



Job Title	Education Technical Specialist		
Function	Programme Development and Quality	Supervises	None
Reports to	Programme Quality Manager		
Location	Hargeisa, Country office	Travel required	40%
Effective Date	November 2024	Grade	

ORGANISATION OVERVIEW & ROLE PURPOSE

Plan International is an independent development and humanitarian organization that advances children’s rights and equality for girls. We believe in the power and potential of every child. But this is often suppressed by poverty, violence, exclusion, and discrimination. And it’s girls who are most affected. Working together with children, young people, our supporters, and partners, we strive for a just world, tackling the root causes of the challenges facing girls and all vulnerable children. We support children’s rights from birth until they reach adulthood. And we enable children to prepare for – and respond to – crises and adversity. We drive changes in practice and policy at local, national, and global levels using our reach, experience, and knowledge. We have been building powerful partnerships for children for over 80 years, and are now active in more than 77 countries.

Plan international has opened an office in Somaliland and started programs that focus on child protection, education, and youth economic empowerment programming in both humanitarian and development settings, working with/through partners and providing technical support to INGOs, Somaliland NGOs, and the Government of Somaliland in Plan’s areas of expertise.

The Education Technical Specialist is a member of Plan International Somalia/Somaliland and is accountable for maintaining overall leadership, coordination, and oversight of the education thematic Country Program in both development and humanitarian context. He/she is responsible for overseeing the ongoing development and implementation of a high-quality, innovative education program, and ensuring the quality of its implementation, ensuring the quality and inclusive education work carried out and assured throughout the entire project cycle and that field program implementation is undertaken efficiently and effectively.

ROLE DIMENSIONS:

The Education Technical Specialist will be based at the Country Office and S/he will uphold Plan's Core Values, promote the mission and vision, program principles (transparency, gender equality, and diversity) to enhance the education program, and be committed to the child protection and respect for human rights.

<p>The role is responsible for ensuring integration and synergies between the education Country Program and other thematic Country Programs and supporting the program teams to ensure proactive external engagement, including networking and collaboration for policy engagement, and learning and knowledge management within the broader organization and with other partner organizations</p>
<p>Level of contact with children</p>
<p>This position has been classified as “high contact”: Significant interaction with children</p>
<p>Key result areas:</p>
<p>KRA 1: Programme Design and Assessment</p>
<p>Lead the transition from programme design to project implementation, ensuring that detailed plans, resourcing strategies, and monitoring frameworks are in place to ensure project targets are achieved on time and to standard with high quality</p>
<p>Ensure all education work has strong child protection, gender, and inclusion focus, in line with Plan International’s Global Strategy and Plan Somaliland/Somalia’s country-level strategy .</p>
<p>Develop tools during emergencies for assessment of education and protection needs, gender analysis, the design and evaluation of programs, maximizing community participation, and ensuring a portfolio of high-quality,</p>
<p>Provide technical assistance to Country Office plans and proposals that are developed in collaboration with education authorities, strengthen community capacity, and support participation, particularly of adolescents.</p>
<p>Ensure that Education interventions are linked to longer-term programming and national education plans and systems.</p>
<p>Support the Country Office in the development of preparedness and disaster risk reduction plans for education,</p>
<p>Provide technical guidance to the piloting of integrated Education/MHPSS project models and approaches</p>
<p>KRA 2: Programme Implementation</p>
<p>Provide technical support and leadership on safe, inclusive, and quality education programs,</p>
<p>Work with the key emergency and development staff to support integrated programming (child protection, gender, Sexual and Reproductive Health and Rights (SRHR), (WASH), Cash and Voucher Assistance (CVA), Food Security and Nutrition (FSN), to reduce protection risks and multi-dimensional barriers to education, and through a strong focus on learning environments that promote social and emotional learning and psychosocial support, supporting the wellbeing of children and young people in all their diversity,</p>
<p>Ensure alignment of Plan International’s Education work with key cross-cutting priorities whilst also ensuring innovation is central to our approach,</p>
<p>Ensure the effective planning, implementation, and coordination of education programming, to support access, retention, and positive transition through different levels of accredited formal and non-formal education, including strategies that support referral and cross-sectoral service, delivery,</p>
<p>Identify education program supply needs and coordinate with the logistics team to ensure timely procurement and delivery.</p>
<p>Provide technical support and leadership on safe, inclusive, and quality education programs,</p>
<p>Work with the key emergency and development staff to support integrated programming (child protection, gender, Sexual and Reproductive Health and Rights (SRHR), (WASH), Cash and Voucher Assistance (CVA), Food Security and Nutrition (FSN), to reduce protection risks and multi-dimensional barriers to education, and through a strong focus on learning environments that promote social and emotional learning and psychosocial support, supporting the wellbeing of children and young people in all their diversity,</p>

Ensure alignment of Plan International's Education work with key cross-cutting priorities whilst also ensuring innovation is central to our approach,

KRA 3: Representation and Partnership

Represent Plan International at relevant clusters, working groups, and in other fora related to education programs and facilitate coordination across sectors,

Participate in the development of the Education Cluster/Working Group and ensure a focus on gender and inclusion,

Identify opportunities and establish dialogue for partnerships and collaboration with other agencies and education stakeholders, particularly local partners, representatives of people living with disabilities (DPOs), women's and youth groups, education authorities, vocational and tertiary education institutions, and teaching unions,

Support the development of Plan International's profile in Education programming, particularly in regard to girls and young women in all their diversity.

