TERMS OF REFERENCE
(FOR Temporary Appointments)

UNICEF 🌐

UNICEF-BCO: TERMS OF REFERENCE (TOR)
Job Title and Level: Education Specialist (EdTech, Curriculum and Instruction), P3
Section: Cox's Bazar - Education
Duration: 364 days
Duty Station: Cox's Bazar
Reports to: Education Manager

1.   Purpose of Assignment:

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does — in programmes, in advocacy and in operations. The equity strategy, emphasizing the most disadvantaged and excluded children and families, translates this commitment to children's rights into action. Nearly one million Rohingya refugees, with over 50 percent being children, reside in camps in the Cox's Bazar District of Bangladesh and on Bashan Char Island. This population relies heavily on assistance provided by the humanitarian community whose work is aligned with the priorities of the Joint Response Plan (JRP). In response to the educational needs of Rohingya children, UNICEF and the Education Sector developed the 'Learning Competency Framework and Approach' (LCFA) during the initial years of the crisis. The Rohingya community expressed a strong desire for their children to access a formal education curriculum, which would provide a twofold outcome of providing a formal curriculum and facilitating seamless integration upon repatriation to Myanmar. The Myanmar Curriculum (MC) was piloted for Grades 6 to 9 in December 2021. Following the pilot's success, all enrolled children transitioned from the LCFA to the MC. By the end of July 2024, across the Education Sector, there were 244,836 learners (117,234 girls, 127,602 boys) in formal education following the Myanmar Curriculum. An additional 17,047 children in the non-formal ALP programme based on the Myanmar Curriculum. UNICEF is the leading agency in the education sector response supporting 10 implementing partners who provide education in 31 camps in Cox's Bazar and in 19 schools in Bhasan Char. UNICEF's direct programming contributes to more than 85 percent of the overall Education Sector achievement for the Myanmar Curriculum.

For the implementation of a formal curriculum, having sufficient numbers of trained teachers and improving teaching and assessment skills requires institutional systems, strong in-service teacher professional development programmes and the use of technology solutions for Education to contribute to overcoming some of the challenges. The UNICEF Cox's Bazar Field Office is strengthening Education programme activities in the Rohingya camps with the use of technology solutions to support learners, teachers, trainers, and implementing partners with meeting the standards of a formal curriculum. The Education section is specifically focused on developing teacher training programs and implementing technology solutions to contribute towards quality and resilient education delivery. The teacher training programmes are being developed in partnership with technical institutes in Bangladesh. The programmes will support teachers in grades 3 and above to develop their pedagogical skills and subject knowledge for the Myanmar Curriculum and for kindergarten to grade 2 teachers on foundational numeracy and literacy skills.

UNICEF is working on strategic and immediate areas for the use of technology solutions:
- To improve instruction by providing multimedia teaching and learning materials.
- To provide compelling teacher professional development facilitated through Learning Passport for blended teacher training.
- To conduct learning assessment for supporting teaching at the right level with the use of assessment platforms aligned with Myanmar Curriculum assessment framework.
- To provide a learning record per child which includes assessment data and attendance data.
- To strengthen adolescent skills development and inclusive education.

Under the guidance and general supervision of the Education Manager (P4) who leads the Education programme in Cox's Bazar, the Specialist supports the development of teacher training programmes and the integration of technology into the Education Programme. This includes in teaching practice to connect pedagogy and technology use to improve teaching, as well as to facilitate and improve teacher professional development activities and in classroom administration. 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 digitalised personal learning and to support adolescent girls' education. This

recognises digital literacy as a 21st century skill for adolescents to thrive in a transforming world marked by technology, migration, climate change, and conflict. Digital literacy encompasses a set of knowledge, skills, and attitudes that empower children in an increasingly digital world.

The Specialist is responsible for the planning, development, implementation, monitoring and reporting of EdTech initiatives and the establishment and implementation of two teacher training programmes within the Rohingya education response. The Specialist provides technical guidance and operation support, within UNICEF Cox's Bazar Field Office, to ten Implementing Partners (IPs) as well as three technical partners. The Education Specialist will also be responsible for the development of two teacher training programs by providing technical guidance, providing quality assurance of the programmes, and ensuring operational feasibility of the programmes in the camps. 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 three positions (Gender Officer, Adolescent Skills Officer and a United Nations Volunteer (UNV) for Field Monitoring and Edtech).

