

Rural Education and Environment Development Center (REED Nepal)

Job Description

Job Title : Local Education Unit (LEU) Coordinator

Duty Station : Selected districts of Bagmati and Koshi Province

Reports to : Senior LEU Coordinator

Contract Length: 5 Years

Program Name : "USAID Early Grade Learning (EGL)"

Background

The objective of USAID Early Grade Learning, heretofore referred to as the “the Activity”, is to strengthen the capacity of federal, provincial, and municipal governments to improve learning.

outcomes in Grades 1-3. Specifically, EGL aims to (1) build federal, provincial, and local level capacity for delivering EGL services, (2) improve local governments’ ability to provide teacher professional support, coaching, mentorship, and supervision, and (3) support local level.

governments in improving access to and quality of education services in early grades.

Principal Duties and Responsibilities

To accomplish these goals, the Local Education Unit (LEU) Coordinator will be responsible for implementing activities at the Municipal and school levels and for collecting data for each relevant District. They will be responsible for liaising with the local government Education Units, the District Education Development Coordination Unit (EDCU), and other key stakeholders and professional networks to coordinate and effectively integrate activities with local government activities. This will be achieved by developing effective and productive working relationships with all district and local government counterparts. The coordinator will report to his/her manager, will work under the guidance of the provincial technical team and will ensure effective service delivery. They will follow and observe all technical and operational management guidelines, processes, and procedures for the effective implementation of all activities at the municipal and school levels to ensure delivery of quality services.

Key Responsibilities

Technical aspect

- Work closely with the Local Government Education Unit, the Education Development and Coordination Unit (EDCU) and other key stakeholders and professional networks in their respective districts to implement EGL technical support and interventions.

- Work closely with the Municipal Education Unit to implement jointly developed education plan and programs and facilitate the implementation of EGL interventions.
- Facilitate the implementation of the local government capacity needs assessments, the development of school improvement plans, the use of school report cards, and the adaptation of IEMIS profiles.
- Facilitate and support local government / schools to conduct early screening and detection processes to identify children with functional limitation and their referrals.
- Work closely with local governments and support the implementation of Teachers Professional Supports (TPS) strategies in schools.
- Collaborate with Municipalities and collect micro grant proposals from the schools, maintain records, and send to the provincial level Program Support Unit (PSU) for approval.
- Support implementation of micro-grants (SMC) awarded to schools, and supervise interventions under the technical guidance of the PSU technical team.
- Work with respective provincial teams to facilitate teacher training programs, workshops, and professional development sessions for teachers' professional support.
- Support implementation of project activities as per the Annual Work Plan (AWP) and USAID guidelines.

System strengthening

- Work closely with the provincial Program Support Unit (PSU) to plan and implement capacity building interventions for local governments to ensure effective EGL service delivery.
- Provide technical assistance to Local Government and Local Education Units to develop costed education plans, policies, and programs in line with the EGL objectives and priorities including the gender budget.
- In collaboration with the provincial technical lead, support SMC/PTA and parents to ensure effective engagement to improve the quality of learning.
- Collaborate with local government, P/ETC, PSU to organize MTOT Teacher professional development interventions.
- Coordinate with the provincial technical team, plan and implement capacity development initiatives of the local government and the schools on IEMIS strengthening including EMIS-disability subsystem.

Monitoring and evaluation

- Contribute to the Activity's Annual Work Plan (AWP), quarterly reporting, monitoring and evaluation, success stories, and other reporting needs as requested.

- Coordinate regularly with local governments to ensure the Prioritized Minimum Enabling Conditions (PMEC) are met by schools.
- Support the collection of data on student performance, teacher effectiveness, teachers' time-on task, maturity matrix, and other relevant indicators.
- Supports the Activity's related assessments and studies (Base-line survey, and baseline, midline, and, end line assessments as needed.
- Work closely with provincial MEL M&E team member lead, to prepare and update all programmatic reports, data and supporting evidence on time as per the given templates and framework.
- Support in organizing monitoring visits including joint monitoring visits.

Communication and networking

- Engage and foster communities of practice among the LEU coordinators and share their learning.
- Establish regular communication with the local government, provincial level technical team following the given communication protocol.
- Represent USAID Early Grade Learning at local and other level in meetings,
- Perform other duties as assigned.

Required Skills and Qualifications

- Bachelor's degree in Education, development studies, gender and development and others social science with 5 years of experience in local level education project delivery.
- Experience working in program related to inclusive education, early grade reading, democracy and governance in education, disability and inclusion, and capacity development etc.
- Extensive field experience in targeted districts
- Prior experience working in communities with marginalized and disadvantaged groups, and integrating crosscutting GESI strategies.
- Demonstrated ability to develop effective working relationships with government counterparts, local organizations, and other program and partners;
- Strong oral and written communication skills in Nepali and English.
- Basic knowledge and skills on digital literacy

Note

- Females, ethnic groups, and marginalized community groups candidates are highly encouraged to apply.
- The candidates should have two wheelers driving license.