

## JOB DESCRIPTION

<b>Job Title</b>	MoFA Project Coordinator (Education Program Coordinator)
<b>Project Location</b>	Ulaanbaatar City and Uvurkhangaï and Khovd aimags, Mongolia
<b>Duty Station</b>	Save the Children’s Country Office in Ulaanbaatar City
<b>Contract Duration</b>	12 months, with the possibility of renewal (subject to performance and funding availability)
<b>Reports to</b>	Japanese Grant Program Manager (MoFA Project Manager), for MoFA project related responsibilities; Education Program Manager, for other education program related matters in general.

### **Background**

Save the Children (SC) in Mongolia, with the financial support of the Japanese Ministry of Foreign Affairs (MoFA), is about to commence a three-year primary education project “**Promoting Inclusive Education for Every Last Child in Mongolia**” (March 30, 2018 – March 29, 2021).

In partnership with the Mongolian Ministry of Education, Culture, Science and Sports (MECSS), the municipal and district education authorities of Ulaanbaatar City, the education authorities of Uvurkhangaï and Khovd aimags, the Mongolian State University of Education (MSUE), and the National Center for Lifelong Education of Mongolia, the project aims at promoting inclusive and equitable primary education with a special focus on meeting the educational needs of marginalized children in three districts of Ulaanbaatar City, as well as in Uvurkhangaï and Khovd aimags of Mongolia.

More specifically, the project will address the following elements in the existing primary education services in Mongolia: (1) Strengthening the capacities of teachers working at regular schools to deliver and nurture inclusive education; (2) Improving the learning environment, outreach strategy, and capacities of teachers at Lifelong Education Centers to promote and deliver inclusive education; (3) Raising awareness amongst parents/caretakers and communities on inclusive education; and (4) Mainstreaming and sustaining successful models of inclusive education through policy advocacy.

### **Job Purpose**

Under the overall guidance of the Education Program Manager, and the direct supervision of the MoFA Project Manager, the post holder leads and guides a team of project officers and stakeholder group members (i.e., the Multi-agency Inclusive Education Coordination Group) to plan, implement, and monitor the programming activities as well as to lead the policy advocacy work, to ensure the successful achievements of the project goal and objectives. This is a senior management position. The post holder is expected to contribute toward enhancing the Mongolian Government’s legislative, regulatory, and policy frameworks on inclusive education for all children, in addition to raising the profile of SC’s education program operations in Mongolia.

### **Line Management Responsibility**

Under the overall guidance of the Education Program Manager, and the direct supervision of the MoFA Project Manager, the **Project Coordinator** line manages four MoFA Project Officers and two field officers. The responsibilities include providing programmatic guidance and support, supervision, and performance reviews of the project officers and field officers. The post holder is expected to show leadership in building a high-performance team. He/she is also expected to ensure compliance with donor/organizational policies, regulations and standards in administering the project activities and funds; and to resolve problems in undertaking the project activities to maintain the quality of project outputs and operations. The post holder will also function as a budget holder of the assigned project(s) to authorize, monitor and analyze financial transactions within the delegated authority as per the organizational scheme of delegation.

## **Key Responsibilities**

The post holder will be responsible for the following tasks:

### **1. Project Planning & Implementation**

- 1) Plans activities and develops a detailed implementation plan (use the templates provided) in consultation with the Education Program Manager, the MoFA Project Manager, the project officers, and the representatives of partner agencies, and other key stakeholders; modifies the plan as necessary and obtains written approval from the Education Program Manager and the MoFA Project Manager.
- 2) Maintains a consistent communication flow amongst the project and other relevant SC staff members, and outside parties involved in the project implementation, through timely information sharing and updates on the implementation plan.
- 3) Carries out the project activities in line with the implementation plan, and coordinates the project activities with other relevant SC staff and project partners.
- 4) Regularly monitors the project progress for consistency in project outputs and purposes, and resolves any identified inconsistencies in consultation with the MoFA Project Manager.
- 5) Facilitates any relevant meetings, workshops, trainings and events as appropriate.
- 6) Authorizes the procurement of goods and services as per the donor regulations and the organizational procurement guideline of SC.
- 7) Builds a meaningful and functional working relationship with external stakeholders, including with the national media and companies which make project PR products, to produce a series of effective public awareness campaign materials as per the implementation plan.
- 8) Supports the MoFA Project Manager to develop the yearly project proposals to ensure continuity between the project phases. Develops the grant proposals in other relevant field through conducting the needs assessments, site visits, data collection and analysis, and drafting of the narrative proposals and budgets.

