**TERMS OF REFERENCE**

(FOR Temporary Appointments)



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| **UNICEF-BCO: TERMS OF REFERENCE (TOR)** | | |
| **Job Title and Level: Education Specialist (EdTech), P3** | | |
| **Section: Cox’s Bazar - Education** | | |
| **Duration: 364 days** | | |
| **Duty Station: Cox’s Bazar** | | |
| **Reports to: Education Manager** | | |
| 1. **Purpose of Assignment:**   Under the guidance and general supervision of **the Education Manager (P4).** The Specialist supports the integration of technology into teaching practice to connect pedagogy and technology use to improve teaching as well as to facilitate and improve teacher professional development activities. Other areas of EdTech use with the Rohingya population include: with parents, caregivers and community members to increase participation and involvement in education; with school administration to support record keeping and the collection, analysis and use of data for decision making; for digitalized personal learning and to support girls’ education. In host communities, EdTech interventions should enhance the digital skills of adolescents and young people. This recognizes digital literacy as a 21st century skill for improved livelihood options, social interactions, wellbeing and confidence.  The Specialist is responsible for the planning, development, implementation, monitoring and reporting of EdTech approaches within the Rohingya education response with strong linkages to the national level EdTech interventions. The Specialist provides technical guidance within UNICEF Cox’s Bazar Field Office, with Implementing Partners (IPs) and with the Education Sector as the EdTech Working Group chair. The Specialist contributes to achievement of results according to plans, allocation, results-based management approaches and methodology (RBM), as well as UNICEF’s Strategic Plans, standards of performance, and accountability framework. The Specialist will line manage 1 position. | | |
| 1. **Major duties and responsibilities:** 2. Lead technology component of education programme development and planning. 3. Programme management, monitoring and delivery of results including Programme Document (PD) management. 4. Technical and operational support to integrate and harness technology approaches in programme implementation to overcome challenges of access, inclusion, quality of instruction and learning loss. 5. Networking and partnership building to support use of technology in education programming in the Rohingya education response and with host communities. 6. Innovation, knowledge management and capacity building on Education Technologies (EdTech). | | |
|  | **Support to technology component of education programme development and planning**   * Support the preparation, design and implementation of education programmes including the use and application of EdTech. This includes guiding UNICEF’s strategic policy, advocacy and development efforts in education programmes. * Help the supervisor set priorities, strategies, design and implementation plans to strengthen use of EdTech in the education programme to strengthen pedagogical approaches, inclusion, education administration and parental engagement. Keep abreast of development trends to enhance programme management, efficiency and delivery and maintain current technical knowledge on application of technologies in education. * Participate in strategic programme discussions on the planning of education programmes and the use of EdTech to support teaching and learning, Gender Equity and Social Inclusion (GESI), education data and school administration and the participation of parents, caregivers and communities in their children’s education. Formulate, design and prepare programme proposals for the Education Section in Cox’s Bazar, ensuring alignment with UNICEF’s Strategic Plans and Country Programme and coherence/integration with the UN Development Assistance Framework (UNDAF), regional strategies and national priorities, plans and competencies. * Establish specific goals, objectives, strategies and implementation plans for technology in education for the Cox’s Bazar education sector using results-based planning terminology and methodology (RBM). Prepare required documentations for programme review and approval which are aligned with UNICEF’s policies and governmental approvals. * Work closely and collaboratively with internal and external colleagues and partners (including the Education Sector) to discuss strategies and methodologies, and to determine priorities to ensure the achievement of concrete and sustainable results for student learning especially through technology-based interventions in the camps and host community. * Provide technical and operational support throughout all stages of programming processes and to ensure integration, coherence and harmonization of programmes/projects with other UNICEF sectors and integration of technology to support achievement of results as planned. | |
| 2 | **Programme management, monitoring and delivery of results**   * Plan and collaborate with internal colleagues and external partners including Implementing Partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators to assess/strengthen performance accountability, coherence, and delivery of concrete and sustainable results for the assigned sector on education programmes. * Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the UNICEF Education and PMR teams, with Implementing Partners, the Cox’s Bazar Education Sector, government, and other counterparts to assess progress and to determine required action/interventions to achieve results with a focus on education technologies to support learning related interventions. * Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management. * Identify lessons learned and emerging evidence on the use of technology in education and use knowledge gained for planning timely intervention to achieve goals. * Actively monitor programmes/projects through field visits and other timely data collection processes, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution. * When requested, lead on donor and media visits to the camps and host community working closely with the Communications Team. This includes writing briefing notes, coordinating with partners, going on pre-visit recces and facilitating the actual visit, reporting back key discussion points and recommendations to the Education Team and Cox Bazar Office. * Monitor and verify the optimum and appropriate use of sectoral programme resources (financial, administrative and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity, ensuring timely reporting and liquidation of resources.**\**Prepare regular and mandated programme reports for management, donors and partners to keep them informed of programme progress with recommendations of how technology can be used to strengthen programme results. | |
| 3 | **Technical and operational support to integration of technology in programme implementation**   * Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners and donors on EdTech approaches to support continuous professional development of teaching and learning in the classroom. Additional guidance should be given on the application and understanding of UNICEF policies, strategies, processes and best practices to support inclusive, quality teaching and learning in education and on programme management, implementation and delivery of results. * Develop and execute implementation plans by identifying resources within UNICEF, field-based implementing partners, and selected EdTech partners. * Develop and provide orientation of device governance policies within the education response in consultation with the sector, UNICEF ROSA and HQ. * Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely and appropriate support throughout the programming process. * Participate in education programme meetings including on the Myanmar Curriculum, Teaching & Learning, programme development and contingency planning to provide technical and operational information, advice and support. * Draft Terms of Reference, Guidance Notes, Implementation Frameworks to support the quality delivery of EdTech interventions in the Rohingya education response and the implementation of EdTech. * Advise on, draft and incorporate EdTech approaches into donor funding proposals, considering the strategic direction of the Rohingya education response, and host community programmes, over the next 1-5 years. | |
