



UNITED NATIONS CHILDREN'S FUND GENERIC JOB PROFILE (JPO)

I. Post Information

Job Title: **Education Officer (Humanitarian Support)**
Supervisor Title/ Level: **Chief Education (P-5), Post # 21072**
Organizational Unit: **Education Section**
Post Location: **Harare, Zimbabwe**

Job Level: **P-2**
Job Profile No.:
CCOG Code: **1F**
Functional Code: **EDU**
Job Classification Level: **P-2**

II. Strategic Office Context and purpose for the job

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does — in programs, in advocacy and in operations. The equity strategy, emphasizing the most disadvantaged and excluded children and families, translates this commitment to children's rights into action. For UNICEF, equity means that all children have an opportunity to survive, develop and reach their full potential, without discrimination, bias or favoritism. To the degree that any child has an unequal chance in life — in its social, political, economic, civic and cultural dimensions — her or his rights are violated. There is growing evidence that investing in the health, education and protection of a society's most disadvantaged citizens — addressing inequity — not only will give all children the opportunity to fulfill their potential but also will lead to sustained growth and stability of countries. This is why the focus on equity is so vital. It accelerates progress towards realizing the human rights of all children, which is the universal mandate of UNICEF, as outlined by the Convention on the Rights of the Child, while also supporting the equitable development of nations.

Strategic office context:

The Education Section at UNICEF Zimbabwe is seeking the Education Officer (Humanitarian Support) P2 JPO position to provide critical support for strengthening humanitarian coordination and the education sector's capacity to prepare for and respond to disasters as well as build national and sub-national resiliency.

Over the last few years, Zimbabwe has been hit by natural disasters mainly in the form of droughts and floods in part due to Climate Change. In March 2019, Cyclone Idai, hit Zimbabwe bringing heavy rains and strong winds that triggered flooding and landslides, and destroyed homes, fields, livelihoods of thousands, and infrastructures including schools, clinics and roads. The COVID-19 outbreak, a global pandemic, disrupted the education sector and further exacerbated the plight of vulnerable populations already affected by Cyclone Idai. The pandemic exposed the urgent need to strengthen the resiliency of the education sector as a whole and improve the disaster risk reduction and resiliency (DRR) within the education system. With support from the education development fund (EDF) donors, UNICEF Zimbabwe Education section has helped the Ministry of Primary and Secondary Education (MOPSE) to develop a national Disaster Risk Management (DRM) and Resilience Plan for the Education Sector. While the sector now has a Plan, effective preparedness, response, recovery, and resilience depend on developing effective coordination arrangements and capacities at the national, sub-national and inter-sectoral levels. These coordination arrangements help ensure shared consensus around common priorities, accountability, and partnerships necessary to minimize duplication of effort and achieve economies of scale as well as value for money.

Therefore, the Education Officer (Humanitarian Support) JPO position will enhance humanitarian coordination and support to the strengthening of a resilient education sector in Zimbabwe. The JPO will support the Education Section's ability to technical and operational capacity to maintain the coordination and cohesiveness of the humanitarian work and reporting within the section, the sector as well as with other sections and sectors.

Purpose for the job:

Under the supervision of Chief Education (P5 level), the Education Officer (Humanitarian Support) P2 level, provides professional technical, operational and administrative assistance throughout the programming process for the education programme particularly to strengthening the resiliency of the education sector within the Country Programme from development planning to delivery of results, preparing, executing, managing and implementing a variety of technical and administrative programme tasks to facilitate programme development, implementation, programme progress monitoring, evaluating and reporting.

Additionally, the JPO will:

1. Contribute to the education sector disaster preparedness and response and ensure plans are updated and functioning, contingency stocks and situation analysis are maintained.
2. Contribute to the development of a Ministry of Primary & Secondary Education (MoPSE) humanitarian coordination strategy and a resilience action plan for MoPSE at all levels (central, provincial, district and school level)
3. Monitor implementation process of humanitarian coordination and Disaster Risk Reduction (DRR) within MoPSE, and offer innovative approaches for achieving the goal of strengthening a resilient education system that is inclusive.

III. Key functions, accountabilities and related duties/tasks:

Summary of key functions/accountabilities:

- 1. Support to programme development and planning**
- 2. Programme management, monitoring and delivery of results**
- 3. Technical and operational support to programme implementation**
- 4. Networking and partnership building**
- 5. Innovation, knowledge management and capacity building**

1. Support to programme development and planning

- Contribute to the preparation and updating of the situation analysis for the development, design and management of disaster risk reduction and resiliency education related projects. Research and report on development trends (economic, social, health etc.) and data for use in programme development, management, monitoring, evaluation and delivery of results.
- Contribute to the development and establishment of sectoral programme goals, objectives and strategies and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and goal setting.
- Provide technical and administrative support throughout all stages of programming processes by executing and administering a variety of technical programme transactions, preparing materials and documentations, and complying with organizational processes and management systems, to support programme planning, results based planning (RBM) and monitoring and evaluation of results especially related to the development of the resilient education system.

