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

I. Post Information

Job Title: **Education Officer (NoB)** Supervisor Title/ Level: **Chief of Field Office** Section: Learning & Skilling Organizational Unit: **Programme** Post Location: **Arua Zonal Office**	Job Level: **Level 2 (TA)** Job Profile No.: CCOG Code: **1F** Functional Code: **EDU** Job Classification Level: **Level 2**

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. 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.

Job organizational context: The Education Officer Generic Job Profile is situated within the Uganda Country Office's Learning and Skilling Programme and is based in the Arua Zonal Office. The Education Officer reports directly to the Chief of Field Office, Arua Zonal Office. Technical guidance and oversight are provided by the Adolescent Development Manager, P-4, based in Kampala.

The Learning and Skilling Outcome seeks to ensure that adolescents and young people, particularly the most disadvantaged girls and boys, are supported to learn, acquire relevant skills, transition safely through education pathways, and access opportunities for meaningful social and economic participation. The outcome integrates interventions in education, skills development, adolescent development, employability, and system strengthening. It places a strong emphasis on equity, inclusion, and measurable results for children and young people affected by poverty, displacement, and other forms of vulnerability.

Within this outcome, Output 2.3, "Skilling," focuses on strengthening inclusive, gender-responsive, and evidence-informed approaches that promote girls' education, support adolescent transitions, advance skills development, and create pathways from learning to earning.

The European Union-funded Gender for Development Uganda Programme is implemented under this output. The programme supports district-level implementation, school-based interventions,

Cash Plus approaches, Accelerated Education Programming, action research, and coordination with local governments, schools, and implementing partners.

The Education Officer contributes to the implementation of this programme area in the Arua Zonal Office, working within the established reporting and technical oversight arrangements to support context-responsive delivery at the subnational level.

Purpose for the job: Under the supervision of the Chief of Field Office in Arua Zonal Office and to the Adolescent Development Manager (P4) based in Kampala, as his/her second supervisor**,** the Education Officer provides professional technical, operational and administrative assistance throughout the programming process for education programmes/projects 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.

This position is based in the Arua Zonal Office, where one of the responsibilities is to support field-level management and coordination of the European Union-funded Gender for Development Uganda (G4DU programme), implemented in 7 target districts: Adjumani, Kitgum, Lamwo, Madi-Okollo, Nebbi, Oyam and Yumbe.

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 education related programmes/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.

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.
- 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.

- Support field-level coordination and monitoring of G4DU implementation in target districts, including follow-up with implementing partners, schools and local governments on performance grants, Cash+ interventions, Accelerated Education Programme (AEP) activities and implementation bottlenecks.

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. 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.

- Provide technical and operational support to district local governments, schools and G4DU implementing partners to facilitate coordinated implementation of performance grants, Cash+ interventions, Accelerated Education Programme (AEP) activities and action research initiatives.

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 UNSDF operational planning and preparation of education programmes/projects and to integrate and harmonize UNICEF's position and strategies with the UNSDF 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.
- Support the use of programme monitoring tools, management information systems and evidence generated through action research to inform programme coordination, implementation follow-up, learning and adaptive management.

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 promote greater social equality in the country.

V. Competencies and level of proficiency required (based on UNICEF Professional Competency Profiles)

Core Values

- Commitment
- Diversity and inclusion
- Integrity

Core competencies

- Communication (II)
- Working with people (I)
- Drive for results (I)

Functional Competencies:

- Formulating strategies and concepts (I)
- Analyzing (II)
- Applying technical expertise (II)
- Learning and researching (II)
- Planning and organizing (II)

VI. Recruitment Qualifications

Education:	A university degree in one of the following fields is required: education, economics, sociology or another relevant technical field.
Experience:	A minimum of two years of professional experience in programme planning, management, and/or monitoring in education and/or adolescent-focused programmes is required. Experience in leading programmes on girls' education, including school support programmes with performance-based interventions is an asset.

	Experience working in a developing country is considered as an asset. Relevant experience in a UN system agency or organization is considered as an asset. Experience working with different local governments and school-level stakeholders in education is considered as an asset. Experience coordinating with with different education partners at field-level is considered as an asset.
Language Requirements:	Fluency in English is required. Knowledge of another official UN language or local language of the duty station is considered as an asset.