



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

**I. Post Information**

Job Title: **Education Officer (MFP)**

Post Number: **00125922**

Level: **NOA (Temporary Appointment)**

Supervisor Title & Level: **Education Manager, P4**

Organizational Unit: **Programme, Education**

Post Location: **Beirut, Lebanon**

**II. Organizational 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 programmes, 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. Therefore, 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.

UNICEF started to work in Lebanon in 1948 and established its office in 1950. For more than 70 years we've been working closely with the Government of Lebanon, other UN agencies, international and local NGOs, universities, and more than 100 partners to meet the needs of disadvantaged children in Lebanon. Responding to lifesaving needs and ensuring equal access to quality public services, the impact of our work is felt in every aspect and every sphere of society. To learn more about our work, please refer to: <https://www.unicef.org/lebanon/what-we-do>

**Purpose for the job:**

The Education Officer reports to the Education Manager, who heads the Multiple Flexible Pathways (MFP) team and plays a crucial role in supporting the implementation of the Makani program. Lebanon faces a significant education crisis with approximately 700,000 school-aged children, accounting for 37% of the total school-aged population, currently out of school. Among them, 257,000 are Lebanese children, representing 22% of the Lebanese school-aged population.

The economic situation in Lebanon has deteriorated over the past two years, pushing many households below the poverty line. To address the pressing needs of children and youth in Lebanon, UNICEF has launched the Multi-Service Centre Community (MAKANI) program. MAKANI operates through community centers, offering a comprehensive range of integrated services to marginalized and vulnerable children and youth aged 0-18 years, as well as their caregivers. These Multi-Service Community Centers (MAKANI) serve as safe spaces and provide a wide array of programs, including education, child protection, early childhood development (ECD), life skills, and youth engagement support. This community-based approach aims to reach both Syrian and Lebanese vulnerable children in host communities, collective settings, and informal settlements.

### **III. Key function, 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**

- Research and analyze regional and national education data and trends. Collect, analyze, verify, and synthesize information to facilitate the programme development, design and preparation.
- Support preparation of technical reports and provide inputs for programme preparation and documentation ensuring accuracy, timeliness, and relevancy of information.
- Contribute to the development/establishment of the education programme goals, objectives, strategies, and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and priority 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.
- Prepare required documentations and materials to facilitate the programme review and approval process.

## **2. Programme management, monitoring and delivery of results.**

- Work closely and collaboratively with internal colleagues and partners to facilitate program implementation, including collecting, analyzing, and sharing information on implementation issues.
- 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 program progress and refer to relevant officials for resolution. 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 and 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 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 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.

## 5. Innovation, knowledge management and capacity building

- Provide support in identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
- Apply innovative approaches and promote good practices to support the implementation and delivery of concrete and sustainable programme results.
- Research, benchmark 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 and 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. UNICEF values and competency Required (based on the updated Framework)

### Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability
- Sustainability

### Core Competencies (For Staff without Supervisory Responsibilities)

- 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)

<b>VI. Recruitment Qualifications</b>	
<b>Education:</b>	<ul style="list-style-type: none"> <li>• A university degree in one of the following fields is required: education, psychology, sociology, or another relevant technical field</li> </ul>
<b>Experience:</b>	<ul style="list-style-type: none"> <li>• A minimum of one year of professional experience in programme planning, management, and/or research in education is required.</li> <li>• Prior experience working in non-formal educational settings.</li> <li>• Experience in project planning, execution, and evaluation.</li> <li>• Experience working with vulnerable or marginalized groups, especially out-of-school children.</li> </ul>
<b>Knowledge/Expertise/Skills required:</b>	<ul style="list-style-type: none"> <li>• Strong understanding of educational challenges in crisis or conflict settings.</li> <li>• Ability to design, implement, and evaluate community-based education programs.</li> <li>• Strong interpersonal skills to work collaboratively with teams and stakeholders.</li> <li>• Experience in project management, including budgeting, monitoring, and reporting.</li> <li>• Proficiency in data collection, analysis, and reporting for educational interventions.</li> <li>• A high level of organizational skills.</li> </ul>
<b>Language Requirements:</b>	<ul style="list-style-type: none"> <li>• Fluency in English and Arabic is required. Knowledge of another official UN language (Chinese, French, Russian or Spanish) is an asset.</li> </ul>