ROLE PROFILE 71003727

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| Title: | EiE Technical Advisor | | |
| Functional Area: | Education in Emergencies | | |
| Reports to: | Head of Division, Cox’s & CHT Programme.Education Lead will be in matrix management. | | |
| Location: | Cox’s Bazar | Travel required: | Yes |
| Effective Date: | June 2021 | Grade: | D2 |

role PURPOSE

Plan International is an independent development and humanitarian organization that advances children’s rights and equality for girls. Plan International envisages a world in which all children and young people realise their full potential, a vision now shared by the 193 Heads of State and Government who adopted the 2030 Agenda for Sustainable Development in September 2015. The Rohingya crisis is the largest and most complex humanitarian crisis in the Indo-Pacific region with over 1.2 million people needing humanitarian assistance in Cox’s Bazar, Bangladesh.

The Education in Emergencies (EiE) Technical Advisor will be responsible to ensure technical quality of all projects that fall under the EiE program in Cox’s Bazar and support staff to be able to implement activities in line with international standards. This role will join a full technical team in Cox’s Bazar consisting of technical specialists on different thematic areas (Early Childhood education, Myanmar Curriculum-Primary & Secondary education, Adolescent and youth Education) led by Lead Education.

The technical Advisor will support the Technical Specialists in the development and/or adaptation of high-quality educational materials or technical packages by reviewing and providing guidance to ensure that all materials are in line with relevant internal and external quality standards. She/he will be responsible for supervising the technical specialist (ECD) and support them to implement the technical activities with quality. Besides she/he will provide technical support and guidance to Technical Specialists and project teams on major or cross-cutting program challenges as identified through field visits or data monitoring. S/he will communicate frequently with EiE lead for project designing, quality delivery, assessment and reporting. S/he will communicate with the project team members, partner staff and also maintain effective coordination and representation between Plan International and any relevant stakeholders at local, national, and international level including donors as assigned

Dimensions of the Role

* Project design
* Technical support for program implementation
* Teaching learning Materials and technical documents review
* Monitoring, evaluation, research, and accountability
* Capacity building and people management (2/3 Technical Specialist-ECD)
* External representation and coordination

Accountabilities

**Project Design**

* Support the EiE Lead in the design of high quality EiE projects by providing information on overall EiE context update, EiE program progress, challenges, and possible innovations as identified and gathered through data collection and field visits
* Support the EiE Lead in specific steps of the proposal/project design process (narrative writing, design workshops, etc.) as assigned
* Carry out any needed technical assessments or reviews of specific project activities to support new project designs

**Technical Support for Program Implementation**

* Ensure that EiE interventions are being implemented in line with the Inter-Agency Network for Education in Emergencies Minimum Standards (INEE MS) and other existing global and local guidelines and tools for EiE, as well with Plan International’s Global and Country strategies, through regular field visits and data monitoring
* Provide technical support and guidance to Technical Specialists and project teams on major or cross-cutting program challenges as identified through field visits or data monitoring
* Support piloting of innovative models, with a focus on support for community-led activities, to promote ownership and leadership in education programming

**Teaching learning Materials and technical documents review**

* Support the Technical Specialists in the development and/or adaptation of high-quality educational materials or technical packages by reviewing and providing guidance to ensure that all materials are in line with relevant internal and external quality standards (such as INEE Minimum Standards)
* Support hired consultant in developing assigned technical deliverables and review the documents to ensure standard quality of the documents.

**Monitoring, Evaluation, Research and Accountability**

* Work closely with the Monitoring & Evaluation (M&E) team to adapt and develop digital and paper-based monitoring tools for the ongoing/new EiE projects, including quality indicators for interventions, with the support of Technical Specialists
* Build capacity of EiE staff to carry out M&E activities including the digital collection of quantitative and qualitative data and engagement of communities and beneficiaries in giving feedback to ensure proper documentation of education programming achievements and/or gaps
* Support EiE staff in documenting Plan’s experience and key learning in EiE through the development of case studies and reports of project innovation and successes.
* Ensure learning from monitoring and evaluation of various EiE projects have been included into the new design

**Capacity Building and people management**

* Carry out and monitor the impact of the capacity building plan to ensure high-quality implementation of Plan’s coaching approach to education delivery with input from the Technical Specialists
* Support and further build the capacity of staff and volunteers to deliver high-quality teacher and staff training (in various forms), follow-up on training, assess student and teacher progress, and establish effective and inclusive communication with communities
* Supervise 2-3 Technical specialists specially on ECD intervention and support them to implement the technical activities with quality.

