

TERMS OF REFERENCE

(FOR Temporary Appointments)



UNICEF-BCO: TERMS OF REFERENCE (TOR)

Job Title and Level: Education Specialist (EdTech & Digital Transformation)

Section: Education

Duration: 364 days

Duty Station: Dhaka, Bangladesh

Reports to: Education Manager

1. Purpose of Assignment:

The purpose of this assignment is to provide strategic leadership and technical expertise in strengthening national digital learning ecosystems through enhanced education platforms, innovative content design, and data-driven EdTech solutions. The Education Specialist (EdTech) will lead the planning, design, and management of digital learning platforms, ensuring they deliver inclusive, engaging, and competency-based learning experiences for children and young people, with a strong emphasis on marginalized and underserved groups.

The role will support the development and deployment of high-quality digital and blended learning content, including gamified and interactive learning modules, aligned with national curriculum priorities and global digital learning standards. The Specialist will guide government counterparts in shaping EdTech policies, standards, and implementation frameworks, providing strategic direction for scalable, sustainable, and equitable digital learning delivery.

In addition, the assignment will focus on strengthening education data management and visualization systems to support real-time monitoring, decision-making, and quality assurance. This includes supporting development and optimization of dashboards, analytics systems, and learning assessment tools to enhance performance tracking, improve program effectiveness, and foster evidence-based planning.

The role will work closely with government ministries, development partners, private sector actors, and civil society organizations to ensure interoperability, resource mobilization, and effective EdTech governance. Ultimately, the assignment aims to accelerate digital transformation in education, promote future-ready learning, and contribute to the creation of a resilient, data-driven education system that delivers equitable and impactful learning outcomes for all learners.

The purpose of this job is to-

- provide strategic technical leadership to strengthen national digital learning systems, including development, governance, and optimization of interoperable education platforms and learning management systems.
- support government in formulating and implementing EdTech policies, standards, and strategic guidelines to ensure scalable, equitable, and future-ready digital learning services.
- lead to design and development of high-quality, interactive, and gamified digital learning content aligned with national curriculum and global digital learning frameworks, ensuring inclusive access for marginalized learners.
- strengthen national capacities for real-time education data management, analytics, and visualization through development of dashboards and monitoring systems to support evidence-based planning and performance management.
- facilitate cross-government coordination with ministries, ICT agencies, private sectors, and telecom operators to expand digital learning access, connectivity, and technological innovation in education.
- enhance digital and blended teacher training systems by supporting development and scale-up of integrated training platforms; build teacher capacity on digital pedagogy, content co-creation, and platform usage.
- drive partnership, innovation, and resource mobilization to strengthen digital ecosystem, including alignment with global initiatives such as GIGA, and support sustainable, scalable EdTech investments.

2. Major duties and responsibilities:	
2.1	SUPPORT TO PROGRAMME DEVELOPMENT AND PLANNING:
	<p><i>Ensure that the design, planning, and implementation of education and skills development programs supported by UNICEF and implemented by government are well undertaken providing technical expertise, developing evidence-based strategies, and ensuring alignment with national priorities, digital transformation goals, and labor market needs.</i></p> <p>Duties & Tasks</p> <ul style="list-style-type: none"> • Support government and key ministries in developing and implementing digital learning strategies, including modern pedagogy integration, connectivity expansion, and the GIGA initiative to ensure nationwide school internet access. • Strengthen digital learning ecosystems by advancing interoperable education platforms, gamified and interactive content, blended learning models, and teacher digital capacity development. • Lead and contribute to strategic planning, programme design, and proposal development related to EdTech, ensuring alignment with UNICEF’s strategic priorities, country programme goals, and national education reforms. • Strengthen teachers’ professional development through ICT by supporting NAEM to design and roll out an Integrated Training and Learning Management System (ITLMS), enabling centralized course management, digital registration, learning progress tracking, e-learning delivery, certification, reporting, and system interoperability. • Enhance real-time monitoring and results-based management by contributing to RAM/CSI target setting, dashboard development, and evidence-based programme delivery and reporting. • Strengthen the design and development of an aggregator framework and job portals to integrate diverse learning resources and pathways for skills development, employability, and transition to the workforce. • Collaborate with government agencies, development partners, and education stakeholders to align EdTech initiatives with national priorities and global best practices, ensuring efficient programme coordination and policy coherence.
2.2	PROGRAMME MANAGEMENT, MONITORING AND DELIVERY OF RESULTS:
	<p><i>Ensure that BCO supports ministries in teaching-learning strategies, digital connectivity initiatives, interoperable learning platforms, and teacher training systems are effectively developed and implemented to enhance education quality, accessibility, and employability skills.</i></p> <p>Duties & Tasks</p> <ul style="list-style-type: none"> • Establish and monitor key performance indicators, benchmarks, and reporting systems to strengthen accountability and delivery of education and EdTech programmes. • Support government agencies, including BNFE, in developing and enhancing Real-Time Monitoring (RTM) systems to track out-of-school children and monitor implementation of flagship programmes (LUL, EMDC, ABAL, SKILFO, ALP), ensuring accurate data collection, continuous performance tracking, and evidence-based decision-making. • Lead and participate in monitoring, evaluation, and review exercises with government and partners, assessing progress of digital learning and technology-enabled education initiatives at national and field levels, including camps.

