



**Terms of Reference – Technical Officer (Learning)–B**  
To support Plan International in addressing Rohingya Influx in Bangladesh

**Background:**

This is an intervention to lives saved and alleviate suffering, through the care of the immediate educational needs of children, adolescent girls and young Rohingya who do not attend school and those belonging to host communities through a program of emergency education in Cox's Bazar, Bangladesh. Opportunities for equitable learning will be provided in a safe and protective environment by addressing the main barriers to access to education in this emergency such as lack of physical space in the camps, the low level of education of teachers and restriction of movement teenagers. 9140 children/girls, adolescents and young people (3-24) will benefit directly from the project, of which 50% will be girls.

**Purpose/Role:**

S/he will be responsible for the implementation of the education component targeting children aged 3-24. She/he will ensure the delivery and achievement of programme outputs in particular establishment of Shared Learning Centre (SLC), Out-reach Tutoring (OT), Big Brother-Big Sister (BB-BS)/SBK support for the identification and mobilization of teachers/facilitators in displaced and host communities, support for teachers training, delivery of education activities for targeted children including psychosocial support and referral, delivery of learning and teaching material. S/he will communicate frequently with EIE specialist (AECID) for expenditure, reporting and donor compliance. He/she will take proactive stance in identifying and mitigating Child Protection related risk in the implementation of the project interventions and will represent Plan at sub District Level (Ukiya).

**Duration of the assignment:**

- 1 Year including three-months' probation period (have possibility to extend if fund available).

**Location:**

- Ukiya based position with frequent travel to Camps and Host Community

**Availability:** Immediate/ASAP

**Responsibilities and Tasks**

**1. Assessment**

- Support education needs assessment as needed in intervention target areas;
- Review, assess and update the education situation in areas affected by emergency (camps sites and host communities) (including, but not limited to depending on the context, access and barriers for vulnerable groups including girls and children with disabilities, barriers for teachers/facilitators, safe learning environment for children and teachers/facilitators, quality of learning and teaching, conflict sensitivity, community participation, etc.);
- Highlight education related issues requiring an immediate or medium term response and inform the EIE Specialist (AECID) and Program Manager;
- Assist in capacity building of field level/camp level staff or volunteers.

**2. Response Management and Implementation**

- Track the progress of Education activities and provide regular update to the EIE specialist. Visit programme/project sites on regular basis to supervise and monitor basic education and learning related activities in the affected communities;
- Participate in basic education programme review meeting at sub-district level;
- Gather and provide information for progress reports to ensure timely implementation of basic education and learning activities;
- Facilitate in identifying children out of school with plan to return to schools or the non-formal education system;
- Document best practices and success stories for sharing the learnings;
- Assist the EIE specialist (AECID) in data collection and storage;
- Support the monitoring and reporting of major concerns on education and as well as child protection concerns inside and around the learning centres/spaces and
- Ensure early and rigorous implementation of quality and accountability mechanisms.

### 3. Staff Capacity Building

- Design and facilitate capacity development activities/training for volunteers/facilitators in the areas of Education/ECD/Youth Engagement;
- Provide on-the-job coaching and support to the Facilitators, ALCMC, Mentors, Technical Officers (Plan International and partner organization) in technical aspects of the program and cluster coordination and
- Prepare Training Manual/Module for conducting quality training and others.

### 4. Response Reporting & Evaluation

- Support to prepare event report, quarterly report and evaluation of EiE programmes outputs, outcomes and results.

### 5. Information and Co-ordination

- Provide regular updates to the EiE PM/Specialist (AECID) on progress, priorities and constraints -verbally and written on an agreed and
- Engage and follow up with relevant implementation staff

#### Key Internal Contacts

EiE Project Manager, Specialist (AECID), EiE Program Manager and other members of the Emergency Response Team.

#### Key External Contacts

Other key education actors at sub- district and camp/community level.

#### Reporting lines

Reports to EiE Project Manager-AECID

#### Selection Criteria: Core Competencies

- **People Skills:** Ability to work independently and as a team player who demonstrates leadership and is able to support and train local and international staff and also able to work with disaster affected communities in a sensitive and participatory manner;
- **Communication Skills:** Well developed written and oral communication skills. Able to communicate clearly and sensitively with internal and external stakeholders as a representative of Plan. This includes effective negotiation and representation skills;
- **Integrity:** Works with trustworthiness and integrity and has a clear commitment to Plan's core values and humanitarian principles;
- **Resilience/Adaptability and flexibility:** Ability to operate effectively under extreme circumstances including stress, high security risks and harsh living conditions. Works and lives with a flexible, adaptable and resilient manner;
- **Awareness and sensitivity of self and others:** Demonstrates awareness and sensitivity to gender and diversity. Have experience and the ability to live and work in diverse cultural contexts in a culturally appropriate manner;
- **Work style:** Is well planned and organized even within a fluid working environment and has a capacity for initiative and decision making with competent analytical and problem solving skills;
- **Knowledge and skills:** Requires knowledge on ECD, Basic Education and Youth Engagement, general finance, administration, information management and computer skills;
- **Working Experience:** 3 years of experience in education sector (formal and non-formal) and experience in humanitarian settings is an asset;
- **Language Skills:** Fluency in Chittagonian is preferable. Good knowledge of English is highly desirable.

#### Technical Competencies required for this position are

- Good knowledge and understanding of **DO NO HARM** principles and established education in emergencies standards
- Experience with participatory approaches to education. University degree in Education, Social Sciences or related field