ROLE PROFILE

|  |  |  |  |
| --- | --- | --- | --- |
| Title | Officer-Literacy | | |
| Functional Area | Programme | | |
| Grade | B | | |
| Reports to | Coordinator-Literacy Programme | | |
| Matrix Reports to | N/A | | |
| Direct Reports | Community Teachers and volunteers | | |
| Functional Link | Country Office, Programme teams, Finance, Technical Teams, Communication and Campaign, P&C | | |
| Working With | Deputy Director- Rohingya Response & Nexus, Program teams, Technical Team, Technical Staff, Vendors, Partners, Cleaners, Drives, Security Guard | | |
| Location | Ukhiya project office, Cox’s Bazar | Travel required | Ukhiya project office, Cox’s Bazar |
| Effective Date | 1-Feb-25 | | |

role PURPOSE

Plan International is an independent development and humanitarian organization that advances children’s rights and equality for girls. In alignment with the 2030 Agenda for Sustainable Development, Plan International envisions a world where all children and young people can realize their full potential.

As part of its response to the Rohingya crisis in Cox’s Bazar, Plan International Bangladesh (PIB) implements a variety of programs, including literacy interventions, to address the needs of children and youth in the camps and host communities. The Officer – Literacy will support implementing literacy-focused interventions in the field, ensuring alignment with Plan International’s policies and donor requirements. This role emphasizes building foundational literacy skills, enhancing community engagement, and promoting child-friendly education practices while adhering to global humanitarian standards.

Dimensions of the Role

* Provide direct support for field-level literacy & Numeracy interventions, mentoring Community Teacher (CT) in the assigned areas.
* Facilitate the execution of literacy activities, ensuring outcomes align with the project's objectives under donor requirements.
* Regularly monitor literacy sessions, document progress, and provide updates to the Literacy Coordinator.
* Collaborate with camp-level stakeholders, including government officials, community leaders, and education actors.
* Closely coordinate with other relevant actors in assigned areas and provide day-to-day support to CT & other project stakeholders;
* Coordinating monthly (more often if needed) coordination meetings with sector focal and represent the project at all camp levels meetings;

.

Accountabilities

**Key Results Area (KRA) 1: Maintain effective coordination and initiate for effective implementation towards achieving the objectives of the project.**

* Officer-Literacy & Numeracy will work with a specific segment of Literacy interventions for a full cycle of curriculum implementation.
* Adhere to and dedicatedly promote the women-, girl- and survivor-centred support approach, and the GBV guiding principles;
* Implement literacy interventions, delivering sessions per the curriculum and activity plan.
* Consult and engage with children and youth to adapt activities based on their literacy needs and interests.
* Support community mobilization for literacy & Numeracy programs, ensuring inclusive and culturally sensitive practices.
* Track activity progress, identify challenges, and report updates to the Coordinator- Literacy & Numeracy.
* Officer-Literacy & Numeracy will implement the Literacy & Numeracy interventions directly and ensure standard project implementation as per the Detailed Implementation Plan (DIP) for Literacy & Numeracy portion in consultation with Coordinator-Literacy.
* Initiate in delivering project activities on time and in line with budget and donor requirements, tracking the progress of activities for assigned areas and providing regular updates on progress, priorities, and constraints of Literacy interventions to Coordinator-Literacy.
* Monthly review meetings with Community Teachers (CT) to ensure all assigned activities on track in the field.
* Support and supervise youth mentors and other team members to conduct FGDs, sessions, meetings with adolescent girls and care givers.
* Document all activities in an accurate and timely manner using agreed tools
* Supervise and support Community Teachers (CT) in timely implementation and delivery of the Literacy activities by ensuring maximum quality output.
* Facilitate internal communication with HR, Finance, and other support services.
* Ensure to adopt Child Safeguarding Policy and gender equality in assigned working areas.
* Any other duties requested by the Coordinator-Literacy & Numeracy and the Project manager.

**KRA 2: Administrative, financial management**

* Support to Coordinator -Literacy & Numeracy to make sure 100% utilization rate for allocated budget in assigned areas of Girls Shine activities.
* Assist the Coordinator-Literacy in ensuring proper and smooth financial management in the project in compliance with PIB and donor policy and standards.
* Ensure and support to Coordinator-Distribution & Program Organizing to provide monthly incentives for CT.
* Work closely with Plan’s internal departments, including HR, Finance, Admin, and Logistics, to ensure projects are appropriate resources and project activities are delivered.
* Assist the Literacy Coordinator in ensuring optimal resource utilization and compliance with financial policies.
* Coordinate logistical and administrative needs for literacy activities, including procurement and distribution of learning materials.

**KRA 03: Capacity Building**

* Provide technical support to CT and organize & conduct capacity-building training with the help of and guidance from the technical team & Coordinator-Literacy.
* Support training and creation of training materials and program tools which aid the delivery of the inclusive and gender-responsive program in coordination with the Gender Adviser.
* Organize and conduct training sessions for TC to enhance teaching methodologies and approaches.
* Ensure facilitators are equipped with updated training materials and support them in delivering quality literacy sessions.