| 4 | **Networking and partnership building to support use of technology in education programming**   * Build and sustain effective close working partnerships with relevant government counterparts, national stakeholders, global partners, donors, and academia through active networking, advocacy and effective communication to build capacity, exchange knowledge/expertise and to reinforce cooperation to achieve sustainable and broad results on education programmes. * Work with relevant UN agencies in the Rohingya response to ensure standardized approached to the use of devices for education while integrating the use of established technology infrastructure. * Prepare communication and information materials for programme advocacy to promote awareness, establish partnerships and support fund raising for technology related education programmes. * Participate and/or represent UNICEF in appropriate inter-agency discussions on education and related issues to collaborate with inter-agency partners/colleagues on JRP and HAC planning, and preparation of programmes/projects ensuring organizational position, interests and priorities, especially related to technology, are fully considered and integrated in the planning and agenda setting. * Lead the EdTech Working Group under the Education Sector in Cox’s Bazar ensuring timely leadership and support to agencies implementing or seeking to implement EdTech approaches. | |
| 5 | **Innovation, knowledge management and capacity building on education technology**   * Pilot and introduce applied innovative approaches and good practices to build the capacity of partners and stakeholders to support the implementation and delivery of concrete and sustainable programme results which use EdTech. * Keep abreast of research, innovation and benchmark, and implement best practices in education technology in education. Assess, institutionalize and share best practices and knowledge learned. * Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of humanitarian response programmes and projects. * Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programmes/projects. | |
|  | **Impact of Results**  The efficiency and efficacy of support provided by the Education Specialist to programme preparation, planning and implementation, contributes to the achievement of sustainable results. Particularly, to improve learning outcomes, teaching quality, education administration and universal access to quality, equitable and inclusive education in the context of the Rohingya response. Success in education programmes and projects in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide programme services for children, caregivers and parents and with institutional capacity building that promotes greater social equality in the country. | |
|  | **Technical Competencies**  Technical competencies must be demonstrated in the following areas:   * **Strong knowledge of integrating technology into teaching practice**. Connecting pedagogy and technology use to improve teaching. * **Strong teaching and learning background with strategic knowledge of the education sector** including how technology can be used to overcome global challenges in the classroom (access, inclusion, quality of instruction, learning loss). Linked with cost-effectiveness and efficiency issues, key institutional structures, components and processes, as well as governance issues. * **Knowledge of global developments in education technology,** especially in protracted crises. Including using technology-orientated approaches to support teacher continuous professional development, digitalized personal learning, girls’ education, participation and messaging and data for decision making. * **Strong ability to support engagement with partners,** for example with the Education Sector in Cox’s Bazar including leading the Ed-Tech Working Group, with UNICEF’s implementing partners and Bangladesh Country Office colleagues in IT, technology and education. Other engagements are with donors, government officials, journalists, contractors and wit other education forums. * **Education programme management**, including programme planning, design, budgeting, implementation & learning, monitoring, reporting and evaluations. * **Some understanding of the overall global development and humanitarian context**, including the Grand Bargain and Localization, poverty, conflict and the impact of these factors on education and vice-versa. Understanding how the adoption of ed-tech solutions can support inter-sector linkages with Child Protection, Social Policy, Nutrition, WASH, Health, and Communications within UNICEF. * **Some ability to support policy dialogue**: translation of analytical findings and evidence into programme and policy discussions around equity, refugee and host community education programmes, education technologies, teaching and learning with partners, including government, development partners, CSOs and academia in relevant areas. * **Some education and policy sector analysis capacity**, including understanding of the core education data sets and indicators; tools for analysis of equity; determinants of student access and learning; budget, costing, and financial management in education systems; political economy; and education policy and strategic planning. * **Strong understanding of gender, equity and social inclusion (GESI).** Applying a GESI lens to education-technology programming to reduce demand side barriers and increase supply using ed-tech solutions. Including increasing the participation and engagement of the most marginalized children in education and learning. * **Understanding of policies and strategies to strengthen resilience and sustainability.** Including risk analysis and risk management linked to natural hazards, conflict and climate change and how this relates to safe, secure and sustainable ed-tech programming. | |
| **3. QUALIFICATION and COMPETENCIES (indicates the level of proficiency required for the job.)**  **EDUCATION & OTHER SKILL:** An advanced university degree in one of the following fields is required: teaching, education, technology, psychology, sociology, or another relevant technical field.    **WORK EXPERIENCE:** A minimum of five years of professional experience in programme planning and implementation of technology-based education.  Experience working in education as a teacher, teacher administrator, inspector, or director.  Experience supporting use of education technologies in varied contexts including complex environments is preferred.  Knowledge of the Rohingya refugee response and technology landscape strongly desired.  Experience working in different contexts and countries is advantageous.  Relevant experience in a UN system agency or organization is considered as an asset.  **LANGUAGE PROFICIENCY:** Fluency in English is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset. | | |
| **COMPETENCIES/SKILLS: UNICEF foundational/functional competencies** | | |
| **Values**   * Care * Respect * Integrity * Trust * Accountability | | **Competencies**   * + |