Represent Plan International at relevant clusters, working groups, and in other fora related to education programs and facilitate coordination across sectors,

Participate in the development of the Education Cluster/Working Group and ensure a focus on gender and inclusion,

KRA 4: Resource Mobilization

Build and maintain relationships with relevant government departments, UN agencies, and NGOs,

Provide support in establishing and maintaining new/existing relationships with key donors,

Support Plan International's COs to build a diversified portfolio of funding for Education,

Support development and submission of quality proposals in response to identified opportunities at the CO level and in collaboration with local partners,

Build and maintain relationships with relevant government departments, UN agencies, and NGOs,

Provide support in establishing and maintaining new/existing relationships with key donors,

Support Plan International's COs to build a diversified portfolio of funding for Education,

KRA 5: Programme Monitoring and Evaluation, Reporting and Accountability

Work closely with the Monitoring & Evaluation (M&E) team to analyse assessments and develop an M&E framework that appropriately monitors the evolving needs of learners and teachers and aligns with the Country Office Education strategy,

Work with the M&E staff to collect and analyse quantitative and qualitative data, ensuring all data is disaggregated by sex, age, and disability,

Document and disseminate key learning from the education program, use assessments, evaluations, and lessons learned to redefine program strategies and interventions,

Prepare timely reports on education projects in compliance with internal and donor requirements.

Provide input for regular CO sitreps,

Ensure accountability activities effectively and efficiently support community members, including teachers and children, and young people in all their diversity and that feedback from all relevant stakeholders is considered throughout all phases of the implementation,

Work closely with the Monitoring & Evaluation (M&E) team to analyze assessments and develop an M&E framework that appropriately monitors the evolving needs of learners and teachers and aligns with the Country Office Education strategy,

KRA 6: Learning and Capacity Building

Develop capacity-building plans and tools for partners to support the implementation of existing plans.

Support the provision of training, coaching, and mentorship program colleagues, partners, and other key stakeholders on education and related issues such as gender equality and inclusion to build capacity to support safe, effective teaching, well-being, and learning.

Develop training manuals, guidance documents, and toolkits on key education issues, as required.

Develop capacity-building plans and tools for partners to support the implementation of existing plans.

Support the provision of training, coaching, and mentorship program colleagues, partners, and other key stakeholders on education and related issues such as gender equality and inclusion to build capacity to support safe, effective teaching, well-being, and learning.

Develop training manuals, guidance documents, and toolkits on key education issues, as required.

KRA 7: Safeguarding, Gender Equality & Inclusion

Ensure 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.

ROLE REQUIREMENTS:

Qualifications

University Degree or equivalent in education or related fields from a recognized university,

Significant experience in the planning, design, and implementation of integrated, education programs, including in humanitarian settings, that link to contextually relevant, long-term development frameworks,

Understanding of key issues relevant to education, particularly in Somalia/Somaliland contexts,

Knowledge of child protection principles, child safeguarding, and familiarity with referral systems,

Leadership Competencies

Myself as a Leader

Leads through influence rather than position, and role models our values, accelerating gender equality inside and outside PIS; leads change by developing new ideas and strategies.

Lasting Impact

Sets and communicates ambitious but realistic work goals and priorities, explaining how these contribute to Plan International's purpose.

Open & Accountable

Ensures effective delivery by leading through others, working closely with our support functions, keeping abreast of what is going on in own business unit or function and responding quickly if problems arise.

Work Well Together

Builds positive relationships outside their own work area, communicates clearly and persuasively with large and diverse groups of people; willing to compromise own preferences to achieve our broader purpose and longer-term impact.

Inclusive & Empowering

Delegates tasks and decisions, trusting and stretching others but ensuring they have the resources and support they need; adopts a coaching approach with the people they manage or advise.

Skills & Knowledge

Creates space for reflection and uses external evidence and internal evaluation to identify what and how we need to improve; creates a safe environment for others to challenge self or raise concerns; leads the team to implement changes as a result of what has been learned.

Critical Business Management Competencies

Broad and deep understanding of the political, social, financial and cultural drivers of inequality; with practical experience of developing and implementing strategies for change

Demonstrated expertise in designing and leading the impactful implementation of significant projects; utilising good practice in MERL to set targets and adaptively managing to ensure achievement of results

Good grasp of financial management including understanding relevant funding sources, ability to budget and accurately estimate costs, experience with reading financial reports and taking appropriate action based on the results.

Strong ability to analyse and interpret an appropriate range of data and evidence, both internal and external, using sound judgement to make balanced decisions, based on insights gained, or projection of trends.
Strong written and spoken communication skills, including in relevant local languages, with an ability to effectively adjust content and presentation to suit varied audiences internally and externally, to get key messages across.
Outstanding interpersonal skills with an ability to relate effectively to a wide range of people from diverse backgrounds; proven track record of leading collaborative working relationships and resolving conflicts between parties with differing interests.
Critical Technical Competencies
<ul style="list-style-type: none"> • Experience of leading others with a track record of delegating work effectively, supporting good • Strong team management, staff capacity building, and skills in teamwork and networking • Experience in working in a range of humanitarian contexts including with the Education Cluster and cross-sectoral and education authority collaboration,
Demonstrated budget management experience (with experience managing full project budgets an advantage)
Project specific know-how
Project specific know-how
Experience of the project management cycle, especially on the participatory approach, and a track record of successful delivery of impactful projects
Desirable: Experience in networking with poor children and their families, local and international NGOs, local government partners, and local community-based organizations