2. Major duties and responsibilities:

1. **Lead specific teacher training programmes and technology component of the education programme by focusing on development and planning as well as implementation of technology for education (T4E) initiatives.**
2. **Programme management, monitoring and delivery of results including Programme Document (PD) management.**
3. **Technical and operational support for the development of the teacher training programmes and to integrate and harness technology approaches in programme implementation to overcome challenges of access, inclusion, quality of instruction and learning loss.**
4. **Networking and partnership building to support teacher training and the use of technology in education programming in the Rohingya education response and with host communities.**
5. **Innovation, knowledge management and capacity building on EdTech solutions being implemented.**

| 1. | **Lead specific teacher training programmes and technology component of education programme by focusing on development and planning as well as implementation of technology for education (T4E) initiatives.**

▪ Support the 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.
▪ Technical lead for two teacher training programmes, one for developing teachers' effectiveness to teach foundational literacy and numeracy for grades kindergarten to grade 2 classes and another for developing the capacity of secondary grade teachers of grades 6 to 11.
▪ Assist teachers, who work in mixed ability classrooms, to use formative assessment to understand children's literacy and numeracy skills and use this information to teach at the right level for ensuring all learners achieve required grade level literacy and numeracy competencies as per the Myanmar Curriculum.
▪ Help the supervisor set priorities, strategies, design, and implementation plans to strengthen teacher training and the use of EdTech in the education programme to strengthen pedagogical approaches, inclusion, education administration, youth, and adolescent skills development. 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, teacher training, and the use of EdTech to support teaching and learning, Gender Equity and Social Inclusion (GESI), education data and school administration, the participation of parents, caregivers, and communities in their children's education as well as youth and adolescent skills development.
▪ 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.
▪ Work closely and collaboratively with internal and external colleagues and partners to discuss strategies and methodologies, and to determine priorities to ensure the achievement of concrete and sustainable results for student learning and quality teaching especially through technology based interventions in the camps and the planning, development and implementation of in-service teacher training programmes.
▪ Provide technical and operational support throughout all stages of programming processes, implementation and monitoring. Ensure integration, coherence and harmonization of programmes with other UNICEF sectors to support achievement of results as planned. |

		▪ Support the preparation, design and implementation of teacher training and ed-tech initiatives including guiding UNICEF's strategic policy, advocacy and development efforts in education programmes. ▪ Establish specific goals, objectives, strategies and implementation plans for teacher training programmes and ed-tech initiatives using results-based planning terminology and methodology (RBM). Prepare required documentation for programme review and approval which are aligned with UNICEF's policies and governmental approvals.
2	**Programme management, monitoring and delivery of results including Programme Document (PD) management.**	
	▪ 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 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 on the implementation of teacher training programmes and the cascade to the teachers 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. ▪ Develop and manage institutional contracts for EdTech and in-service teacher training programmes. ▪ Grant manager for specific funds which includes proposal development, budget management, coordination with technical leads in the section and implementing partners, documentation and record keeping of correspondence and strategic decisions, monitoring of activities, and report writing and submission. Grant management may be for individual institutional funded projects or for inter-agency consortiums. ▪ 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 and going on pre-visit recces. Also, 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 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 programme reports for management, donors and partners on programme progress with recommendations on how Edtech initiatives can be used to strengthen programme results.	
3	**Technical and operational support for the development of the teacher training programmes and to integrate and harness technology approaches in programme implementation to overcome challenges of access, inclusion, quality of instruction and learning loss.**	
	▪ Manage the development of two teacher training programmes, one for developing teachers' effectiveness to teach foundational literacy and numeracy teaching for children in kindergarten to grade 2 classes. The other teacher training programme is for secondary teachers of grades 6 to 11 on subject specific pedagogies, Myanmar Curriculum subject knowledge and assessment. Both programmes need to work with teachers to teach at the right level, to ensure instruction is targeted to the needs of groups of children in their classes. This includes partnership management, providing technical support, quality assurance of the programme and materials which are developed, as well as ensuring operational feasibility of the programme in the camps. ▪ Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners and donors on teacher training programmes and EdTech 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 and opportunities 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 Education 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 including a research agenda on the use of Edtech. - Participate in education programme meetings including on the Myanmar Curriculum, assessment, teaching & instruction, programme development & learning 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 quality teacher training programmes. - Advise on, draft and incorporate teacher training and EdTech initiatives 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 teacher training and the use of technology in education programming in the Rohingya education response and with host communities.** - 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 on Edtech and teacher training to promote awareness, establish partnerships and support fund raising for technology related education programmes and teacher training. - 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. - Act as the Officer-in-Charge for the Education section, when requested.
5	**Innovation, knowledge management and capacity building on EdTech solutions being implemented.** - 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 initiatives and teacher training in a protracted refugee setting. Assess, establish, institutionalise 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.