### **2. Budget-Expenditure Monitoring**

- 1) Produces monthly project budgets and procurement plans (use the templates provided) with the inputs of the project and finance staff members.
- 2) Ensures that the budget implementation is monitored on a weekly basis within the constraints of the budget allocations as per agreed by MoFA; and takes corrective actions as necessary, and addresses any gaps identified to ensure that the project staff members are administering the project funds appropriately as per the donor and organizational regulations.
- 3) Instructs and supervises the project officers and partners on the MoFA's financial regulations, to collect legitimate and proper supporting documents and receipts.
- 4) Monitors on a monthly basis the actual project expenditures against the approved donor line items in the budget, and provide necessary suggestions as required; modify the implementation and procurement plans as necessary to ensure the timely operations of the project activities.

### **3. Coordination with Partners and Key Stakeholders**

- 1) Establishes and maintains a strong collaboration amongst the members of the Multi-agency Inclusive Education Coordination (IEC) Group, the Inclusive Education Specialist (IES) Group, and the Project Working Group; and plans and organizes the meetings, including the preparation/circulation of the agenda before each meeting.
- 2) Takes and circulates the minutes of the IEC and IES meetings in a timely manner in English and Mongolian in a simple and reader-friendly way.
- 3) Plans and organizes other formal and informal meetings with partners and key stakeholders; maintains a trace of evidence (e.g., meeting minutes) for organizing the meetings.
- 4) Responds to enquiries, requests and concerns raised by partners and key stakeholders.
- 5) Represents SC in communicating with the counterpart agencies within the authority delegated by the Education Program Manager and/or the MoFA Project Manager.

#### **4. Monitoring, Evaluation, Accountability and Learning**

In consultation/collaboration with, and the involvement of SC's Program Design and MEAL Coordinator/Officer:

- 1) Assists in planning and taking part in field monitoring visits, documenting lessons learned through the visits and producing reports in English in line with MoFA's reporting guidelines.
- 2) Collects monthly report data from project officers, which will be reported in a simple and reader-friendly way in English to the Project Manager.
- 3) Assists in designing and administering an evidence-based project evaluation tool and produces an evaluation report (incl. analysis of collected data) as required.
- 4) Drafts relevant sections of the project interim and final reports in English.
- 5) Supports the development of next project proposals and other M&E related activities.
- 6) Compiles a report (in English/Mongolian) featuring the best practices and lessons learned from the project at the end of the 3 year project phase for a wider circulation amongst key stakeholders.

#### **5. Public Relations and Advocacy**

In consultation with SC's Advocacy and Communications Manager:

- 1) Helps to develop the project publicity strategy and contents; and implements the related activities.
- 2) Responds to project-related enquiries from the stakeholders and the general public.
- 3) Constantly generates evidence from the project activities and advocate throughout the project duration

#### **6. Other duties as directed and delegated by the supervisors within the reasonably expected work limits. These include:**

- 1) Works closely with colleagues from other thematic areas to ensure coherence and regular coordination at strategic and programmatic levels within SC's country program operation.
- 2) Takes initiatives to oversee knowledge sharing across thematic program teams, and ensures that monitoring and evaluation results are highlighted with evidence, including lessons learned, and are well understood and used by other program team members of SC to improve the overall impact and effectiveness of SC's country program operations in Mongolia
- 3) Participates in the continuous assessment of education sector needs in Mongolia, to ensure that the needs are appropriately reflected during the sectoral and inter-sectoral meetings, proposal development processes, country strategic planning exercises, etc.
- 4) Supports the development and management of SC's overall education program, including the Education in Emergencies (EiE) program, through operational and technical inputs to be provided during the proposal development, program planning, implementation, and monitoring and evaluation processes.
- 5) Coordinates with SC's staff members, and relevant education stakeholders and counterparts, to mobilize resources and to strengthen the education program deliveries and advocacy activities
- 6) In close consultation and coordination with the Education Program Manager, the MoFA Project Manager, and the Advocacy and Communications Manager of SC, establishes and maintains strategic relationships with key policy makers and government/non-government stakeholders, to identify advocacy and programmatic opportunities for SC in the education sector.

