

## Junior Expert (JE) Job description

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| <b>Function Code</b>                      |
| TAN.2403_JE_Gender-M&E_Plan-International |

### I. DESCRIPTIVE PART OF THE JOB

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| <b>Application date</b>   |  |
| <b>Job title</b>  | Junior Expert in Gender and Monitoring and Evaluation                          |
| <b>Junior Expert</b>  | <input checked="" type="checkbox"/> European <input type="checkbox"/> National |
| <b>Job holder (name of JE)</b><br><i>(to be filled in after the selection of JE)</i>              |  |
| <b>Job holder's (JE's) Signature + date</b><br><i>(to be filled in after the selection of JE)</i> |  |

| General information                               |  |                                  |   |
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| <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>         | Plan International Belgium  |
| <b>Full denomination of the project/programme</b> | DGD 22-26 programme in Tanzania "Economic and social empowerment of adolescents and young people (10-24 years old) in Mwanza Region" |                                  |   |
| <b>Project/programme's location</b>               | Mwanza, Tanzania   |                                  |   |
| <b>Duty station of supervisor</b>                 | Mwanza, Tanzania   | <b>Duty station of JE</b>        | Mwanza, 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>   | 01/01/2022                       | <b>Expected start date for the job (dd/mm/yy):</b> 01/10/24           |
|   | <b>End date :</b>  | 31/12/2026                       |   |
| <b>Requested JE contract duration</b>             | <input type="checkbox"/> 1 year  |                                  | <input checked="" type="checkbox"/> 1 year with possible extension    |

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| <p><b>. Context of the project</b></p> <p><b>2. Objectives of the project</b></p> <p><b>3. Partners of the project</b></p> <p><b>4. Main activities of the project</b></p> | <p><b>1. Context of the project</b><br/>Despite overall economic progress in recent years, rapid population growth coupled with the impact of climate change, pose significant challenges for the provision of social services to the population of Tanzania. This undermines the realization of children's and women's rights, disproportionately so in rural areas. The effects of the global Covid-19 Pandemic exacerbate these challenges and existing inequalities. To address these gender inequalities, Plan International's Tanzania Country Strategy goal is to make significant contributions so that: <b>Girls enjoy better protection from Child Early and Forced Marriage.</b> This will be achieved with three gender transformative, integrated and mutually supportive programs. Such as Education and Youth Economic Empowerment, Adolescent sexual and reproductive health and maternal newborn and child health and nutrition and Protection from Violence.</p> <p><b>2. Objectives of the project</b><br/>The project "DGD 22-26" which concerns the request of a junior expert is funded by the Belgian Directorate-General for Development Cooperation for a period of 5 years and it is part of a program that concerns 8 countries: Benin, Niger, Senegal, Tanzania, Bolivia, Ecuador, Vietnam and Belgium. The project aims at the social and economic empowerment of young people, through vocational training, awareness-raising on their rights, prevention of gender-based violence and the establishment of a protective and stimulating environment. The aim is to give adolescents and young people, especially adolescent girls and young women in the Mwanza region access to sustainable educational, professional and economic opportunities.</p> <p><b>3. Partners of the project</b><br/>The adolescents and young people, especially adolescent girls and young women between the ages of 15 and 24 who will be able to count on the support of their families, their community, schools and community authorities, educational staff of learning centres, junior council, youth saving and loan association and protection committees. The project's activities are implemented by two partners (SEMIT and VETA Mwanza), all two of which are active in engaging young people, protecting against violence and supporting economic empowerment</p> <p><b>4. Main activities of the project</b><br/>The project is structured around three main outcomes: (i) protection from discrimination and violence, (ii) inclusive quality education, and (iii) economic empowerment of young people. Thus, training activities with the authorities and guarantors of gender rights, protection in schools or learning environments are organized. In addition, young adolescents are guided and supported towards vocational training leading to qualifications, through the strengthening of their basic life and employability skills. Finally, protection committees and services at the community level are supported, to strengthen or revitalize existing protection services and promote the identification and referral of cases of violence. Rights guarantors (parents, guardians, teachers) are trained on positive masculinities, gender-based violence, etc. Within communities, intergenerational dialogues are organized and young people invited to engage to develop critical thinking in safe spaces.</p> <p><b>More information on Plan international Tanzania:</b></p> <ul style="list-style-type: none"> <li>- <a href="http://plan-international.org">Plan International Tanzania (plan-international.org)</a></li> <li>- <a href="#">Plan International tanzania Facebook page</a></li> <li>- <a href="#">project video for 16 days of Activism</a></li> </ul> |
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| <b>Position of the JE within the organisation</b>  |  |
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| <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> |  |
| <b>Supervisor's name, job title &amp; background (N+1)</b>   | Gadiely Kayanda, Project Coordinator DGD project, based in Mwanza  |
| <b>Resource person(s) for technical support's name, job title &amp; background</b>   | <p>Emma Mashobe, Gender focal point, based at the CO in Dar es Salaam</p> <p>Neema Kiswaga, Head of Skills Opportunities and Youth Economic Empowerment (SOYEE) in the CO, Dar es Salaam</p> <p>Anthony Bello, M&amp;E officer DGD project, based in Mwanza</p> <p>Verah Mdai, Head of M&amp;E, learning and research based in the CO, Dar es Salaam</p> |

