

Join a Leading SPEL Team as a SPEL Director!

ROLE PURPOSE: The overall aim of the programme is that children facing barriers to learning have access to education services that meet their learning and well-being needs. All children have a right to education, but many children in Myanmar experience barriers to accessing education, including language, gender, disability, remoteness, politics, or income. The programme supports these children by strengthening education systems to address these barriers and ensure children can adequately, appropriately, and safely access education. Applying a 'systems-strengthening' approach, the programme provides funding, coordination, technical assistance and research across different complementary education systems to promote continuous improvement of education services. The programme works with its partners, established education providers, to place an emphasis on developing the quality and inclusivity of education in Myanmar, including improved learning outcomes; and with a broader range of diverse stakeholders to address key barriers for the achievement of equitable education.

The Strategy, Policy, Evidence and Learning (SPEL) Director is a key member of the Senior Leadership Team (SLT) and will be responsible for leading the programme' monitoring, evaluation, research and learning activities and overall program strategy. The SPEL Director will oversee advocacy efforts grounded in partners' priorities in order to strengthen existing education systems and address barriers to children's access to education across Myanmar. This position will ensure that the monitoring, evaluation and accountability approaches and technical support for partners are appropriate, contextually relevant, of high quality and contribute to research and advocacy priorities as well as donor reporting requirements. Additionally, this position will ensure research, context analysis, and strategic planning and learning initiatives are well structured, coordinated, and contribute to meaningfully to partners' priorities, policies and adaptive management in line with the programme's overall strategy and Theory of Change.

The role also requires experience in people management and working collaboratively with a multi-disciplinary team and a diverse set of stakeholders, including local partners and education systems, local governance actors, research entities and academics, international development organisations and donors. The post holder will be experienced in driving participatory approaches to monitoring, evaluation, research and learning, and with strong communication, analysis, influencing and advocacy skills.

TITLE: Strategy, Policy, Evidence and Learning Director (Internal/External)

LOCATION: Yangon

Number of Position: 1

GRADE: NAT 1

CONTRACT LENGTH: Fixed Term, one year (renewable)

Reports to: Chief of Party

Direct Reports: (3) Three: Strategy, Policy & Learning Unit Manager, Evidence and Information Management Manager and Strategy, Policy, Evidence and Learning Assistant. (7) Seven in-direct reports.

Financial Approval: \$30,000

Travel: Up to 25% within Myanmar, Thailand and the region

Key Areas of Accountability

Strategy, Research and Learning:

- Lead the programme's ongoing context analysis and strategy review processes and localisation strategy development in close collaboration with the Senior Leadership Team (SLT) and Senior Management Team (SMT);
- Provide oversight of research initiatives, guide the development and implementation of the programme's research and learning agenda aligned to local partner priorities, and ensure integration of learning and research into both strategic policy influencing, as well as operational decision-making across departments and with partners;
- Guide continual rigorous context monitoring and analysis of the broader socio-political economy to enable the programme to navigate the complex environment and adapt programming and approaches accordingly and in line with conflict sensitive principles;
- Upon request from and direction of partners, lead on the dissemination of findings on the impact, learnings, and value-add of complementary education systems in achieving learning outcomes for children in Myanmar;
- Oversee technical assistance to local partners in their own strategic planning processes and policies for their education systems aligned to the programme's localisation strategy and approach;
- Maximize the uptake of research, data, and learning to inform partner-led service delivery and policy decisions by stakeholders at the sub-national, national and regional levels;
- Oversee Reflection, Learning and Planning sessions to document lessons learned and best practices for strategic adaptive management;
- Review and contribute to progress reporting to donors to ensure overall alignment with the programme strategy and learning.

Policy, Advocacy and Communications

- Collaboratively set a vision for the programme's contributions to long-term changes in complementary and ethnic education systems in Myanmar, and align the programme's research, data collection, learning, communications and technical support activities towards achieving these priorities;
- Structure and lead advocacy and policy engagement collaboratively across departments and functions, ensuring clear priorities, workplans, roles and responsibilities and progress monitoring to advance partner and donor priorities;
- Lead strategic engagement with partners on aspects of institutional development that aim to influence policy developments and support for complementary education across different stakeholders;
- Represent the programme in key external stakeholder groups, including the Steering Committee, Education Sector Representative Group, Ethnic Education in States and

Regions, and other forums for strategic engagement and collective advocacy for investments in strengthening ethnic education in Myanmar;

- Ensure strategic communication activities and products are relevant, appropriate and provide useful contributions towards achieving the expected programme outcomes and advocacy priorities.

Monitoring, Evaluation and Accountability

- Lead the programme's Monitoring and Evaluation team to ensure that the M&E system delivers sufficient, accurate, and timely quantitative and qualitative data to reflect programme results, and to capture progress in the short, intermediate and long term in line with identified indicators within the results framework;
- Ensure systems are in place and used to effectively manage data, monitor activities and ensure accountability across different levels of implementation;
- Ensure the programme routinely collects, analyses and uses evidence, including with appropriate and GEDSI informed disaggregation, to inform programme decision-making and reporting processes;
- Champion cross-team learning and knowledge management through the development and use of platforms that store and visualize evidence and learning and to support cross-team uptake and use of these resources;
- Lead and direct the implementation of high-calibre technical support in areas of M&E, Accountability and Education Information Management across partners, in line with partners' identified and emerging priorities;
- Oversee internal and external evaluation plans, including systems performance analyses and learning assessments, endline programme evaluation, as well as coordinating with any external evaluations of the programme by donors or other stakeholders;
- Champion the use of accountability data and community participation analysis to influence strategic decision-making and advocacy;
- Ensure the delivery of quality, timely reports, including Results Framework reporting, providing inputs to donor indicator tracking systems and preparation of relevant sections of narrative reporting.

People Management and Leadership

- Create a supportive, inclusive work environment that prioritizes staff well-being, respects diversity, fosters innovation, and contributes to a culture of collaboration, respect and mutual accountability;
- Set clear expectations, provide regular feedback, and support professional growth through coaching and development opportunities as well as proactive and supportive feedback and performance management;
- Ensure clear roles and responsibilities, budgets and monthly planning in order to deliver against workplan milestones and timelines, financial management and approvals over departmental budget requests and spending, and take personal responsibility and hold others accountable for achieving ambitious goals;

- Represent the programme at national and international events and proactively advocate for sound evidence-based policies and practices in support of education systems strengthening;
- Contribute to identifying new business development opportunities for fundraising and lead as appropriate specific components proposal development efforts.

Cross-Cutting Responsibilities

- Contribute to specific and contextual guidance to ensure that the safeguarding of children is incorporated into the programme's strategies and children are protected from exploitation, increased vulnerability, or any form of harm or indignity;
- Ensure that all programme activities take Gender Equality, Disability and Social Inclusion into consideration in line with the programme's GEDSI Strategy & Guidelines, and aim to strengthen internal as well as partners' capacity to generate and use GEDSI-related data and information to inform programme design and implementation plans;
- Engage with the GEDSI Advisor to ensure role-specific GEDSI responsibilities are adequately reflected;
- Uphold and actively demonstrate the programme's Partnership Values and Principles in daily tasks and partner interactions, ensuring partner-led initiatives are respected and supported through collaboration, mutual trust, and conflict-sensitivity considerations;
- Ensure that programme incorporates other cross-cutting priorities, such as ensuring a do-no-harm, conflict sensitive approach, positively contributing to building peace and social-cohesion, and mainstreaming climate change and localization.

QUALIFICATIONS, EXPERIENCE AND SKILLS

Essential

- Master's degree (or higher) in areas of international development studies, statistics, education policy or relevant disciplines, or equivalent qualifications through work experience;
- Minimum of 10 years of experience within the development and/or humanitarian sector, including at least 5 years of experience in areas of MEAL, education policy, strategic planning, research or institutional development;
- Experience and skills working in Myanmar, preferably in the field of education or governance with a strong understanding of the cultural, social and educational challenges faced by different ethnic communities;
- Experience of working collaboratively with a range of partners, ranging from local governance actors, ethnic organisations, NGOs, CSOs, international development organisations and donors;
- Proven track record of successful team management and the ability to lead and motivate a diverse group of professionals;
- Strong work-ethic, personal effectiveness and integrity; takes initiative to drive strategic impact for the programme and the long-term vision for education in Myanmar;
- Excellent interpersonal, communication and presentation skills with experience of senior level negotiation and representation;

- Excellent proficiency in spoken and written English;
- Commitment to and understanding of the programme's aims, values and principles including child safeguarding.

Desirable

- Ability to effectively adapt to changing contexts, learn continuously to make informed decisions under uncertainty and refine strategy as necessary to achieve impactful outcomes in dynamic environments;
- Demonstrated experience working with and across ethnic groups in Myanmar, including a demonstrated ability to build and maintain strong relationships and demonstrated experience conflict-affected settings and with an in-depth understanding of conflict sensitive programming approaches;
- Strong ability to analyse information, evaluate options, draw conclusions and to think and plan strategically;
- Highly proficient in English, Myanmar and one or more ethnic languages.

Don't miss this opportunity to be part of our impactful education programme!

To apply, please send your CV and a cover letter to:

educationmyanmar.recruitment@gmail.com using 'SPEL Director' in the subject line.

Application deadline: **10/06/2025**.

Remark: For those who failed to mention or incorrectly mention the position title in their applications, we will consider those as disqualified and we will not consider for short list.