**External Representation and Coordination**

* Attend and participate (need based) in the Education Sector on behalf of Plan International
* Support the leadership of the relevant Education Sector Working Groups to which Plan is an elected co-chair or representative (currently elected SAG member, co-chair of the ECD Working Group and Gender representative for the sector)
* Fill in for EiE Lead on coordination and representation between Plan International and any relevant stakeholders at local, national, and international level including donors as assigned
* Ensures that Plan International’s global policies for Safeguarding Children and Young People and Gender Equality and Inclusion are fully embedded in accordance with the principles and requirements of the policy including relevant Implementation Standards and Guidelines as applicable to their area of responsibility. This includes, but is not limited to, ensuring staff and associates are aware of and understand their responsibilities under these policies and Plan International’s Code of Conduct (CoC), their relevance to their area of work, and that concerns are reported and managed in accordance with the appropriate procedures

Key relationships

**Key Internal Contacts**

* Lead Education (supervisor) – Report to and support on program strategy through tasks described above
* EiE Technical Specialists – Support on activities and field work through tasks described above
* Program Managers (Ukhiya & Teknaf) – Coordinate on monitoring and information sharing across projects
* EiE Project Teams – Support capacity building and provide technical oversight
* MER&A Team – Coordinate to ensure technical quality of M&E plans and tools
* Global EiE Team – Coordinate for relevant support and share best practice

**Key External Contacts**

* National Cluster/Sector Coordination– Provision of updates on Plan International’s programmes, collaboration and support for joint initiatives such as specific working groups, assessments or trainings
* Other agencies and actors responding to the emergency, in particular those working in the EiE sector

Technical expertise, skills and knowledge

**Essential**

* University Degree or equivalent in education or related fields
* 5-7 years progressively responsible professional experience in EiE, with a special focus on Early Childhood Development (ECD) and/or youth and adolescent education preferred
* Good knowledge of and experience with INEE Minimum Standards and education cluster coordination
* Strong technical background in curriculum and content development and/or experience teaching in diverse contexts
* Experience in designing and delivering high-quality education training as well as capacity building for staff
* Experience with program design and proposal development; familiarity with program budgeting a plus
* Skills or background in M&E or quality assurance mechanisms for education; familiarity with EMIS a plus
* Excellent negotiation, representation, skills and the ability to work comfortably with an ethnically diverse staff in a very sensitive environment
* Proven leadership skills in education programming, including planning and execution of projects
* Fluency in English, written and spoken

**Desirable**

* People Skills: Ability to work independently and as a team player who demonstrates leadership and is able to support and train staff, and 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: knowledge of Plan policies and procedures, Sphere and the Red Cross/ NGO Code of Conduct. Requires general information management and proficiency in information technology/ computer skills.

Plan International’s Values in Practice

**We are open and accountable**

We create a climate of trust inside and outside the organization by being open, honest and transparent. We hold ourselves and others to account for the decisions we make and for our impact on others, while doing what we say we will do.

**We strive for lasting impact**

We strive to achieve significant and lasting impact on the lives of children and young people, and to secure equality for girls. We challenge ourselves to be bold, courageous, responsive, focused and innovative.

**We work well together**

We succeed by working effectively with others, inside and outside the organization, including our sponsors and donors. We actively support our colleagues, helping them to achieve their goals. We come together to create and implement solutions in our teams, across Plan International, with children, girls, young people, communities and our partners.

**We are inclusive and empowering**

We respect all people, appreciate differences and challenge inequality in our Programme’s and our workplace. We support children, girls and young people to increase their confidence and to change their own lives. We empower our staff to give their best and develop their potential.

Physical Environment

Based at Cox’s Bazar with 50% travel to camps and host communities of both Ukhiya and Teknaf.

Level of contact with children

Mid contact: Occasional interaction with children