- **Experience in developing, designing, and implementing teacher training programmes** for primary and secondary education, especially within a protracted refugee context.

- **Strong teaching and learning background with strategic knowledge** of how technology can be used to overcome challenges in the classroom (access, inclusion, quality of instruction, learning loss).

- **Good knowledge and experience with Education consortium mechanisms** (Education Cluster/Education Sector) 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, adolescent girls' education, participation and messaging and data for decision making.

- **Strong ability to support engagement with partners,** with UNICEF's implementing partners and with the Education Sector in Cox's Bazar, with Bangladesh Country Office colleagues in IT and education. Other engagements are with donors, government officials, contractors and with 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 Localisation, 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 improving learning, equity, education technologies, teaching and instruction, with partners, the education sector, government partners, CSOs, donors 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 teacher training and education-technology programming to reduce demand side barriers and increase supply using ed-tech solutions and effective, inclusive instruction. 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 and teacher training programming.

3. QUALIFICATION and COMPETENCIES (indicates the level of proficiency required for the job.)

EDUCATION & OTHER SKILL: An advanced university degree (Master's degree or equivalent) in education technology is required. An undergraduate degree in teaching, education, psychology, sociology, or in another relevant technical field is strongly desirable.

WORK EXPERIENCE:

- A minimum of five years of technical experience in education focusing on Edtech, curriculum, instruction, pedagogies, teacher training, and professional development. This should include in programme planning and implementation of technology-based education and teacher training programmes.
- Experience in contributing to technical knowledge and expertise in education and EdTech fields, working with external partners and stakeholders in a multinational and multi-disciplinary environment.
- Implementing a formal education curriculum in a refugee setting or Myanmar curriculum expertise is preferred.
- Experience supporting the use and integration of education technologies for curriculum and instruction in varied contexts including complex environments preferred.
- Knowledge of the Rohingya refugee response and technology landscape strongly desired.
- Experience working in education as a teacher or teacher administrator preferred.
- 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: Mandatory fluency in English. Knowledge of Burmese, Rohingya or Bangla is an asset.

COMPETENCIES/SKILLS: UNICEF foundational/functional competencies

Values	Competencies
<u>Values</u>	<u>Competencies</u>
▪ Care	▪ Builds and maintains partnerships (1)
▪ Respect	▪ Demonstrates self-awareness and ethical awareness (2)
▪ Integrity	▪ Drive to achieve results for impact (2)
▪ Trust	▪ Innovates and embraces change (2)
▪ Accountability	▪ Manages ambiguity and complexity (2)
	▪ Thinks and acts strategically (2)
	▪ Works collaboratively with others (2)
	▪ Nurtures, leads and manages people (1)

Child Safeguarding Certification
(to be completed by Supervisor of the post)

Child Safeguarding 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.

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?	☒ Yes	☐ No
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
3a. Is this a Child data role? *:	☒ Yes	☐ No
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
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]; or Measures to manage other safeguarding risks are considered unlikely to be effective[2].	☒ Yes	☐ No

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[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).

[2] i.e. the role-risk will be compounded by other residual risks.