**KRA 04: Monitoring, Evaluation, Research and Learning (MER&L)**

* Conduct field visits day to day to monitor literacy sessions and provide technical support.
* Collect feedback from participants and stakeholders to inform program improvements.
* Document success stories and best practices for sharing with the team and external stakeholders.
* Follow up with participants who require referrals, ensure they have access to information, and link them with services as necessary.
* Coordinate with the sector focal of assigned areas timely and ensure all of the government requirements in field level with support from M&E specialists.
* Support the development of suitable gender-sensitive responses to child protection/GBV concerns.
* Provide field visit reports, assessment reports, and narrative reports to the coordinator- Literacy & Numeracy.
* Document best practices and success stories and support the development of opportunities for shared learning to Coordinator-Literacy.

**KRA 05: Coordination and External Representation**

* With support from Coordinator-Literacy, initiate, and carry out all community outreach, mobilization, and risk mitigation activities in selected communities.
* Build and maintain relationships with camp officials, CiCs, and other humanitarian actors involved in education.
* Represent Plan International in camp-level coordination meetings and education forums.
* Carry out service mapping of all available services and assistance provided to women and girls by INGOs, NGOs, other humanitarian actors and government agencies.
* Maintain regular communication and coordination and follow guidance from the Coordinator-Literacy & Numeracy and Project Manager on quality technical input, monitoring, expenditure reporting, and donor compliance.
* Support across project teams as required and ensure good coordination and collaboration
* Represent the Plan International in various coordination forums and other meetings in assigned areas.
* Attend general coordination meetings at camps and UNO office when necessary.

**Plan policies and procedures (applicable for all roles)**

1. Ensures that Plan International’s global policies for Child Protection (CPP) and Gender Equality and Inclusion (GEI) 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

|  |  |  |  |
| --- | --- | --- | --- |
| Internal | Level | External | Level |
| Technical Specialist | M | Project Coordinator (Partner) | M |
| Programme Manager | M | Programme Manager, (Partner) | M |
| Gender Advisor | M | Relevant government departments (UNO, USSO, & CiCs) | M |
| Project Manager | H | M&E Officer (Partner) | M |
| Coordinator, LP | H | Child Protection sub-Sector Representatives, Cox’s Bazar | H |

Technical expertise, skills and knowledge

**Knowledge, Skills and Behaviours Required to Achieve Role’s Objectives:**

**Educational Qualifications and work experience**

Essential

* University degree in Education, Social Sciences, or related fields
* Good knowledge and understanding of literacy module, Do No Harm principles and other humanitarian standards, including child protection minimum standards (CPMS)
* Strong understanding of literacy and numeracy development frameworks.
* Minimum of three years’ experience in education-related projects, especially in humanitarian settings.
* Knowledge of child safeguarding and gender-responsive education practices.
* Well planned and organized, comfortable to lead on project implementation, and demonstrates initiative in problem-solving and decision making
* Well-developed written and oral communication skills and ability to communicate clearly and sensitively with internal and external stakeholders as a representative of Plan. This includes effective negotiation and representation skills
* Strong leadership skills, ability to support and train staff, and to work with disaster-affected communities in a sensitive and participatory manner
* Experience in designing and delivering training and other capacity-building initiatives at field level.
* A positive and friendly personality who collaborates well with others, works with trustworthiness and integrity, and has a clear commitment to Plan's core values and humanitarian principles
* An understanding of child safeguarding and equality for girls
* Fluency in English and Bangla (both reading and writing)

Desirable

* Prior experience of working in the greater Chittagong Division
* Experience in refugee or displaced persons’ literacy & numeracy programs.
* Familiarity with literacy program methodologies or tools.
* Proficiency in Rohingya or Chittagonian languages.
* Prior experience of working in Girl Shine project/interventions
* Knowledge of Chittagonian or Rohingya
* Experience in humanitarian settings, particularly with refugees or IDPs
* Knowledge of Plan policies and procedures, Sphere, and the Red Cross/NGO Code of Conduct

Plan International’s Values in Practice

**We are open and accountable**

1. Promotes a culture of openness and transparency, including with sponsors and donors.
2. Holds self and others accountable to achieve the highest standards of integrity.
3. Consistent and fair in the treatment of people.
4. Open about mistakes and keen to learn from them.
5. Accountable for ensuring we are a safe organisation for all children, girls & young people

**We strive for lasting impact**

1. Articulates a clear purpose for staff and sets high expectations.
2. Creates a climate of continuous improvement, open to challenge and new ideas.
3. Focuses resources to drive change and maximise long-term impact, responsive to changed priorities or crises.
4. Evidence-based and evaluates effectiveness.

**We work well together**

1. Seeks constructive outcomes, listens to others, willing to compromise when appropriate.
2. Builds constructive relationships across Plan International to support our shared goals.
3. Develops trusting and ‘win-win’ relationships with funders, partners and communities.
4. Engages and works well with others outside the organization to build a better world for girls and all children.

**We are inclusive and empowering**

1. We empower our staff to give their best and develop their potential
2. We respect all people, appreciate differences and challenge equality in our programs and our workplace
3. We support children, girls and young people to increase their confidence and to change their own lives.

Physical Environment

Based at Ukhiya with 80% travel to camps and host communities.

Level of contact with children

Mid contact: Occasional interaction with children.