



Terms of Reference – Technical Officer Learning –B

To support Plan International in addressing Rohingya Influx in Bangladesh

Purpose/Role:

S/he will be responsible for the implementation of the basic education component targeting children aged 6-14. She/he will ensure the delivery and achievement of programme outputs in particular establishment of Temporary Learning Centre, support for the identification and mobilization of teachers 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 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).

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, safe learning environment for children and teachers, quality of learning and teaching, conflict sensitivity, community participation)
- Highlight education related issues requiring an immediate or medium term response and inform the EIE specialist .
- Assist in teachers training in coordination with the EIE specialist and the EIE lead. .

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.
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- 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 shared learning.
- .Assist the EIE specialist 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 .
- Ensure early and rigorous implementation of quality and accountability mechanisms.

3. Response Reporting & Evaluation

Support reporting and evaluation of EIE programmes output and outcome results achievement

4. Information and Co-ordination

- Provide regular updates to Emergency Response Manager and the EIE specialist on progress, priorities and constraints – verbally and in writing on an agreed frequency.
- Engage and follow up with relevant implementation manager(s)

Key Internal Contacts

EIE specialist, EIE Lead, Emergency Response Manager and other members of the Emergency Response Team as appropriate.

Key External Contacts

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

Reporting lines

Reports to Emergency Response Manager .

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. Has a capacity to make accurate self-assessment particularly in high stress and high security contexts.
- **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 general finance, administration, information management and telecommunication skills and proficiency in information technology/ computer skills.
- 2 years of experience in education sector. Experience in humanitarian settings is an asset
- Fluency in Chittagonian is required. Good knowledge of English is highly desirable
- Multiple language skills 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

Duration of the assignment:

6 months including 1 month probation

Location:

Ukiya with frequent travel to Cox's Bazar for coordination with ER team

Availability: Immediate