	<ul style="list-style-type: none"> • Conduct field monitoring, data reviews, and stakeholder consultations to track implementation, identify challenges, and recommend timely corrective actions. • Ensure efficient and compliant use of programme resources, aligning with UNICEF rules and donor requirements, and supporting timely reporting, documentation, and resource liquidation. • Prepare periodic programme reports, analyze findings, and document lessons learned to inform planning, strengthen digital learning interventions, and support continuous programme improvement. • Support government agencies, including BNFE, in developing and enhancing Real-Time Monitoring (RTM) systems to track out-of-school children and monitor implementation of flagship programmes (LUL, EMDC, ABAL, SKILFO, ALP), ensuring accurate data collection, continuous performance tracking, and evidence-based decision-making.
2.3	<u>TECHNICAL AND OPERATIONAL SUPPORT TO PROGRAMME IMPLEMENTATION:</u>
	<p><i>Ensure that technical and strategic support is provided on education technology, curriculum, and teaching, including policy drafting, guidance to stakeholders, expert coordination, and participation in programme planning and implementation.</i></p> <p>Duties & Tasks</p> <ul style="list-style-type: none"> • Help drafting policy papers, briefs and other strategic programme materials related to the role and use of education technology in learning, curriculum and teaching for management use. • Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners and donors on interpretation, application and understanding of UNICEF policies, strategies, processes and best practices and approaches on education and related issues to support programme management, implementation and delivery of results especially those related to curriculum and teaching related interventions at national and camps' setting. • Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely and appropriate support throughout the programming process. • Participate in education programme meetings including programme development and contingency planning to provide technical and operational information, advice and support on effective learning approaches.
2.4	<u>NETWORKING AND PARTNERSHIP BUILDING:</u>
	<p><i>Ensure that networking and partnership with government and other private counterpart is well established and maintained to achieve the objectives and goals to integrate technology in the teaching learning and digital transformation in the education and skills capacity building and service delivery.</i></p> <ul style="list-style-type: none"> • Foster strong partnerships with government agencies, national stakeholders, development partners, academia, and donors by engaging in active coordination, knowledge exchange, and capacity-building to advance EdTech integration and improve learning delivery at national and camp settings. • Develop communication and advocacy materials to raise awareness, strengthen partnerships, and support resource mobilization for technology-enabled education initiatives across national and camp contexts. • Represent UNICEF in inter-agency platforms and UN coordination mechanisms to ensure education and EdTech priorities are reflected in UNDAF processes, joint planning, and programme design, reinforcing UNICEF's strategic position and contributions.

2.5	INNOVATION, KNOWLEDGE MANAGEMENT AND CAPACITY BUILDING:
	<p><i>Ensure that technology enabled innovative and scalable solutions are properly documented and owned by relevant stakeholders with necessary skills and knowledge.</i></p> <p>Duties & Tasks</p> <ul style="list-style-type: none"> • Identify and analyze global and regional EdTech innovations and good practices, and adapt effective models to the local context to enhance digital learning and capacity-building efforts. • Promote and apply innovative digital learning solutions by strengthening partner and stakeholder capacity, supporting implementation at national and camp levels, and embedding evidence-based approaches into education delivery. • Contribute to the development and refinement of theories of change, results frameworks, and policies for EdTech and remote learning initiatives, ensuring alignment with best practices, research insights, and continuous learning.
3. QUALIFICATION and COMPETENCIES (indicates the level of proficiency required for the job.)	
<p>EDUCATION & OTHER SKILL:</p> <p>An advanced University Degree (i.e. master’s degree or equivalent) in one of the following fields is required: education, social sciences, social work, statistics, development studies, or other relevant technical fields.</p>	
<p>WORK EXPERIENCE:</p> <ul style="list-style-type: none"> • A minimum of five years of professional experience in digital education and assessment platform, edtech solution, programme planning, management, and/or monitoring system is required. • Experience supporting technology-based education curriculum, learning materials and online course design is a requirement. • Technical understanding on game-based education, digital pedagogy, assessment and tracking is required. • Experience on conceptualization and understanding of the educational dashboard, RTM system, data visualization and data privacy/security is required. • Experience in education continuity, instructional design or any digital learning solution during emergency is an asset. • Relevant experience in a UN system agency or similar organization is considered as an asset. • Any national or international training or professional certification on edtech, ICT in Education, ICT in pedagogy or digital instructional design is considered as an asset. • Experience in working with sub-sector education programmes (i.e. PEDP, SEDP) is an added advantage. 	
<p>LANGUAGE PROFICIENCY:</p> <p>Fluency in English is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset</p>	
COMPETENCIES/SKILLS: UNICEF foundational/functional competencies	
<p>Values</p> <ul style="list-style-type: none"> ▪ Care ▪ Respect ▪ Integrity ▪ Trust ▪ Accountability ▪ Sustainability <p>ii) Core Competencies (For Staff with Supervisory Responsibilities) *</p>	<p>i) Core Competencies (For Staff without Supervisory Responsibilities) *</p> <ul style="list-style-type: none"> ▪ 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)

- Nurtures, Leads and Manages People (1)
- 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)

*The 7 core competencies are applicable to all employees. However, the competency Nurtures, Leads and Managers people is only applicable to staff who supervise others.

(to be completed by Supervisor of the post)

Child Safeguarding refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF's work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

1. 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 below.		
2a. Is this a Direct* contact role?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2b. If yes, in a typical month, will the post incumbent spend <u>more than 5 hours</u> of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>*"Direct" contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.</i>		
3a. Is this a Child data role? *:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
3b. If yes, in a typical month, will the incumbent spend <u>more than 5 hours</u> manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>* "Personally-identifiable information", in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a "child data role".</i>		
4. Is this a Safeguarding response role*	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations</i>		
5. Is this an Assessed risk role*?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
<i>*The incumbent will engage with particularly vulnerable children¹; or Measures to manage other safeguarding risks are considered unlikely to be effective².</i>		

¹ Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No 'baseline' vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training).

² i.e. the role-risk will be compounded by other residual risks.