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| **Education Sector Co-Lead (Coordinator)** | | |
| **TEAM/PROGRAMME:** Education | | **LOCATION:** Cox’s Bazar |
| **GRADE:** 2 | | **POST TYPE:** Regular |
| **Child Safeguarding:**  Level 3: the role holder will have contact with children and/or young people either frequently (e.g. once a week or more) or intensively (e.g. four days in one month or more or overnight) because they work in country programs; or are visiting country programs; or because they are responsible for implementing the police checking/vetting process staff. | | |
| **ROLE PURPOSE:**  The Education Sector Co-Lead (Coordinator) is to ensure a coherent and effective response to education needs being addressed by agencies engaging in Education interventions, as required by the activation of the Inter sector coordination group. She/he will lead this initiative by working closely with the education stakeholders (children, families, communities, authorities, education institutions and L/N/I NGOs and UN agencies) to provide an effective, timely and strategic collective response to the current situation at Cox’s bazar.    The Education Sector Coordinator will work impartially, serving the needs of all members of the education sector and should work closely with, Inter Sector Coordination Group (ISCG) and the other co-lead (UNICEF). The Education Sector is accountable to the ISCG through the lead agencies (Save the Children and UNICEF). The deliverables are for both Co-Leads, a clear mutual agreement and job segregation between the Leads are to be finalized at the beginning. | | |
| **SCOPE OF ROLE:**  **Reports to:** Area Office Director,Cox’s Bazar  **Staff reporting to this post:**  **Direct:** Education Sector Information Manager  **Indirect:**  NA  **Budget Responsibilities: NA**  **Role Dimensions**: 15% field visit | | |
| **KEY AREAS OF ACCOUNTABILITY:**  **Cluster/Sector Coordination:**   * Assume overall responsibility for co-leadership of the Education Sector Cox’s Bazar * Work closely with other key members of the Education sector at Cox’s Bazar, including school officials, district, division, Local Governments, RRRC, UNHCR, ISCG, UNICEF and all other sector members. * Secure commitments from humanitarian actors responding to or supporting the emergency response. * Support both multi-sector and education specific needs assessments and utilise existing secondary data to inform sector response planning. * Lead updating of the Education sector work plan, and co-ordinate the harmonisation of response activities, ensuring that activities prevent overlap and duplication. * Ensure that inter-agency joint response strategy (JRP) for Education reflects key findings from needs assessments, identifying gaps, and formulating a sector-wide interagency response plan, taking into account the crosscutting areas from other sectors or clusters * Ensure that information is shared amongst sector members, and that information from other sectors and clusters is made available to sector/cluster members in order to improve planning, integration and implementation. * Develop Education Sector quarterly factsheet * Ensure clear and effective communication occurs between the camps and the sector through effective communication systems. * Contribute to regular ISCG sitreps, and take an active part in ISCG co-ordination meetings. * Ensure education is explicitly included and prioritized in all multi-sector assessments and reports, including ISCG Sitreps. * Track and monitor cluster/sector members fundraising for Education specific interventions, and ensure that members are aware of funding opportunities. * Consult and identify how the education sector should facilitate the move towards early recovery and plan an exit strategy for the cluster/sector.   Support comprehensive learning approaches that will support sustainability and allow for re-integration of children into the Myanmar education system.  **Developing and maintaining collaborative relationships:**   * Display neutrality and act as the representative of all education sector members. * Develops strategies for teams to work across traditional boundaries, working in diverse environments * Establishes clear objectives with teams and individuals and monitors progress and performance * Fosters collaborative, transparent and accountable relationships through wide diversity of partners * Uses negotiation and conflict resolution skills to support positive outcomes for the Education Sector as a whole * Develop and maintain a strong and positive relationship with UNICEF, our Education Sector co-leads * Developing and maintaining a strong relationship with the Donor group/representatives * Develop and maintain a strong and positive relationship with National Cluster leads, particularly with UNICEF and Government lead * Develop and maintain a strong and positive relationship with national and international and national NGO colleagues     **Capacity Building:**   * Assess technical capacities of member of the Education Sector and use the results to develop with the partners a 6 months capacity development plan to support the standardisation of and the overall quality of the sector-wide education response * Identify learning and training funding and opportunities to ensure the implementation of the Education Sector capacity building plan * Increase Education Sector members’ capacity in disaster preparedness and response as part of the contingency plan for the monsoon season * Ensure sector members at Cox’s Bazar are aware of relevant minimum standards, policies and guidelines already contextualised and support further adaptation of global standards and technical resources to the specific needs of the response     **Information Management**   * Through the line management of the Education Sector Information Manager, ensure quality and timely data are available to inform strategic decision-making of the ISCG and other relevant stakeholders engaged in the Rohingya education response * With support of the GEC, ensure IM provides needs assessment and gap analysis (across other sectors and within the sector) and analysis to identify and address (emerging) gaps, obstacles, duplication, and cross-cutting issues.     **General:**  Comply with Save the Children policies and practice with respect to child protection, code of conduct, health and safety, equal opportunities and other relevant policies and procedures. | | |
| **SKILLS AND BEHAVIOURS (our Values in Practice)**  **Accountability:**   * Holds self-accountable for making decisions, managing resources efficiently, achieving and role modelling Save the Children values * Holds the team and partners accountable to deliver on their responsibilities - giving them the freedom to deliver in the best way they see fit, providing the necessary development to improve performance and applying appropriate consequences when results are not achieved   **Ambition:**   * Sets ambitious and challenging goals for themselves (and their team), takes responsibility for their own personal development and encourages others to do the same * Widely shares their personal vision for Save the Children, engages and motivates others * Future orientated, thinks strategically.   **Collaboration:**   * Builds and maintains effective relationships, with their team, colleagues, Members and external partners and supporters * Values diversity, sees it as a source of competitive strength * Approachable, good listener, easy to talk to   **Creativity:**   * Develops and encourages new and innovative solutions * Willing to take disciplined risks   **Integrity:**   * Honest, encourages openness and transparency | | |
| **QUALIFICATIONS**  **Academic:** Post Graduation Degree, preferably in Education/Disaster Management/Social Sciences or relevant discipline | | |
| **EXPERIENCE AND SKILLS**  **ESSENTIAL**  **Working experience:**   * At least 6 years experience, preferably prior experience of working within cluster/sector coordination * Previous first phase emergency response experience is essential * Experience of high level co-ordination and chairing of meetings. * Experience of applying INEE Minimum Standards and other relevant frameworks and standards in education in emergencies) * Experience in assessing Education Sector partners’ capacities to inform the development and roll out of capacity building plan to improve quality     Job related knowledge   * Demonstrable understanding of international humanitarian response and co-ordination mechanisms. * Understanding of opportunities to provide integrated or cross-cutting humanitarian interventions with other sectors and Clusters * Understanding of opportunities to support the World Humanitarian Summit Agenda such as localization and development-humanitarian nexus * Understanding of the Education Can Not Wait Multi-Year Fund Process and other funding mechanisms   Skills   * Excellent communication skills, including ability to facilitate diverse groups. * Excellent negotiation and conflict-resolution skills * Politically and culturally sensitive with qualities of patience, tact and diplomacy * A high level skills of written and spoken English * Demonstrable ability to work and represent views across different stakeholders taking part in the Education Cluster. * The capacity and willingness to be extremely flexible and accommodating in difficult and sometimes insecure working circumstances. * Delivering results, * Developing self and others, * Problem solving and decision making, * Innovating and adapting, * Applying technical and professional expertise, * Working effectively with others, * Networking   **DESIRABLE**   * Strong influencing skills and experience in advocacy * Experience or knowledge of working and living in South Asia   **Attitude:**   * To work in team * To protect children in connection * To be non-discriminatory and gender sensitive | | |
| **Additional job responsibilities**  The duties and responsibilities as set out above are not exhaustive and the role holder may be required to carry out additional duties within reasonableness of their level of skills and experience. | | |
| **Equal Opportunities**  The role holder is required to carry out the duties in accordance with the SCI Equal Opportunities and Diversity policies and procedures. | | |
| **Child Safeguarding:**  We need to keep children safe so our selection process, which includes rigorous background checks, reflects our commitment to the protection of children from abuse. | | |
| **Safeguarding our Staff:**  The post holder is required to carry out the duties in accordance with the SCI anti-harassment policy. | | |
| **Health and Safety**  The role holder is required to carry out the duties in accordance with SCI Health and Safety policies and procedures. | | |
| **JD written by:** Education Sector Director | **Date:** July, 2021 | |
| **JD agreed by:** | **Date:** | |
| **Updated By: Maheen Chowdhury** | **Date: 23 December 2022** | |
| **Evaluated:** | **Date:** | |