

Job Description

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| Job Title: | Senior Learning Advisor |
| Job Location: | UK remote. The post holder will be expected to attend in-person meetings in Haywards Heath at least once a quarter. |
| Reports to: | Senior Monitoring, Evaluation and Learning Manager |
| Responsible for: | N/A |
| Team: | Fund Management Team, Disability Inclusive Development – Inclusive Futures (FMT DIDIF) Programme |
| Department: | Policy and Programme Strategy (PS2) |

Job Purpose:

The Disability Inclusive Development (DIDIF) programme started July 2018 and is a six year, £29.5m FCDO funded commercial contract managed by Sightsavers DIDIF Fund Management Team (FMT). The DIDIF programme is managed using a payment-by-results and New Engineering Contract (NEC3) contracting model. It is also adaptively managed. The DIDIF consortium consists of ten partners who work on innovation and scale projects across the programme's four thematic areas: health, education, livelihoods and negative stereotyping and discrimination. We work in six countries: Bangladesh, Kenya, Nepal, Nigeria, Tanzania and Uganda. The FMT is responsible for the programme's management: finance & risk; monitoring, evaluation and learning; adaptive management; reporting and quality assurance; governance; contract management; consortium management and donor relations.

The Senior Learning Advisor leads on the implementation and continuous development of the DIDIF programme's Learning Strategy (also called "the Learning Architecture"), a component of the DIDIF programme's MEL Strategy. The post-holder reports into the Senior MEL Manager who has overall responsibility for all elements of the DIDIF Programme's MEL strategy.

The Senior Learning Advisor will lead on establishing the learning priorities for Learning Architecture's four operational areas (project, programme, consortium and organisation) and ensure those learning priorities meet the programme's strategic objectives. To establish the Learning Architecture's learning priorities, the post holder will lead participatory consultations with a wide range of stakeholders, such as: consortium partners, the FMT, people with disabilities and their representative organisations, Inclusive Futures Communications and FCDO. They will provide technical direction to all Learning Architecture projects and oversee implementation and delivery. They are responsible for the timely, quality delivery of learning products developed by the FMT.

The post-holder will lead teams to deliver programmatic, consortium and organisational learning products as well as delivering products individually. They will set-up and manage quality control processes and tools to support consortium partners to deliver robust learning products. They lead on the quarterly and annual reporting to FCDO on the Learning Architecture and contribute to work related to the programme's results framework and Theory of Change. They will work closely with the Senior MEL Manager on oversight and delivery of the MEL strategy. As a senior leader, they are expected to proactively engage with stakeholders to resolve issues and escalate in a timely manner as well as contribute to strategic, senior management meetings. They provide significant technical input to the Strategy Advisor's dissemination strategy and the Project Manager's

dissemination work plan. Dissemination responsibilities may include conference and network presentations. Working closely with the Inclusive Futures Communication Manager, they will ensure learning product delivery aligns with communication plans to deliver content-driven communications. The post holder may travel 2 - 3 weeks per year.

Principle accountabilities

1. Direct, implement and improve the DIDIF programme's learning strategy and its workplan, processes, tools and guidance.
 - Establish the learning strategy's learning priorities across its four operational areas (task order, programme, consortium and organisation) and ensure that they align with the programme's objectives. Work closely with the Senior MEL Manager and the Associate Programme Director to finalise the learning priorities.
 - Utilise a variety of strategies to inform the strategy's learning priorities. Revisit these strategies and stakeholders periodically to ensure the strategy's learning priorities remain relevant over time.
 - Apply technical expertise in disability inclusion and learning.
 - Lead a participatory consultation process with key stakeholders, such as: consortium partners, the FMT, people with disabilities and their representative organisations, Inclusive Futures Communications and FCDO.
 - Conduct a desk-review of the DIDIF programme's task orders and core documents.
 - Conduct a grey literature review on disability inclusive development programming and practice across health, education and livelihoods themes.
 - Participate in DIDIF FMT governance groups and lead strategic discussions with core group and technical advisory members.
 - Participate in DIDIF MEL oversight meetings and lead discussions with consortium partners.
 - Provide technical direction to consortium partners' learning concept notes during the project inception phase. Work closely with consortium partners to align their work with the programme's learning strategy & priorities. As agreed, provide technical support to project learning concept during implementation.
 - Provide the Senior MEL Manager with regular progress reports on the development and finalisation of project learning concept notes and their implementation.
 - Matrix-manage a project team of FMT members and/or consultants responsible for delivering programme, organisational and consortium learning products on time and on budget.
 - Provide technical direction on learning concept notes.
 - Provide technical feedback on learning product drafts.
 - Develop the learning strategy's workplan, capturing learning project deliverables across the four operational areas. Manage the workplan implementation and ensure timely delivery of learning projects, proactively addressing issues that may hinder delivery.
 - Develop processes and tools to support the delivery of the workplan.
 - Develop and manage budget lines for FMT learning project deliverables.

- Specifically identify and monitor projects that are linked to the achievement of the programme's results framework. Proactively identify and resolve issues and work closely with the Senior MEL Manager to support deliver.
- Communicate the learning priorities, work plan and achievement to relevant the consortium via its governance and oversight structures.
- Responsible for reporting against the Learning Architecture:
 - FCDO quarterly and annual reports. This includes a significant contribution to FMT's work on the programme theory of change and results framework.
 - DIDIF FMT's quarterly Strategic Oversight And Reporting (SOAR) meeting, the body responsible for delivery oversight in DIDIF.
- Proactively identify opportunities for two way learning between the DIDIF programme and FMT, and Sightsavers organisational learning and research uptake leads to make an active, and constructive contribution to the overall strategic direction of learning in the wider organisation

2. Lead on the design and creation of high-quality programme learning products

- Compile and analyse existing learning and reporting on prioritised learning topics, from existing programme documentation and reporting, and current publications and trends from the wider development and humanitarian sector.
- Lead the development or co-development of concept notes which establish the scope, format, audience, etc for prioritised learning products, in consultation with relevant programme and external stakeholders.
- Design and conduct additional primary data collection from relevant programme partners and stakeholders to generate learning content in line with best practice, either individually or leading an FMT or consortium partner team (for co-developed products).
- Lead a thorough technical review process and consultation with key stakeholders to ensure that the final product is fit for purpose, technically and programmatically.
- Finalise the design and creation of high-quality, relevant and targeted learning products, ready for dissemination in a variety of creative written and non-written formats, liaising closely with Inclusive Futures Communications.
- Uphold a high-standard of disability inclusion and accessibility throughout the planning, development and creation of learning products.

3. Provide expert technical support and guidance for FMT and consortium partners in the development and dissemination of high-quality learning products

- Provide expert written and verbal technical guidance to programme partners on how to design, develop and disseminate their own learning products to maximise influence on targeted external audiences.
- Provide strategic direction and technical input into dissemination strategies for each programme learning product, ensuring alignment across the portfolio and that types of dissemination are varied and relevant for target audiences (including but not limited to academic publication, conferences,

- targeted meetings, country and cross-county launch events, webinars, media assets, written materials, etc.)
- Develop, implement and continuously improve quality assurance guidelines and advice to programme partners to ensure robust planning, generation and dissemination of learning and evidence.
 - Assure quality of learning product plans and deliverables, and ensure alignment with the programme learning strategy and priorities.

The principal accountabilities are not meant to be an exhaustive list of tasks. DIDIF is a dynamic programme and the need for flexibility is required. The job holder is expected to carry out any other related duties that are within the employee's skills and abilities whenever reasonably instructed.

Jobholder Entry Requirements - *the essential knowledge, skills and behaviours required*

Knowledge (education and related experience):

- Educated to at least university master's degree level in a relevant field.
- Extensive experience working in the international development and/or the humanitarian sector.
- Senior-level experience in monitoring, evaluation and learning, specifically learning.
- Demonstrated ability to manage large, complex piece of work and produce key deliverables on time. Line and matrix management experience is desirable.
- Knowledge of disability inclusive development practices and programming is an asset.
- Experience in understanding and responding to the complexities of working across multiple countries and continents in an international development organisation.
- Experience in complex stakeholder management or consortium management is highly desirable.
- Demonstrated experience in good practice in learning analysis, design and dissemination of learning for different audiences.

Skills (special training or competence):

- Excellent project management, coordination, planning and organisation skills with the ability to multi-task
- Highly collaborative, ability to seek and secure consensus across a wide range of stakeholders.
- Strong interpersonal and relationship building skills.
- Exceptional, effective, and proactive communications
- Willingness to work in a networked team and with partners around the world virtually and in-person.
- Proven ability to conduct research in academic or organisational settings.

Core behaviours:

- Communicating & Influencing
- Planning & Organising
- Change & Improvement
- Delivery & Implementation
- Team working