

## **Terms of Reference – Literacy Specialist**

To support Plan International in addressing Rohingya Influx in Bangladesh

### **Purpose/Role:**

S/he will be responsible for providing technical expertise and guidance on literacy instruction and programming across all of Plan International's EiE interventions in the Rohingya Influx Response. S/he will communicate most frequently with EiE Technical Lead (Supervisor) and EiE Program Manager. S/he will be part of and coordinate with the other EiE Quality Team members of technical specialists, and accordingly communicate with the EiE field team members, the Education Sector, partners and government officials at local level. She/he will provide support for development and/or adaptation of training packages and tools, primarily – but not exclusive to – leading on the development of Teaching Reading instructional guidance. S/he will provide direct training to staff at all levels including sector-wide trainings and support the structure, planning and execution of activities supporting reading and literacy promotion, including circulation of storybooks and Reading Festivals. S/he will create training and programming that will be gender transformative, promoting quality learning opportunities for girls to thrive; and take proactive stance in identifying and mitigating child protection related risk in the implementation of the EiE interventions.

### **Responsibilities and Tasks**

#### **1. Assessment**

- Support education needs assessment, particularly considering facilitator/teacher instruction competencies and student literacy competencies
- Highlight literacy-related issues requiring immediate and/or longer-term response, with regular updates to the EiE Technical Lead
- Review and reinforce ongoing operational research components on literacy in EiE projects
- Contribute to overall review and support of the education situation in areas affected by emergency with regard to literacy (including, but not limited to – depending on the context – access and barriers for vulnerable groups including girls and children with disabilities, barriers for teachers, safe learning environment for children and teachers, quality of learning and teaching, conflict sensitivity, community participation).

#### **2. Strategy and Programme Design**

- Support preparation of grants proposals, including concept notes, technical and financial proposal planning and write-up, strategically incorporating literacy competencies for students and corresponding competencies for teachers/facilitators into comprehensive and integrated EiE interventions
- Support the development of EiE programme plans and strategies to promote literacy and develop guidance on best practices for relevant pedagogy
- Work in close collaboration with the EiE Lead and other technical specialists to ensure that emergency interventions build upon each other and link into longer term programming
- Support the Education Sector Technical Working Group in ongoing review of materials and guidance

#### **3. Response Quality Development**

- Adapt and develop training materials and guidelines on literacy and quality reading instruction, including field tests
- Lead ToTs for Plan staff on reading instruction in addition to planning, following up on and directly supporting subsequent trainings rollout

- Lead on the rollout of the EiE strategy literacy component, following on the different components such as – but not exclusive to – home-lending reading programmes, circulation of storybooks and Reading Festivals
- Plan and conduct frequent field visits to affected areas to monitor literacy activities; and identify opportunities, constraints and any adjustments needed including additional staffing, staff training or other technical support, coaching and guidance to team members accordingly
- Take active part in capacity building of Plan and education partners staff as relevant to ongoing programme implementation
- Coordinate with UN and other partners on sector-wide training planning, design and delivery, particularly validation workshops, ToTs and training workshops, etc. on literacy instruction

#### **4. Response Reporting & Evaluation**

- Support reporting and evaluation of EIE programmes (especially regarding reading instruction and training activities) output and outcome results achievement in collaboration with the IM Coordinator and MER&A Specialist
- Ensure early and rigorous implementation of quality and accountability mechanisms
- Support EiE implementing team in the development of case studies, documentation of best practices and success stories for learning generation and dissemination

#### **5. Information and Co-ordination**

- Provide regular updates to EIE Technical Lead and emergency team on progress, priorities and constraints – verbally and in writing on an agreed frequency.
- Engage and follow up with relevant implementation manager(s)
- Seek support and guidance from internal reading instruction experts within Plan's networks

#### **Key Internal Contacts**

- EIE Lead, Education Program Manager, Project Managers, Deputy Program Director and other members of the CPIE and field team as appropriate.
- Plan International Literacy Instruction Experts (in Bangladesh and global).

#### **Key External Contacts**

Other agencies and groups responding to the emergency, in particular those working in the Education in Emergency sector and teacher professional development.

#### **Reporting lines**

EiE Technical Lead

#### **Selection Criteria: General Competencies**

- *Interpersonal skills:* Has the ability to work independently and as a team player who demonstrates leadership; is able to support and train staff and targeted stakeholders; and also able to work with disaster affected communities in a sensitive and participatory manner.
- *Communication skills:* Possesses 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.
- *Awareness and sensitivity of self and others:* Demonstrates experience and the ability to live and work in diverse cultural contexts in a culturally appropriate manner. Has a capacity to make accurate self-assessment particularly in high stress and high security contexts, demonstrating awareness and sensitivity to gender and other diversities.

- *Work style:* Is well planned and organised 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:* Demonstrates knowledge of Plan policies and procedures, Sphere and the Red Cross/NGO Code of Conduct. The role also requires general proficiency in information technology/ computer skills.

**Technical Competencies and Education** required for this position are

- University degree in Education, Social Sciences or related field
- Proven technical competence and experience working on projects with a literacy enhancement focus, including delivering trainings, developing materials and field support for reading instruction/literacy enhancement
- Experience with participatory and inclusive approaches to education, preferably in emergency/humanitarian settings, and a practical understanding INEE MS, Core Humanitarian Standard commitments and the Do No Harm principles
- Multiple language skills are desirable. Fluency in English is necessary; Burmese and/or Chittagonian would be an asset.

**Location:**

Cox's Bazar, with frequent (40%) travel to Ukhiya and Teknaf for coordination with EiE and CPiE field teams.