Classified Job Descriptions

Job Description Type:	Specific Job Description	Region:	ESAR
Category:	IP (International Professionals)	Country:	Mozambique
Reason for Classification:	Title Change	Duty Station:	Maputo
Level:	P-5	Office:	Maputo, Mozambique
Title:	Chief Education	Section:	Programme Section
Title Information in Parenthesis:	Learning, Skills and Engagement	Unit:	Learning, Engagement and Skills
CCOG Code:	1F	Case Number:	N/A
UNICEF Code:	EDU	Post Number:	47093
Classified by:		Classified Date:	9/25/2026

Organizational Context:

Mozambique has one of the youngest populations in the world, with 65 per cent of the population under the age of 24. This demographic profile presents a major opportunity for national development, but only if children, adolescents and young people acquire the foundational, transferable, digital and market-relevant skills needed for further learning, decent work and civic participation. Despite progress in expanding access to education, learning outcomes remain weak, completion rates are low, and many learners leave school without basic literacy and numeracy skills or the competencies required to transition successfully to adulthood.

The education system is increasingly overstretched by rapid population growth, limited fiscal space, climate shocks, insecurity and persistent inequities. Schools often lack safe, inclusive and resilient learning environments, sufficient trained teachers, adequate materials and effective accountability systems. Adolescents and young people, particularly vulnerable girls, young people with disabilities and those affected by crisis, also face limited access to relevant skills, second-chance learning, safe spaces, services, information, earning opportunities and meaningful participation.

The UNICEF Mozambique Country Programme 2027–2030 responds to these challenges through the Learning, Skills and Engagement programme, which aims to strengthen the education system and youth participation mechanisms so that children and adolescents access quality learning opportunities, acquire relevant skills and participate meaningfully in shaping their futures. The programme is structured around three mutually reinforcing outputs: inclusive digital learning solutions; school and system level accountability, safeguarding and preparedness; and pathways for adolescents and young people—especially vulnerable girls—to move from learning to earning while strengthening agency, resilience and civic engagement.

Within this architecture, youth engagement, digital transformation and Learning-to-Earning are not stand-alone streams, but mutually reinforcing approaches that support more flexible, inclusive and resilient learning and skills pathways. UNICEF will support government-led efforts to embed these approaches in national systems, using evidence, partnerships and coherent programme standards to improve quality, accountability, continuity during shocks and opportunities for adolescents and young people.

Purpose of the Job:	Under the overall guidance of the Deputy Representative, Programmes, the Chief Education (Learning, Skills and Engagement) provides strategic leadership and oversight for UNICEF Mozambique's LSE programme. The Chief is accountable for the quality, coherence and results of integrated strategies that improve foundational learning, expand inclusive learning and skills pathways, strengthen education system resilience and accountability, and enable adolescents and young people to participate meaningfully and transition towards further learning, work and earning opportunities. The role translates the Country Programme vision into scalable programme strategies; provides authoritative advice to government and partners; ensures clear delegated accountabilities across the section; and uses data and evidence to support adaptive management, policy dialogue, institutionalization and scale. The Chief leads a diverse multidisciplinary team and fosters an inclusive, ethical and results-oriented culture.
Key functions, accountabilities and related duties/tasks:	Summary of key functions/accountabilities: 1. Strategic leadership, accountability and management of the LSE section 2. Integrated programme design, planning and quality assurance across the three LSE outputs 3. Programme management, monitoring for results, evidence generation and demonstration of impact 4. Policy dialogue, systems strengthening and institutionalization of scalable models 5. Partnerships, advocacy and resource mobilization for learning, skills and engagement 6. Innovation, knowledge management and capacity development 1. Strategic leadership, accountability and management of the Learning, Skills and Engagement section - Provide overall strategic leadership, accountability, management and quality assurance for the Learning, Skills and Engagement section, ensuring delivery of coherent, high-quality and results-oriented programmes aligned with the UNICEF Mozambique Country Programme 2027–2030, national priorities, the UNSDCF and UNICEF Strategic Plan commitments. - Translate the LSE vision into an integrated reform agenda with clear priorities, delegated accountabilities and measurable results across learning, skills, engagement, system strengthening and resilience. - Lead and nurture a diverse multidisciplinary team, ensuring clear roles, effective supervision, mentoring, staff wellbeing, inclusive teamwork and shared accountability for results. - Represent UNICEF in senior-level policy dialogue, sector coordination, strategic partnerships and country office decision-making, providing authoritative advice to senior government counterparts and partners on learning, skills, digital transformation, youth engagement and systems strengthening. 2. Integrated programme design, planning and quality assurance across the three LSE outputs - Lead the development, refinement and implementation of LSE strategies, annual workplans, programme documents and implementation plans, ensuring coherence across the three LSE outputs. - Oversee programme design that addresses key barriers to completion, foundational learning, relevant skills, safe participation and transitions to further learning, work and civic engagement. - Ensure that programme approaches prioritize the most disadvantaged children and adolescents, including girls, children with disabilities, out-of-school children, children affected by climate shocks, insecurity or displacement, and learners in underserved rural areas. - Provide strategic oversight to ensure digital transformation is coherently embedded across the LSE programme, in close coordination with the Education Specialist (Transformative Education Systems) responsible for technical and operational delivery. - Provide strategic oversight to ensure youth engagement is coherently embedded across the LSE programme, in close coordination with the Youth Engagement and Skills Manager responsible for day-to-day youth engagement delivery. - Ensure delegated technical and operational accountabilities are clear across youth engagement, digital transformation and Learning-to-Earning, with common standards for quality, safeguarding, evidence and results. - Ensure high-quality analysis, results frameworks, costing, risk mitigation and implementation modalities that support institutionalization, government ownership and scale.