**Child Safeguarding Certification**

**(to be completed by Supervisor of the post)**

[Child Safeguarding](https://unicef.sharepoint.com/teams/DHR-TalentAcquisition/DocumentLibrary1/Forms/AllItems.aspx?id=/teams/DHR-TalentAcquisition/DocumentLibrary1/Child%20Safeguarding%20Risk%20Roles%20Assessment_finalversion.pdf&parent=/teams/DHR-TalentAcquisition/DocumentLibrary1) refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF’s work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

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| 1.Is this position considered as "elevated risk role" from a child safeguarding perspective?\* If yes, check all that apply below. | Yes  No |
| 2a. Is this a Direct\* contact role?  2b. If yes, in a typical month, will the post incumbent spend more than 5 hours of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.  *\*“Direct” contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.* | Yes  No  Yes  No |
| 3a. Is this a Child data role? \*:  3b. If yes, in a typical month, will the incumbent spend more than 5 hours manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos)  *\* “Personally-identifiable information”, in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a “child data role”.* | Yes  No  Yes  No |
| 4. Is this a Safeguarding response role\*  *\*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations* | Yes  No |
| 5. Is this an Assessed risk role\*?  *\*The incumbent will engage with particularly vulnerable children[[1]](#footnote-1); or Measures to manage other safeguarding risks are considered unlikely to be effective[[2]](#footnote-2).* | Yes  No |

1. Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No ‘baseline’ vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training). [↑](#footnote-ref-1)
2. i.e. the role-risk will be compounded by other residual risks. [↑](#footnote-ref-2)