark : will <u>not</u> be eliminatory on CV for the candidates.</i>	VVOB's core competencies: <ul style="list-style-type: none"> • Cooperation • Continuous improvement • Result orientation Function specific competencies: <ul style="list-style-type: none"> • Communication skills • Creativity • Problem analysis & Judgement • Development oriented • 360° Empathy • Professional experience and/or willingness to grow in a multidisciplinary/sectoral career pathway preferred e.g. digitization, agribusiness, skilling, etc. 				
Driver's licence for motorcycle & car	Motorcycle	<input type="checkbox"/> Essential		Car	<input type="checkbox"/> Essential
		<input checked="" type="checkbox"/> Preferable			<input checked="" type="checkbox"/> Preferable

Country context information			
Living conditions			
Capital / rural area	Kampala, Uganda		
Security context	The political situation is currently stable in Uganda. Kampala is a safe city, but normal precautions against crime should be taken.		
Access to services	Access to basic services is relatively good in Kampala. Advanced medical care might require travelling to Nairobi or Johannesburg		
Isolation / social life	Kampala has a vibrant social life with a variety of services. The JE works from Kampala offices with daily interaction with all staff.		
Location suited for families (with children)		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/>
Other useful observations?			
Work context & conditions			
Work location	Kampala, Uganda		
Field exposure? <i>(Direct contact with beneficiaries & local reality, frequency field missions,...)</i>	JE expert can expect to go to the field (to one of the partner institutions outside of Kampala at least once a month) depending on planned activities and with logistical support from the LEAP project coordinator and Operations department. Some activities are held within Kampala city.		
Accessibility of the supervisor	The supervisor is based in the VVOB office in Kampala where the JE will be located		
Teamwork / isolated work	All LEAP activities are implemented in a team effort. The JE can expect to collaborate with the LEAP project team, other VVOB staff, implementing partners and other service providers on a day-to-day basis. Staff-related activities include any JE or interns present at VVOB at the time.		
What transport arrangements will the project consider in order			

to insure the JE's <u>professional</u> travels/journeys?	<input checked="" type="checkbox"/> Other, please specify: Hired transport to the field will be organized by the VVOB
What transport arrangements will the JE consider in order to ensure his/her <u>private</u> travels/journeys?	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> Other, please specify : The JE has the choice of local transport (public service taxis), hired transport (taxi cabs, motorcycle), walking or cycling to work
Other useful observations?	It is recommended to bring a good-quality helmet from Belgium for occasional/regular use of motorcycle taxis (boda boda). Cycling and walking are equally possible depending on the JE's residence.