3. Programme management, monitoring for results, evidence generation and demonstration of impact
- Manage LSE programme resources, budgets, partnerships and implementation arrangements in compliance with UNICEF policies, donor commitments and standards of accountability.
- Oversee monitoring, learning and results systems that generate actionable evidence, support adaptive management, demonstrate impact and inform policy, financing, institutionalization and scale.
- Lead regular programme reviews, field monitoring, risk analysis and adaptive management to address implementation bottlenecks, improve programme quality and ensure timely delivery of measurable results.
- Ensure high-quality reporting to government, donors, development partners and UNICEF management, linking downstream implementation evidence to upstream policy dialogue and system strengthening.

4. Policy dialogue, systems strengthening and institutionalization of scalable models
- Provide authoritative technical advice to relevant ministries on education system strengthening, foundational learning, digital transformation, teacher development, inclusive education, school accountability, emergency preparedness and adolescent skills.
- Support government-led efforts to institutionalize scalable models across the LSE programme, ensuring that digital learning, school accountability, alternative and catch-up learning, adolescent skills and Learning-to-Earning approaches are positioned for national ownership, financing and scale.
- Lead UNICEF's contribution to national policy dialogue on learning, skills and engagement, ensuring that evidence from UNICEF-supported initiatives informs sector planning, financing, implementation and accountability.
- Strengthen linkages across education, youth, labour, social protection, child protection, health, WASH, climate resilience and digital transformation agendas to address barriers across the life cycle.
- Ensure that LSE strategies and partnerships uphold UNICEF standards on safeguarding, PSEA, digital safety, data protection, gender equality, disability inclusion and meaningful participation of children and young people.

5. Partnerships, advocacy and resource mobilization for learning, skills and engagement
- Build and maintain strategic partnerships with government institutions, development partners, UN agencies, civil society, academia, the private sector, training providers, technology partners and youth-led organizations to advance the LSE agenda.
- Lead advocacy and policy engagement to position learning, skills development and youth engagement as strategic drivers of Mozambique's demographic dividend, economic resilience and inclusive development.
- Mobilise technical expertise, financing, innovation and implementation support for LSE priorities.
- Guide the development of concept notes, funding proposals, donor reports, partnership agreements and communication products that clearly articulate UNICEF's value proposition and results.
- Coordinate with sector platforms, development partners, inter-agency mechanisms and national forums to promote coherent messaging, aligned investments and effective follow-up.

6. Innovation, knowledge management and capacity development
- Provide strategic oversight for innovation and learning across the LSE programme, ensuring alignment with national systems, inclusion, safeguarding, sustainability and delegated technical leadership.
- Promote innovation and adaptive learning across LSE to support flexible learning opportunities, system strengthening, data use, skills development and engagement, while maintaining clear operational responsibilities for the respective technical leads.
- Strengthen institutional, teacher and partner capacities to design, implement, use and sustain inclusive learning, skills and engagement solutions.
- Facilitate knowledge exchange, documentation of lessons learned and dissemination of good practices across UNICEF, government and partner networks.

Impact of Results:	The Chief Education (Learning, Skills and Engagement) is accountable for the overall quality, coherence, delivery and results of UNICEF Mozambique's LSE programme. Effective leadership of the section will strengthen UNICEF's ability to support government-owned reforms that improve foundational learning, expand inclusive learning and skills pathways, reinforce system accountability and create safer opportunities for adolescents and young people. Through strategic policy dialogue, evidence-based advocacy, partner coordination and senior-level programme leadership, the post will help UNICEF demonstrate scalable solutions to address low completion, weak learning, limited system capacity, climate and emergency-related disruptions, inequitable access and insufficient learning-to-earning and participation opportunities. Stronger data, monitoring and evidence will support adaptive management, policy and financing decisions, institutionalization and scale. The results of the post will contribute to a more adaptive, inclusive and resilient system that improves learning, relevant skills, participation, agency and opportunities for children, adolescents and young people across Mozambique.
Competencies and level of proficiency required:	Core Values: Care Respect Integrity Trust Accountability Sustainability Core Competencies: Nurtures, Leads and Manages People (2) Demonstrates Self Awareness and Ethical Awareness (2) Works Collaboratively with others (2) Builds and Maintains Partnerships (2) Innovates and Embraces Change (2) Thinks and Acts Strategically (2) Drive to achieve impactful results (2) Manages ambiguity and complexity (2)
Recruitment Qualifications:	Education requirement: An advanced university degree in education, educational planning, international development, social sciences, public policy, economics, skills development, youth development or another relevant field is required. Additional relevant training in education systems strengthening, innovation, adolescent skills, youth engagement, public sector management or results-based management is an asset. Experience required: A minimum of 10 years of progressively responsible professional experience in education, learning, skills development, adolescent development, education systems strengthening or related programme areas is required. Demonstrated experience in strategic leadership, programme design, management, monitoring and resource mobilization for large-scale education or adolescent development programmes is required. Demonstrated experience using data, monitoring and evidence to improve programme quality, demonstrate results and inform policy dialogue, financing or scale-up is required. Experience providing senior policy advice and working with ministries of education, youth, labour or related government institutions on systems strengthening, sector planning, institutionalization or reform priorities is required. Experience managing multidisciplinary teams and coordinating complex partnerships with government, development partners, private sector, civil society, academia and technical partners is required. Experience providing strategic oversight for innovation, flexible learning pathways, adolescent skills or learning-to-earning initiatives is a strong asset. Experience working with major education sector donors and partners, such as the Global

	Partnership for Education, World Bank and European Union, is a strong asset. Experience working in a developing country context is required; experience in fragile, climate-affected or emergency contexts is an asset. Relevant experience in a UN system agency or international development organization is an asset. Technical competencies must be demonstrated in the following areas: Strategic education systems leadership: strong understanding of education sector planning, system strengthening, governance, financing, accountability, teacher development and learning improvement in low-resource and fragile contexts. Learning, skills and adolescent development: ability to provide strategic leadership for programmes that improve foundational learning, relevant skills, adolescent development and transitions from learning to earning, while ensuring that youth engagement approaches are coherently embedded through delegated management arrangements. Innovation and systems strengthening: ability to provide strategic oversight for innovation and technology-enabled approaches within the LSE programme, ensuring alignment with national systems, inclusion, safeguarding, sustainability and delegated technical leadership. Equity, gender and inclusion: ability to apply gender-responsive, disability-inclusive and equity-focused analysis to programme design, delivery, monitoring and policy dialogue, with attention to adolescent girls, children with disabilities, out-of-school children and crisis-affected learners. Evidence, data and results-based management: ability to use data and evidence to improve programme quality, demonstrate results and inform policy dialogue, institutionalization and scale. Emergency preparedness and resilience: good understanding of education in emergencies, climate and shock-responsive education systems, school safety, preparedness planning and continuity of learning. Partnerships and resource mobilization: strong ability to build and sustain partnerships with government, donors, UN agencies, private sector, academia and civil society, and to mobilise resources around a compelling programme vision. People management and coordination: proven ability to lead multidisciplinary teams, manage complexity, coordinate across sectors and partners, and ensure delegated technical functions deliver coherently against shared results. Language requirements: Fluency in English is required. Working knowledge of Portuguese is highly desirable. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) is an asset.
Is this role a Representative, Deputy Representative, Chief of Field Office, the most senior Child Protection role in the office, Child Safeguarding Focal Point, or Investigator (OIAI)?:	No
Is this post a Direct contact role in which incumbent will be in contact with children either face-to-face, or by remote communication, but the communication will not be moderated and relayed by another person?:	No
Is this post a Child Data role in which incumbent will be manipulating or transmitting personal-identifiable information on children such as names, national ID, location data, or photos)?:	No

The selected candidate for this position will be required to engage with vulnerable children:	No
Competencies and level of proficiency required:	
Recruitment Qualifications:	

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