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| <b>For NGA JE: name &amp; job title of the contact person from NGA headquarters that will assure the follow-up</b> | Ine Broos, Programme Manager, Plan International Belgium, responsible for Tanzania<br><br>Back-up: Pierre Laviolette, Head of Programme Management Unit, Plan International Belgium |
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| <b>JE – Job description</b>  |
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| <b>Job objective</b>   |
| <i>Explain in <b>MAX. 5 SENTENCES</b> the purpose of the job. What real need does this job fulfil? What's the added value of the job?</i>  |
| The purpose of this position is to reinforce the integration of the <i>Gender Transformative approach</i> , specifically focusing on <i>child protection and economic empowerment of girls and young women</i> within the project. It involves enhancing the capacities of implementing partners through training and continuous support on gender transformation tools and approaches. The job also includes supporting partners in implementing and utilizing their monitoring and evaluation systems. Additionally, the role aims to monitor and strengthen existing partnerships with Belgian organizations in Tanzania, emphasizing the importance of collaboration. The added value of this function lies in ensuring project quality, both technically (gender) and qualitatively in achieving results. The Junior Expert provides crucial support through capacity building and operational assistance dedicated to monitoring and enhancing implementation quality for colleagues and partners. |

| <b>Result area n°1</b>  |  | <b>Time in % :</b> | <b>60%</b> |
|---|--|--------------------|------------|
| <b>JE's role [as...]</b>  | <b>As junior Gender expert</b>   |                    |            |
| <b>JE's responsibility (= verbs)</b>  | Strengthen the integration of the Gender Transformative approach in the project and improve the capacities of the partners involved in the implementation.   |                    |            |
| <b>In order to ... [objective]</b>  | Make interventions tailored to the specific needs identified by Adolescents and Youth especially young women and work towards behaviour change related to gender inequalities  |                    |            |
| <i>Most important tasks [What activities (= verbs) are to be performed to achieve the objective?]</i> | <ul style="list-style-type: none"> <li>• Organize, in collaboration with the Plan International Tanzania team and the gender focal point in particular, capacity building sessions for partners on gender – particularly with regard to youth economic empowerment activities and advocacy.</li> <li>• Review the content of the different activities to ensure that the gender or gender transformative dimension is taken into account and make recommendations.</li> <li>• Participate in the creation or revision of training modules for young people on gender, positive masculinities, positive parenting and gender-based violence</li> <li>• Propose specific and innovative approaches to project teams on the consideration of the dimension of economic, social and gender empowerment;</li> <li>• engaging young people on issues related to gender-based violence;</li> <li>• Participate in capacity building of project teams and implementing partners on the economic and social empowerment of adolescents;</li> <li>• Support the project team and the implementing partners in the implementation of activities in the municipalities where the project is involved.</li> <li>• Follow up on the implementation of recommendations.</li> <li>• Work with youth structures and associations and train them on gender and inclusion as part of Plan International's interventions.</li> <li>• The junior expert will also be invited to support another project, the "Improving Economic Opportunity and Ensuring Well-Being of the Sponsored Children, Youth, and Families in Mwanza" project, which enhance the socio-economic well-being of sponsored parents, youth, and children in Mwanza.</li> </ul> |                    |            |
| <b>Concrete expected outputs</b><br><i>[What final and tangible products the JE is to produce?]</i>   | <ul style="list-style-type: none"> <li>• Proposals for actions to integrate the gender approach into the various activities, in particular the economic and social empowerment of adolescents;</li> <li>• Revised training modules for implementing partners.</li> <li>• Revised training modules for young people.</li> <li>• Revised content and description of activities, taking into account aspects related to the <i>gender transformative approach</i>.</li> <li>• A mechanism for monitoring activities and the gender component in particular</li> <li>• Gender assessment analysis semi-annual and annual report developed and submitted on time</li> </ul>   |                    |            |