#### **Health and Safety**

- Takes a reasonable care for his/her own health and safety, and for the health and safety of other people who directly benefit from or engage in the project activities.
- Ensures that the project activities/personnel are in compliance with the legal health and safety requirements and to the SCJ's health and safety procedures and standards; reports to the organizational management of any incidents involving dangerous and serious accidents, or potential hazards for timely intervention.

### **Personal specifications**

- Shows willingness to work with SC by agreeing strongly with the mission and vision of the organization
- Is passionate in promoting inclusive education to support the most vulnerable children (every last child)
- Possesses a strong learning/leadership mindset to proactively gain and share new knowledge/skill/experience to constantly challenge and improve him/herself and provide positive impression for others' development
- Holds a sustainable mindset to advocate project activities constantly without depending on external actors
- Has a good understanding of education thematic subjects including inclusive education and demonstrated experience in working with the government and education authorities at all levels in Mongolia.
- Possesses excellent personal communication and negotiation skills involving multiple stakeholders.
- Is willing and able to undertake the field visits even in weekends/holidays and support others on it
- Works with minimal supervision, manages own time and staff effectively and take tasks proactively (do more than being asked)
- Displays leadership and stress/emotional management skills in difficult and/or conflict situations
- Has a minimum of five (5) years of experience in programme/project management in education sector, preferably with international organizations or NGOs, with a proven history of delivering results
- Holds at least a Master's Degree in a relevant discipline (i.e., Primary education; early childhood care and development related subjects; monitoring & evaluation; and management/development studies).
- Has strong research/analytical (quantitative and qualitative) and problem solving skills.
- Possesses excellent verbal and written skills in English and Mongolian, and can produce reader-friendly reports
- Is proficient in computer programs (i.e., Word, Excel and PowerPoint)

### **Level of Contact with Children and Young People**

The post responsibilities require the post holder to have one-to-one contact with children and young people periodically. The post holder will have regular contact with children or young people through her/his job duties such as administering workshops, trainings and awareness raising campaigns. In any contact with children or young people, the post holder is required to follow the code of conduct and child protection policy of SC.

### **Following policies will be included as part of this Job Description**

- Child Safeguarding Policy
- Code of Conduct of Employees
- Fraud Policy
- Whistle-blowing Policy

**Annex**
**SUMMARY OF THE PROJECT**

1. Country	Mongolia
2. Project Title	Promoting Inclusive Education Focusing on Every Last Child in Mongolia (Phase 1)
3. Duration	Three years: March 2018 – March 2021 (Phase 1: March 2018—March 2021)
4. Background and Necessity of the Project	<p>Thanks to the Mongolian government’s efforts, the net enrollment rate of primary education rose to 95% in 2014. On the other hand, the number of children not enrolled in elementary and lower secondary school reached 10, 311 nationwide in the same year, and drop-out children and out-of-school children remain without access to quality education services. The reasons for the lack of access to education services tend to be associated with children from various backgrounds and vulnerability. Reasons such as poverty, disabilities, learning difficulty, illness, ethnic minority status, migration, etc. all take their toll. As of 2010, the net enrollment rate in primary education in the Mongolian poorest and the wealthiest quintile class were 72% and 93% respectively.</p> <p>From the 20th century to the 21st century, as a global trend, a shift from a separate education (children with disabilities assigned to learn in schools with special support) to inclusive education has been proposed, and the Mongolian government is following this trend mainly to promote equal rights to education for children with disabilities. As of today, 6 special schools exist in Ulaanbaatar, and the Mongolian government is not planning to add another special school, but instead is promoting a system in which children with disabilities learn in regular schools.</p> <p>On the other hand, there exists the Lifelong Education Center (LEC) under the Ministry of Education, Culture, Science and Sports (MECSS), which is the reception center for children who can’t normally go to regular school or children who dropped out of school due to the different conditions mentioned above. However, appropriate measures for LEC are scarce in terms of learning environments and teachers’ professional development, especially when LEC teachers have to teach multiple grade and age students in small classrooms with limited materials. The LEC classroom is usually located in an extra room of a regular school, but there are few (if any) interactions among students and teachers of regular schools and LEC, which makes it difficult to create a bridge between regular schools and LEC and causes stigma to LEC students and teachers. Also, some parents tend to hide children with severe disabilities at home, which prevents some children from attending either regular schools or LEC. Thus, raising awareness on inclusive education at the community level is equally necessary.</p> <p>Based on the assessment conducted by Save the Children in April and May of 2017 with regular schools and LEC in Ulaanbaatar and 6 provinces, as well as relevant government and international organization staff, there are four concerns to be tackled to promote Inclusive Education Focusing on Every Last Child (not limited to children with disabilities) in Mongolia:</p> <ol style="list-style-type: none"> <li>1) At regular schools there is a lack of appropriate support for children with special needs, and the system for implementing inclusive education is not fully prepared in terms of teaching methodology and evaluation system;</li> <li>2) At the Lifelong Education Center, there is a lack of a proper learning environment and staff to deal with children with various needs;</li> <li>3) When promoting inclusive education at regular schools and LEC and outreach to out-of-school children, it is indispensable for the local community and parents/care-takers to understand its importance, and;</li> <li>4) There is a lag in the effort for inclusive education for every last child among regular schools, LEC, out-of-school children and community at government level, and a lack of an</li> </ol>

