

# Education Advisor, BRACE PMU

## Position Description

<b>Reporting to:</b>	Team Leader / Program Quality & MEAL Manager	<b>Work location:</b>	Save the Children Tonga Office, Nuku'alofa, Tonga
<b>Team:</b>	BRACE Project Management Unit (PMU)	<b>Direct reports:</b>	None
<b>Employment type:</b>	Full time	<b>Contract duration:</b>	Initial two-year term with possibility of extension

The Education Advisor provides strategic and technical leadership to support the effective design, implementation, and continuous improvement of education-related components under the Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) project in Tonga.

The role focuses on strengthening climate-resilient education systems by supporting MET, schools, and communities to integrate climate change adaptation, disaster risk reduction, and inclusive education principles into policy, planning, curriculum delivery, teacher practice, and school-level implementation. The Education Advisor works closely with MET divisions, PMU staff, Save the Children Australia, and other technical partners to ensure education interventions are contextually relevant, technically sound, inclusive, and aligned with national priorities and GCF requirements.

### About the BRACE Project

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Building the Climate Resilience of Children and Communities through the Education Sector (BRACE) is a multi-country initiative implemented in Tonga, South Sudan, and Cambodia, with majority funding from the Green Climate Fund (GCF).

In Tonga, BRACE is delivered through a partnership between the Government of Tonga, through the Ministry of Education and Training (MET) and Save the Children Australia.

A dedicated Project Management Unit (PMU) is embedded within MET to support project planning, coordination, implementation, financial management, procurement, environmental and social risk management, and monitoring and reporting.

### Role Requirements

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#### 1. Strategic Education Technical Leadership

- Provide strategic technical advice to MET and the PMU on education system strengthening for climate resilience, in alignment with the BRACE workplan.
- Support integration of climate change adaptation, disaster risk reduction, and resilience concepts within education policies, strategies, and operational plans.
- Ensure education activities align with national education priorities, sector plans, and BRACE theory of change.
- Contribute to adaptive management by identifying emerging risks, gaps, and opportunities in education programming.

#### 2. Curriculum, Teaching, and Learning Support

- Lead on integration of climate change, disaster risk reduction, and environmental sustainability into curriculum delivery and teacher practice for Forms 6 and 7.
- Support development or adaptation of teaching and learning materials.

- Support institutionalisation of climate change teaching and learning within MET systems, including alignment with curriculum frameworks, assessment processes, teacher standards, and in-service training mechanisms.
- Coordinate with relevant MET divisions to support national rollout, piloting, review, and updating of climate change curriculum materials.
- Work closely with the BRACE Climate Change Advisor to ensure quality and timeliness of outputs.
- Provide technical input into teacher professional development initiatives supported by the project.

### **3. Support to Climate-Resilient Schools and Systems**

- Provide technical guidance on climate-resilient school infrastructure use, school safety, disaster preparedness, and continuity of learning.
- Collaborate with the Education Advisor, who leads pedagogical and education system design aspects.
- Coordinate closely with the construction consultant to ensure integration of technical, pedagogical, and climate adaptation considerations into school infrastructure planning and implementation.
- Support development or refinement of school-level planning tools, guidelines, and standard operating procedures.
- Support schools to develop, finalise, and implement school-level safety and resilience plans, including facilitation with focal points, PTAs, and student representatives.
- Advise on inclusive approaches that address the needs of girls, children with disabilities, and other vulnerable groups.
- Promote child-centred, participatory, and culturally appropriate approaches in school and community engagement.

### **4. Stakeholder Engagement and Coordination**

- Work closely with relevant MET divisions, district education offices, and schools to support education-related implementation.
- Provide technical and coordination support for large-scale teacher and focal point training, including Training-of-Trainers approaches, regional delivery, and integration into annual teacher planning cycles.
- Support sustainability of training through embedding materials into HAMA e-learning platform and MET professional development systems.
- Coordinate with Save the Children Australia technical advisors and relevant communities of practice to ensure consistency with organisational standards and coordination and learning across other similar projects in the region.
- Participate in technical working groups, consultations, and review processes related to education and resilience.
- Along with the CC Adviser, establish strong working relationships with MEIDECC Climate Change Division and National Disaster Risk Management. Together with the CC Adviser, represent BRACE in national coordination platforms such as the Education and WASH Clusters, and Joint National Action Plan forums
- Support alignment with other education, climate, and disaster risk initiatives in Tonga and the region.

### **5. Monitoring, Learning, and Reporting**

- Provide technical education inputs into quarterly, six-monthly, and annual project reports.
- Support monitoring of education outcome, output and activity indicators and contribute to reflection on learning and adaptation.
- Document good practice, challenges, and lessons learned in climate-resilient education.
- Support preparation of BRACE learning products at the global level by documenting lessons learned in Tonga, providing input on draft products, and other tasks as needed.
- Support evaluations, technical reviews, and audits as required.

## 6. Compliance, Safeguarding, and Risk Management

- Ensure education activities align with GCF, MET, and Save the Children environmental and social safeguards.
- Coordinate closely with the BRACE GEDSI & ESS Advisor to ensure education activities meet inclusion, safeguarding, and environmental and social safeguard requirements, while retaining accountability for education technical quality
- Promote child safeguarding, inclusive education principles, and do-no-harm approaches across all education activities.
- Identify and mitigate education-related risks, including exclusion, inequity, or unintended negative impacts.
- Uphold integrity, professionalism, and respect for communities and stakeholders.

## 7. Health, Safety, and Security

- Act in accordance with workplace health and safety policies and procedures.
- Report incidents, hazards, or concerns promptly in line with organizational requirements.

## Child Protection and Safeguarding Requirements

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- Maintain a child-safe environment and act in the best interests of children at all times.
- Comply with Save the Children Australia's **Child Safeguarding Policy** and **Code of Conduct**, and relevant Government of Tonga requirements.
- Follow established procedures for reporting child safeguarding concerns.

## Qualifications and Experience

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### Essential

- Minimum 10 years' experience in education programming, education systems strengthening, or education advisory roles.
- Strong understanding of education policy, school systems, and curriculum implementation.
- Demonstrated experience supporting government ministries, schools, or education sector partners in Tonga
- Ability to provide strategic technical advice and translate policy into practical implementation.
- Strong interpersonal, coordination, and relationship-building skills.
- Commitment to inclusive education, child safeguarding, and ethical practice.

### Desirable knowledge or experience

- Background in climate change adaptation, disaster risk reduction, or resilience in education.
- Experience working with donor-funded or GCF-funded projects.
- Familiarity with MET structures, policies, or planning processes.

### Desirable qualifications

- Bachelor's degree in education, curriculum studies, development studies, or a related field
- Postgraduate qualification in education or a related discipline is an advantage

**Additional Information**

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- Application for Tongan nationals. Appointment is subject to a satisfactory National Police Record Check.
- Ongoing performance will be measured against agreed deliverables, values, and demonstrated behaviours.
- Flexible working arrangements, including travel and occasional work outside normal office hours, may be required.

**Other Requirements**

<b>Driver's Licence:</b>	Useful but not mandatory	<b>Travel:</b>	Required
<b>Working with Children Check:</b>	As required	<b>Assets:</b>	Laptop