| Result area n°2  |  | Time in % : | 20% |
|--|--|-------------|-----|
| <b>JE's role [as...]</b>   | <b>As junior expert in Monitoring and Evaluation and Capitalization</b>  |             |     |
| <b>JE's responsibility (= verbs)</b>   | Ensure the monitoring of implementation through the project's indicators to capitalize on good practices and technical and thematic innovations.   |             |     |
| <b>In order to ... [objective]</b>   | Improve the implementation of the project in a documented manner in order to achieve the expected results and objectives.  |             |     |
| <i>Most important tasks[What activities (= verbs) are to be performed to achieve the objective?]</i> | <ul style="list-style-type: none"> <li>• Update, in collaboration with the project's M&amp;E team, the M&amp;E plan (logical framework, indicator monitoring table, M&amp;E activity plan, communication plan, activity implementation plan).</li> <li>• Participate in data collection activities during site visits (preparation of data collection, collection, cleaning and processing, analysis and reporting).</li> <li>• Support the team and partners in annual planning exercises.</li> <li>• Support the mid-term evaluation of the project.</li> <li>• Follow the capacity building plan of the 2 partner NGOs (implementing organization) and propose additional themes according to the needs.</li> <li>• Document good practices and lessons learned from interventions in order to improve the technical and thematic quality of activities.</li> <li>• Follow up on the implementation of feedback mechanisms (allowing participants in activities to give their opinion as well as their suggestions or complaints in relation to the implementation of the project).</li> <li>• Participate in the exchanges organized between the different Plan International offices involved in the multi-country program around common themes (communities of practice) for the sharing of good practices.</li> </ul> |             |     |
| <b>Concrete expected outputs</b><br><i>[What final and tangible products the JE is to produce?]</i>  | <ul style="list-style-type: none"> <li>• Monitoring and evaluation documents and tools are up-to-date;</li> <li>• Reports of monitoring activities (data collection, visits) are available;</li> <li>• An annual register of good practices and lessons learned is produced and can be used to improve implementation;</li> <li>• Annual planning documents are updated;</li> <li>• Feedback mechanism monitoring reports are available</li> </ul>   |             |     |

| Result area n°3  |  | Time in % : | 15% |
|--|--|-------------|-----|
| <b>JE's 4ina [as...]</b>   | <b>As partnership, synergies and networking officer</b>  |             |     |
| <b>JE's responsibility (= verbs)</b>   | Follow up on relationships with implementing partners and create new partnerships as part of the implementation of the project. The Project Coordinator has the lead for this activity, and the JE will support him here.  |             |     |
| <b>In order to ... [objective]</b>   | Strengthen synergy of action with existing partners and with other interventions, in a spirit of efficiency.   |             |     |
| <i>Most important tasks[What activities (= verbs) are to be performed to achieve the objective?]</i> | <ul style="list-style-type: none"> <li>• Have regular interactions with implementing partners (office visits, visits to intervention communities)</li> <li>• Seek and develop synergies between implementing partners to improve the efficiency and effectiveness of project activities</li> <li>• Implement the synergies identified between the project and the interventions of other (Belgian) actors active in the same fields</li> <li>• Actively participate in the activities of the Joint Strategic Framework (forum for exchanges of Belgian actors in Tanzania );</li> <li>• Work to identify potential opportunities for the development of new initiatives with donors present in Tanzania; <ul style="list-style-type: none"> <li>○ Participate in planning and information exchange meetings with other Belgian actors (within the Joint Strategic Framework – forum for exchange of Belgian actors)</li> <li>○ Participate in joint visits and activities</li> <li>○ Participate in forums of which the DGD 22-26 project team is a member</li> <li>○ Disseminate the results and good practices generated by the project</li> <li>○ Meet the Belgian donors present in Tanzania</li> </ul> </li> <li>• Participate in the development of concept notes and project proposals</li> </ul> |             |     |