	inclusive education coordination mechanism at country level.
5. Project Objectives	<ol style="list-style-type: none"> <li>1. To strengthen the Inclusive Education system at regular schools</li> <li>2. To strengthen the structure and capacity of lifelong learning centers and outreaching to out-of-school children</li> <li>3. To enhance awareness and engagements of parents/caretakers and community members in addressing inclusive education</li> <li>4. To institutionalize and sustain successful models of inclusive education through policy advocacy and strengthen inclusive education coordination mechanism</li> </ol>
6. Target Area	<p>Ulaanbaatar: Songinokhairkhan, Bayanzurkh and Chingeltei district          Countryside: Uvurkhangai Province and Khovd Province</p>
7. Target Group	Children, teachers and administrative staff, parents and care-taker of public primary schools and lifelong education center, out-of-school children, etc.
8. Activities	<p><b>0. Preparation activities and enhancing partnerships</b></p> <p><b>1. Establish inclusive education system at regular schools</b></p> <ol style="list-style-type: none"> <li>1.1. Research and workshops for situation analysis and material development at selected schools</li> <li>1.2. Improvement of school information collection system for new students and establishment of a mechanism which connects a child with potential disabilities and the social welfare committee of the Ministry of Labor and Social Welfare, and/or the health department, and its implementation</li> <li>1.3. Development and implementation of guidelines for teachers who are responsible for children with special needs</li> <li>1.4. Development and implementation of learning assessment tool which considers children with special needs, and of teacher evaluation tool for inclusion</li> <li>1.5. Joint training and activities with lifelong education centres' staff and students</li> </ol> <p><b>2. Strengthening the structure and capacity of lifelong learning centers (LEC) and outreaching to out-of-school children</b></p> <ol style="list-style-type: none"> <li>2.1. Research and workshops for situation analysis and material development at target LEC</li> <li>2.2. Development and implementation of guidelines on multi-grade teaching and children with special needs for teachers at the Lifelong Study Center</li> <li>2.3. Provision of equipment for improving the center's environment</li> <li>2.4. Preparation and implementation of after school programs</li> <li>2.5. Exchange activities with regular schools</li> <li>2.6. Outreach activities for children who are out-of-school/center.</li> </ol> <p><b>3. Raising activities for stakeholders in the local community</b></p> <ol style="list-style-type: none"> <li>3.1. Development and distribution of awareness raising materials</li> <li>3.2. Implementation of awareness raising workshops to parent association of the target schools and parents of the out-of-school children in the communities of target districts</li> </ol> <p><b>4. Advocacy</b></p> <p>Mongolian government agencies such as MECSS, MSUE, LEC, etc. can prepare for inclusive education for every last child</p> <p>4.1 Establishment and operation of 3 project groups according to each role such as advocacy, technical guidance and project implementation:</p> <ol style="list-style-type: none"> <li>① [Inclusive education coordination committee]</li> <li>② [Expert group]</li> <li>③ [Project Working Group]</li> </ol>