



ROLE PROFILE

Title	Consultancy to support approach and proposal development in Somalia for EU		
Functional Area	Program Development Team Plan UK		
Reports to	Senior Programme Development Manager Plan UK		
Location	Remote		

ROLE PURPOSE

Plan International is an independent non-governmental organisation active in over 70 countries. We strive for a just world that advances children's rights and equality for girls.

We adopt rights-based approaches - working with children and young people, communities, and institutions to contribute toward an environment where all children, particularly girls, are able to realise their rights.

We place a specific focus on the needs and rights of adolescent girls and young women because we recognise the distinct barriers they face. We strive to adopt gender transformative approaches - working with girls and women, as well as boys and men, to promote positive change in gender norms and power relations.

We have been implementing projects, carrying out research and influencing policy and practice for over 75 years and have developed strong relationships - from community to national level - in the countries where we work.

ABOUT THE ROLE

Plan International UK is currently seeking for a consultant to support Plan Somalia Country Office in the mapping of the education gaps and needs in Somalia, revision of EU priorities and actors and development of proactive Education pitches /approaches.

DIMENSIONS OF THE ROLE

The Education Technical Advisor will be responsible for overall technical support to Plan Somalia Country Office and Plan UK Programme Development Team for the revision of current approaches, tailoring of approaches to the Somali context and support to proposal development.

DELIVERABLES

- Mapping of the education gaps in Somalia and of successful education models within and outside Plan that can be replicated and contextualised.

- Review of EU approaches, priorities, and actors in the education sector, and of what has worked and what hasn't.
- Review of other agencies/national or local interventions underway in Somalia that address the intersectional barriers preventing girls from accessing education e.g., SRHR or psychosocial support or that tackle financial and social norm barriers. As all these aspects of marginalisation would be a requirement of any 'educational' interventions to enable access to and retention within informal or formal models of education.
- Proactive proposal development based on the above findings, and in line with the EU's education priorities.
- Ensures that Plan International's global policies for Child Protection (CPP) and Gender Equality and Inclusion (GEI) 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.

INDICATIVE TIMELINE

- The duration of the assignment is estimated to be approximately 40 days.

TECHNICAL EXPERTISE, SKILLS AND KNOWLEDGE

General requirements

- Knowledge of and experience with EU funding
- Extensive technical knowledge in thematic area of education, including knowledge of current trends in gender norms in Somalia
- Knowledge of various strategies and interventions to support school retention, progression and learning is essential
- Experience of liaising with and supporting government to deliver education strategies at different levels of the education system
- Experience of working in Somalia or similar contexts and a strong understanding of context and contextual challenges faced by communities in the country
- Advanced report writing skills.

Education and language

- Advanced degree in a relevant field, for example, Education, Gender and Education, Development Studies, or Sociology
- Fluency in English - both spoken and written

PLAN INTERNATIONAL'S VALUES IN PRACTICE

We are open and accountable

- Promotes a culture of openness and transparency, including with sponsors and donors.
- Holds self and others accountable to achieve the highest standards of integrity.
- Consistent and fair in the treatment of people.
- Open about mistakes and keen to learn from them.
- Accountable for ensuring we are a safe organisation for all children, girls & young people

We strive for lasting impact

- Articulates a clear purpose for staff and sets high expectations.

- Creates a climate of continuous improvement, open to challenge and new ideas.
- Focuses resources to drive change and maximise long-term impact, responsive to changed priorities or crises.
- Evidence-based and evaluates effectiveness.

We work well together

- Seeks constructive outcomes, listens to others, willing to compromise when appropriate.
- Builds constructive relationships across Plan International to support our shared goals.
- Develops trusting and 'win-win' relationships with funders, partners and communities.
- Engages and works well with others outside the organization to build a better world for girls and all children.

We are inclusive and empowering

- Seeks constructive outcomes, listens to others, willing to compromise when appropriate.
- Builds constructive relationships across Plan International to support our shared goals.
- Develops trusting and 'win-win' relationships with funders, partners and communities.
- Engages and works well with others outside the organization to build a better world for girls and all children.

PHYSICAL ENVIRONMENT

Remote working environment.

LEVEL OF CONTACT WITH CHILDREN

No contact