2. Programme management, monitoring and delivery of results.

- Work closely and collaboratively with internal colleagues and partners to collect, analyze and share information on implementation issues including the humanitarian programme.

- Suggest solutions on routine programme implementation and submit reports to alert appropriate officials and stakeholders for higher-level intervention and/or decisions. Keep record of reports and assessments for easy reference and/or to capture and institutionalize lessons learned.
- Participate in monitoring and evaluation exercises, programme reviews and annual sectoral reviews with government and other counterparts and prepare minutes/reports on results for follow up action by higher management and other stakeholders.
- Monitor and report on the use of sectoral programme resources (financial, administrative and other assets), verify compliance with approved allocation, organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity. Report on issues identified to ensure timely resolution by management/stakeholders. Follow up on unresolved issues to ensure resolution.
- Prepare draft inputs for programme/donor reporting.

3. Technical and operational support to programme implementation

- Undertake field visits and surveys and share information with stakeholders to assess progress and refer to relevant officials for resolution especially in implementing the disaster risk management and resiliency plan (DRMR). Report on critical issues, bottlenecks and potential problems for timely action to achieve results.
- Provide technical and operational support to government counterparts, NGO partners, UN system partners and other country office partners/donors on the application and understanding of UNICEF policies, strategies, processes and best practices on education related issues to support programme implementation, operations and delivery of results

4. Networking and partnership building

- Build and sustain effective close working partnerships with government counterparts and national stakeholders through active sharing of information and knowledge especially on humanitarian support to facilitate programme implementation and build capacity of stakeholders to achieve and sustain results on education programmes.
- Draft communication and information materials for CO programme advocacy to promote awareness, establish partnerships and alliances, and support fund raising for education programmes.
- Participate in appropriate inter-agency (UNCT) meetings and events on programming to collaborate with inter-agency partners on UNDAF/UNSDCF operational planning and preparation of education programmes/projects and to integrate and harmonize UNICEF's position and strategies with the UNDAF development and planning process.
- Research information on potential donors and prepare resource mobilization materials and briefs for fund raising and partnership development purposes.

5. Innovation, knowledge management and capacity building

- Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
- Apply innovative approaches and promote good practice to support the implementation and delivery of concrete and sustainable programme results.
- Research and report on best and cutting-edge practices for development planning of knowledge products and systems.
- Participate as a resource person in capacity building initiatives to enhance the competencies of clients/stakeholders.

IV. Impact of Results

The efficiency and efficacy of support provided by the Education Officer to programme preparation, planning and implementation, contributes to the achievement of sustainable results to improve learning outcomes and universal access to quality, equitable and inclusive education. Success in education programmes and projects in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide programme services for mothers and children that promotes greater social equality in the country.

V. Competencies and level of proficiency required

Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

Competencies:

- Demonstrates Self Awareness and Ethical Awareness (1)
- Works Collaboratively with others (1)
- Builds and Maintains Partnerships (1)
- Innovates and Embraces Change (1)
- Thinks and Acts Strategically (1)
- Drive to achieve impactful results (1)
- Manages ambiguity and complexity (1)

VI. Recruitment Qualifications

Education:

A university degree in one of the following fields is required: social sciences, architecture, economics, engineering, earth sciences, international studies, political science, public administration, or a related relevant technical field.

Experience:

A minimum of two years of professional experience in one or more of the following areas is required:
Humanitarian affairs, emergency preparedness, crisis/emergency relief management, rehabilitation, development, programme planning, management, communication for development, public advocacy and/or research in education or another related area.

Experience working in a developing country is considered as an asset as well field experience in the humanitarian affairs in complex emergency or natural disaster context.

Relevant experience in a UN system agency or organization is considered as an asset.

Language Requirements:

Fluency in English is required. Knowledge of another official UN language is considered as an asset.

VIII. Child Safeguarding Risk Assessment

Is this position considered as 'elevated risk role' from a child safeguarding perspective?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If Yes, check all that apply
Direct contact role	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.
Child data role	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos).
Assessed Risk Role	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please indicate the number of hours/months of direct engagement with particularly vulnerable children
Safeguarding response role	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

IX. Education Section Structure

