

**SAVE THE CHILDREN INTERNATIONAL
ROLE PROFILE**



TITLE: Education Technical Advisor	
TEAM/PROGRAMME: PDQA	LOCATION: Hanoi
GRADE: 3	CONTRACT LENGTH: 2 year (with renewal every year based on performance)
<p>CHILD SAFEGUARDING: Level 2: <u>either</u> the post holder will have access to personal data about children and/or young people as part of their work; <u>or</u> the post holder will be working in a ‘regulated’ position (accountant, barrister, solicitor, legal executive); therefore a police check will be required (at ‘standard’ level in the UK or equivalent in other countries).</p>	
<p>ROLE PURPOSE: To provide overall technical leadership in support for the education sector programming (Sponsorship and other education projects) in program design and implementation, as well as representation in education events and providing support to SMT in management decision making on education priorities.</p>	
<p>SCOPE OF ROLE: Reports to: Director of SPQI Dotted line report to (Technical): Sponsorship Program Manager and Education Program Manager Role Dimensions: The role is expected to foster relationships with a wide range of internal and external stakeholders including Save the Children members, the Country Office Programme Development, Quality and Advocacy team, Education and Child Sponsorship program, NDB team, Regional Advisors, technical counterparts in other organisations, donors etc. The role is also expected to engage with internal technical working groups and communities of practice. Primary Technical areas: Education Primary Sub technical area: ECD, Basic Education, MTBMLE and inclusive education approaches</p>	
<p>KEY AREAS OF ACCOUNTABILITY:</p> <p>A. Technical Leadership:</p> <ol style="list-style-type: none"> 1. Provide technical leadership for Education programming and advocacy for the Country Office, in particular in areas of early childhood education, basic education, MTBMLE and inclusive education approaches and any emerging education issues, for example education in emergencies. 2. Set the strategic approach in relation to the wider country strategy 3. Capacity build, mentor and build a supportive education community across the Country Office, in conjunction with other colleagues in Education and Child Sponsorship and other thematic sectors. 4. Actively engage with DSPQI, Sponsorship program TAs and Education Program Manager in shaping the education strategy, Child Sponsorship transition, ensuring the technical excellence as well as tracking CSP goals’ implementation and reporting. <p>B. Ensuring Programme Quality (Design & Implementation):</p> <ol style="list-style-type: none"> 1. Work closely with new business development colleagues to identify and pursue funding opportunities that allow for both integration into broader programmes and standalone education projects; engage with technical partners, donors and colleagues across Save the Children 2. Lead the technical scoping, planning, and design during new programme development, and ensure that we design and deliver high quality integrated/comprehensive education programmes for children with public education resources, building on global best practice. Ensure that gender, disability and resilience considerations are reflected in our programme design and implementation. 3. Work with Child Rights Governance colleagues to ensure that a rights based approach is reflected in our programme design and implementation (in line with our child rights programming approach), with a strong focus on child participation 4. Promote an Education Systems Strengthening approach as the overarching framework, that supports working in collaboration and partnership with governments and national bodies, local partners and working towards impact, scale and sustainability. 5. Provide oversight and guidance to the programme implementation teams to ensure that thematic programme components are technically sound, implementation methods are consistent with national and 	

global strategies, acknowledged good practice (e.g. Save the Children Common Approaches); and are likely to achieve scale, as well as equitable and sustainable results.

6. Promote and monitor integrated programming in a way that increases overall impact of education programmes at all levels.
7. Work with Monitoring, Evaluation, Accountability & Learning (MEAL) teams to carry out gender and power analysis, and conduct quality monitoring against international standards through participatory methodologies that promote gender equality and social justice (including child-friendly and gender sensitive/transformational methodologies).
8. Contribute towards the creation of an organisational learning culture that promotes the use of disaggregated data, evidence and analysis (including gender and power analysis) and understands its link to quality and accountable programming; Contribute to strengthening the use of equality-focused programme principles and good practice across themes and sectors.
9. Undertake field visits to project sites; work with implementation teams to understand impacts, operational challenges, and continuously identify opportunities for learning and improvement.
10. Contribute to organisational learning on education ensuring that learning from our programmes is shared across the Country Office and our partners, as well as with colleagues in the wider regional and global education community in Save the Children. Contribute to strengthening the use of education competencies within training and learning initiatives in the sector.
11. Support Humanitarian colleagues (as needed) to develop emergency preparedness plans, and conduct sectoral assessments (including gender analysis and disability situation analysis using SC assessment processes and tools) and to design and deliver emergency response and recovery programmes. Ensure synergies between cross-thematic humanitarian teams, data and programme design.