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| <b>Concrete expected outputs</b><br><i>[What final and tangible products the JE is to produce?]</i> | <ul style="list-style-type: none"> <li>• Reports of participation in the various forums</li> <li>• List of advances in networking, partnerships and synergies of actions as well as good practices and recommendations</li> <li>• A mapping of opportunities is carried out.</li> <li>• Joint Strategic Framework :             <ul style="list-style-type: none"> <li>○ A mapping of interventions is carried out;</li> <li>○ Reports and notes of visits and collaboration/synergy actions;</li> <li>○ Publications of lessons and good practices generated by the project;</li> <li>○ Reports of visits to donors and mapping of initiatives and opportunities</li> </ul> </li> <li>• The synergies identified (between Belgian actors) are implemented, monitored and documented</li> </ul> |
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**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°4                  |  | Time in % : | 5% |
|----------------------------------|--|-------------|----|
| <b>JE's role</b>                 | <b>As Ambassador for Global Citizenship</b>  |             |    |
| <b>Most important tasks</b>      | <ul style="list-style-type: none"> <li>▪ Own initiative to make certain aspects of global citizenship known to the Belgian public (podcast, video, action, event...)</li> <li>▪ Support to an already existing initiative in the field of global citizenship (eg of Enabel, a Belgian or local NGO, ....)</li> <li>▪ Any other global citizenship activity requested or approved by the Junior Programme.</li> </ul> |             |    |
| <b>Concrete expected outputs</b> | <ul style="list-style-type: none"> <li>▪ 1 global citizenship initiative finalized and/or supported per year</li> <li>▪ Possibly other individual awareness-raising activities (eg. photo exhibition, video, educational kit, games, testimonies, ...)</li> </ul>  |             |    |

### JE's contribution to the Junior Programme priorities

| Innovation  |   |
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| <i>What space does the function offer for experimenting with innovative tools/approaches?<br/>E.g : action research, testing &amp; roll-out of new technologies, etc.</i> |   |
| <b>JE's role</b>  | As a tester of Monitoring and evaluation tools and supporter for digitalization in the project the JE will support the testing, improvement, validation of monitoring tools in the field. Support the production of a participatory video with the youth from the project.  |
| <b>Most important tasks</b>   | <ul style="list-style-type: none"> <li>▪ Learn how to use <i>PMERL</i> – the new digital project/program management system through the encoding of monitoring and evaluation data</li> <li>▪ Support teams in the use of <i>PMERL</i> in data processing.</li> <li>▪ Note and notify of any system malfunctions.</li> <li>▪ Extract data from dashboards to support reporting, analysis of implementation performance.</li> <li>▪ Supporting young people involved in the use of digital tools for data collection and analysis</li> <li>▪ Accompany the process of defining the script, preparing the young people and shooting for the production of a participatory video</li> </ul> |
| <b>Concrete expected outputs</b>  | <ul style="list-style-type: none"> <li>▪ Participation in an intensive <i>PMERL</i> training</li> <li>▪ Incident reports found on the platform</li> <li>▪ Reports illustrated with excerpts from the platform</li> <li>▪ Project video</li> </ul>   |

| <b>Support local partners</b>  |  |
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| <i>How will the JE cooperate with and support 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> |  |
| <b>JE's role</b>   | <p>To participate in capacity building of the implementing partners for including gender-transformative approaches in their activities of adolescents, young women and youth empowerment.</p> <p>The local partners of the project are 2 organizations that we collaborate with as implementing partners. VETA is a government institution that ensures the activities on technical and vocational training for out of school youth. SEDIT is a Tanzanian NGO whom we partner with to roll out the Youth Savings and Loans Associations (YSLAs); SEDIT also ensures training of the youth that are a member of these YSLAs. They accompany the communities and parents as well, to ensure they are supportive of their youngsters joining the associations and to break harmful norms on gender stereotypes for example. The Plan International team has to ensure the quality of interventions of these partners, and also trains the partners on topics that Plan International has a better capacity on, like for example gender and child protection. The JE will also support the development of the capacity building plan for both partners and the use of the outcome mapping tool by these partners. Besides these 2 partners, the JE will work alongside the project team in the activities with schools for example that the project team does in collaboration with local government social workers.</p> |
| <b>Most important tasks</b>  | <ul style="list-style-type: none"> <li>▪ Facilitate trainings on gender, positive masculinities, gender-based violence;</li> <li>▪ Provide regular technical support to implementing partners</li> </ul>   |
| <b>Concrete expected outputs</b>   | <ul style="list-style-type: none"> <li>▪ Revised training modules.</li> <li>▪ Trainings co-organized with the Plan International Tanzania team.</li> <li>▪ Post-training accompaniment of the partners</li> </ul>  |

| <b>Requested profile</b>   |  |  |  |
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| <b>Required training/degree (area of diploma) for the job</b><br><i>&gt; Remark : will be eliminatory on CV for the candidates. Be complete &amp; specific, please.</i>  | <input type="checkbox"/> Agronomy/<br>Bio-engineer<br><input type="checkbox"/> Biology/<br>Environment<br><input type="checkbox"/> Geography<br><input type="checkbox"/> Civil/industrial/<br>electrical engineer/<br>Architect<br><input type="checkbox"/> ICT/NTIC<br><input type="checkbox"/> Mathematics/ Exact<br>sciences<br><input checked="" type="checkbox"/> Law/Criminology | <input checked="" type="checkbox"/> Political sciences/<br>International<br>relations/<br>Diplomacy<br><input checked="" type="checkbox"/> Sociology/<br>Anthropology/<br>Social work<br><input checked="" type="checkbox"/> Psychology<br><input checked="" type="checkbox"/> History/Philosophy<br>/Art/Religion<br><input checked="" type="checkbox"/> Educational<br>sciences<br><input type="checkbox"/> Human resources /<br>Organizational<br>development | <input type="checkbox"/> Economy/Commercial<br>engineer/Marketing<br><input type="checkbox"/> Communication/Public<br>relations/Journalism<br><input type="checkbox"/> Languages/Philology<br>/Translator<br><input type="checkbox"/> (Bio/Para)medical sciences<br><input checked="" type="checkbox"/> Public health<br><input checked="" type="checkbox"/> Development studies<br><input type="checkbox"/> All profiles<br><input type="checkbox"/> Others and/or details (if<br>needed) |
| <b>Necessary specific knowledge for the job</b><br><i>&gt; Remark : will be eliminatory on CV for the candidates.</i>  | <ul style="list-style-type: none"> <li>▪ 3 months experience or knowledge (specific training) on gender or child protection issues and rights</li> <li>▪ Very good command of the information tool (office suite)</li> <li>▪ Knowledge of M&amp;E processes: 3 months experience in collection and analysis of quantitative data or experience in conducting surveys</li> </ul>        |  |  |
| <b>Language skills</b><br><i>&gt; For Dutch and French level A2 is required. If a higher level of these Belgian national languages is required, please indicate this. &gt; 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> | <b>Languages</b>   | <b>Knowledge</b>   | <b>Comments</b>  |
|  | English  | <input checked="" type="checkbox"/> Essential<br><input type="checkbox"/> Preferable   | Language used by Plan International Tanzania and can be used with Plan Belgium as well   |
|  | Swahili  | <input type="checkbox"/> Essential<br><input checked="" type="checkbox"/> Preferable   | As this is the official language of Tanzania, any knowledge of Swahili is a plus. The intention to learn some basics of Swahili would be preferred.  |
|  | Dutch<br>French  | <input type="checkbox"/> Essential<br><input checked="" type="checkbox"/> Preferable   | Languages used by Plan International Belgium, its partners, Belgian donors and the target audience in Belgium  |



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| <b>Preferred assets for the job</b><br>> <b>Remark</b> : will <i>not</i> be eliminatory on CV for the candidates. | <ul style="list-style-type: none"> <li>▪ Knowledge in the field of economic and social empowerment</li> <li>▪ Interest and experience in digital communication tools</li> <li>▪ Background in Gender</li> <li>▪ Good writing skills</li> <li>▪ Excellent interpersonal skills and good listening skills</li> <li>▪ Ability to work in a multicultural team and independently</li> <li>▪ Ability to work with multi-sector partners</li> <li>▪ Communication skills with a variety of interlocutors</li> </ul> |                                     |            |  |
| <b>Driver's licence for motorcycle &amp; car</b>  | <b>Motorcycle</b>   | <input type="checkbox"/> Essential  | <b>Car</b> | <input type="checkbox"/> Essential             |
|   |   | <input type="checkbox"/> Preferable |            | <input checked="" type="checkbox"/> Preferable |

| <b>Country context information</b>  |  |
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| <b>Living conditions</b>  |  |
| <b>Capital / rural area</b>   | Mwanza is the second largest city in Tanzania. It is not a capital city but it is a big city, next to lake Victoria.   |
| <b>Security context</b>   | The security situation in Tanzania is generally stable. However, we must remain cautious as everywhere else, especially in the context of the 2025 presidential elections. Common sense and compliance with a few precautions - presented in detail on the website of the Federal Public Service for Foreign Affairs - make it possible to keep the risks to a minimum.  |
| <b>Access to services</b>   | <p>Access to medical care: Medical infrastructure is of variable quality in Mwanza. Modern private hospitals are accessible in both Mwanza and Dar es Salaam. They are equipped for all medical procedures. Medical insurance that includes medical repatriation is recommended.</p> <p>Access to public transport and road safety: Tanzania has a network of "four-seater" buses and taxis that connect the country's smaller towns. Dar es salaam is accessible via plane, with very regular flights.</p>  |
| <b>Isolation / social life</b>  | There are a lot of internationals in Dar es salaam and to a lesser extend also in Mwanza. Due to the calm security context, It is possible to practice many activities both in Mwanza and in Dar es salaam.  |
| <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>  | Plan International Office (Programme Unit) in Mwanza   |
| <b>Field exposure?</b><br>(Direct contact with local partners & reality, ...) | Because of the central location of the Mwanza office within the project area in which the project is implemented, it is very easy for the project team to move around for visits and work with local authorities, technical staff, schools, Youth Savings and Loans Associations (YSLAs) in the both districts we work in. On average, the project team works outside of the office for about 2 days a week, keeping in mind that there can be difference from one week to another, depending on the schedule and the priorities.  |
| <b>Frequency field missions</b><br>(Weekly? Monthly? Number of days?)         | Weekly. The furthest distance in the project area starting from the Mwanza office is around 40 kms; this means that visits take place during the working day, and that the project team returns home in the evening. It is easy to move around by car, and the limited distances allow very regular opportunities to work with all project communities or partners. There is a project vehicle, and the JE will be able to join the team in the vehicle for very regular field work as explained above. Field exposure is therefore expected to be very high, without limitations linked to transport, accommodation or time.  |
| <b>Accessibility of the supervisor</b>  | The supervisor of the JE will be the Project Coordinator. He is located in the same office as the JE will be based in (in Mwanza city), which will make him very accessible for guidance and working together. The JE will be working directly with him and the M&E officer, as the project team is quite small. The Project Coordinator is relatively young, and has experience in coaching young local interns, which he coordinated as the project coordinator for 2 different projects of Plan International Tanzania. He also has experience in coaching staff from partner organizations that Plan Tanzania has partnered with to deliver projects. However, the Project Coordinator has never coached an international young professional and is excited for the opportunity to further develop his skills thanks to this opportunity. The project team is embedded in the Programme Unit office of Mwanza, and this Programme Unit works as a team. The Programme Unit and the Programme Unit Manager consider it a shared responsibility to ensure the JE is coached accordingly. The Programme Unit Manager will ensure his support to the Project Coordinator for the coaching of the JE, and he is also accessible to the JE for any support needed. |

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| <b>Teamwork / isolated work</b>   | Team work  |
| <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 type="checkbox"/> Borrow a car belonging to the project/programme when required                   |
|   | <input type="checkbox"/> Local transport? What? :  |
|   | <input checked="" type="checkbox"/> Other, please specify : Vehicle with driver from the project         |
| <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 type="checkbox"/> Local transport? What? :  |
|   | <input checked="" type="checkbox"/> Other, please specify : follow advice given to other JEs in Tanzania |
| <b>Other useful observations?</b>   |  |