C. Networking & External Engagement:

1. In alignment with Country Office strategy and leadership, engage in strategic positioning with donors, partners and government in-country, and ensure that Save the Children is a partner of choice in Education programming and advocacy.
2. Ensure that Save the Children is influencing and learning from others through national technical coordination and networking bodies such as education sector group (ESG) and other forum.
3. Represent the program to National and Local government representatives, donors, partner agencies, etc. as required.
4. Ensure the quality, clarity and consistency of technical components of internal and external reports (e.g. programme reports, sit-reps, internal updates), working closely with awards, programme implementation and communications colleagues as needed.
5. Leverage and liaise with technical colleagues from across Save the Children, including technical working groups and centres of excellence, ensuring that learning from the Country Office is shared with others and global lessons brought back.

BEHAVIOURS (Values in Practice)

Accountability

- Holds self-accountable for making decisions, managing resources efficiently, achieving results together with children and role modelling SCI 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.
- Creates a managerial environment in-country to lead, enable and maintain our culture of child safeguarding.

Ambition

- Sets ambitious and challenging goals for self and team, takes responsibility for own personal development and encourages team to do the same.
- Widely shares personal vision for Save the Children, engages and motivates others.
- Future oriented, thinks strategically and on a global scale.

Collaboration

- Builds and maintains effective relationships, with own team, colleagues, members, donors and partners.
- 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
- Always acts in the best interests of children

QUALIFICATION

- At least Master's Degree in Education or related field
- Demonstrated experience in education programming with demonstrated experience in technical capacity building, research and report writing skills;

EXPERIENCE AND SKILLS

Essential

- Minimum of 6 years' experience working in a development context (INGO, ministry, etc.);
- Good understanding of challenges facing vulnerable children and communities in Vietnam;
- Good experience in training, and capacity building of workforce and health staff
- Quick learner with ability to think strategically and creatively;
- Experience of the national context, strategies and policies to enable advocacy at national / regional level in order to hold duty bearers to account to realise children's rights, including the right to education services.
- Skilled at networking, representation and partnership development in order promote learning, strengthen civil society and mobilise resources.
- Able to generate and use data and evidence to innovate, deliver, learn and share what works and what doesn't work for children.
- Experience of promoting quality and impact through at least one cross-cutting area: gender equality and inclusion, adaptive and safer programming; child rights; disability; migration and displacement.
- Demonstrated program design, monitoring and evaluation skills, including designing pathways to sustainable impact at scale.
- Excellent written and verbal communication skills in English and Vietnamese
- Commitment to and understanding of SCI mission, values and principles including rights-based approaches
- Ability to work effectively with people of diverse backgrounds and at different levels, to motivate and inspire team work;

Desirable

- Flexibility, live and thrive in challenging circumstances;
- Have a very high level of personal and professional integrity and trustworthiness;
- Experience of working in an emergency setting and/or commitment to build that capacity;
- Excellent people management and interpersonal skills, with a demonstrated ability to respond effectively to challenges, and work effectively in a cross-culture environment.

KEY COMPETENCIES (Indicative / Key Competencies)

Technical competencies:

- Ensures all children's access to quality education
- Ensures all children's wellbeing
- Supports all children's learning and development

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General Competencies

- *Being the Voice of Children:* Promotes evidence-based policy and public engagement that includes the voices of children and their communities
- *Advancing Equality & Inclusion:* Displays a commitment to ensuring everything we do considers the most deprived and marginalised children and communities
- *Building & Strengthening Partnerships:* Promotes working with diverse partners as critical to delivery
- *Child Rights:* Promotes the rights of children in own work and in work with colleagues and peers

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.

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: Le Thi Thuy Duong

Date: 8 June 2022

JD agreed by:

Date:

Updated By:

Date:

Evaluated:

Date: