

TERMS OF REFERENCE

(FOR Temporary Appointments)



UNICEF-BCO: TERMS OF REFERENCE (TOR)

Job Title and Level: Education Specialist (Digital transformation & T4E), NOC, Temporary Appointment

Section: Programme, Education

Duration: 364 days

Duty Station: Country Office, Dhaka, Bangladesh

Reports to: Education Manager NO 4

1. Purpose of Assignment:

Under the guidance and general supervision of the Education Manager (NO-4), the Specialist supports the development and preparation of the Education (or a sector of) programmes and is responsible for managing, implementing, monitoring, evaluating and reporting the progress of digital transformation and technology-based education programmes/projects within the country programme. The Specialist provides technical guidance and management support throughout the programming processes to facilitate the administration and achievement of results on education programmes/projects to improve learning outcomes and equitable and inclusive education, especially for children who are marginalized, disadvantaged, excluded in society and affected by emergencies.

The Specialist contributes to achievement of results according to plans, allocation, results based-management approaches and methodology (RBM), as well as UNICEF's Strategic Plans, standards of performance, and accountability framework. The Specialist will have a special focus on the strengthening of the use of technology in education.

2. Major duties and responsibilities:

Summary of key functions/accountabilities:

- Support to programme development and planning
- Programme management, monitoring and delivery of results
- Technical and operational support to programme implementation
- Networking and partnership building
- Innovation, knowledge management and capacity building

1 Support to programme development and planning

- Support the preparation, design and updating of the situation analysis for the education programmes to ensure that current and comprehensive data on education issues is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes.
- Help supervisor set priorities, strategies, design and implementation plans. Keep abreast of development trends to enhance programme management, efficiency and delivery and maintain current technical knowledge especially on use of technology to support curriculum delivery at national and camps' setting
- Participate in strategic programme discussion on the planning of education programmes especially those related to digital transformation and how education technologies can support delivery of learning. Formulate, design and prepare programme proposals for the sector, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Development Assistance Framework (UNSCDF), regional strategies and national priorities, plans and competencies.
- Establish specific goals, objectives, strategies and implementation plans on education technologies use in supporting learning using results-based planning methodology (RBM) and approaches. Support preparation of required documentation for programme review and approval.

	<ul style="list-style-type: none"> ▪ Work closely and collaboratively with internal colleagues and partners to discuss strategies and methodologies, and to determine national priorities to ensure the achievement of concrete and sustainable results for students' learning especially the use of education technologies in curriculum and teaching related interventions at national and camps' setting. ▪ Provide technical and operational support, especially related to the use of technology to support learning in and out of schools at national and camps' setting, throughout all stages of programming processes and to ensure integration, coherence and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.
2	<p>Programme management, monitoring and delivery of results</p> <ul style="list-style-type: none"> ▪ Plan and collaborate with internal colleagues and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators to assess/strengthen performance accountability, coherence and delivery of concrete and sustainable results for the assigned sector on education programmes. ▪ Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the government and other counterparts to assess progress and to determine required action/interventions to achieve results with a focus on education technologies in curriculum and teaching related interventions at national and camps' setting. ▪ Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management. ▪ Identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals. ▪ Actively monitor programmes/projects through field visits and surveys, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution. ▪ Monitor and verify the optimum and appropriate use of sectoral programme resources (financial, administrative and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity, ensuring timely reporting and liquidation of resources. ▪ Prepare regular and mandated programme reports for management, donors and partners to keep them informed of programme progress.
3	<p>Technical and operational support to programme implementation</p> <ul style="list-style-type: none"> ▪ 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 digital transformation and technology for education. ▪ 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. ▪ Draft 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.

4	Networking and partnership building <ul style="list-style-type: none"> • Build and sustain effective close working partnerships with relevant government counterparts, national stakeholders, global partners, donors, and academia through active networking, advocacy and effective communication to build capacity, exchange knowledge/expertise and to reinforce cooperation to strengthen the application of education technologies to support delivery of learning. • Prepare communication and information materials for CO programme advocacy to promote awareness, establish partnerships and support fund raising for education programmes including the provision of technology-based education. • Participate and/or represent UNICEF in appropriate inter-agency (UNCT) discussions on education and related issues to collaborate with inter-agency partners/colleagues on UNSCDF planning and preparation of programmes/projects ensuring organizational position, interests and priorities are fully considered and integrated in the UNSCDF process in development planning and agenda setting.
5	Innovation, knowledge management and capacity building <ul style="list-style-type: none"> ▪ Apply and introduce innovative approaches and good practices to build the capacity of partners and stakeholders and to support the implementation and use of technology in education. • Keep abreast, research, benchmark, and implement best practices in education technology, learning and curriculum. Assess and share best practices and knowledge learned. ▪ Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of remote learning interventions. ▪ Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programmes/projects.

3. QUALIFICATION and COMPETENCIES (indicates the level of proficiency required for the job.)

EDUCATION & OTHER SKILL: An advanced university degree in one of the following fields is required: education, economics, psychology, sociology, or another relevant technical field.

WORK EXPERIENCE:

A minimum of five years of professional experience in programme planning, management, and/or research in education is required.

Experience working in a developing country is considered as an asset.

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

Experience supporting technology-based education curriculum and teaching is a plus point.

LANGUAGE PROFICIENCY: Fluency in English and Bangla is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset.

COMPETENCIES/SKILLS: UNICEF foundational/functional competencies

Values <ul style="list-style-type: none"> ▪ Care ▪ Respect ▪ Integrity ▪ Trust ▪ Accountability 	Core Competencies <ul style="list-style-type: none"> ▪ 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)
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	<ul style="list-style-type: none"> ▪ Drive to achieve impactful results (2) ▪ Manages ambiguity and complexity (2) <p><u>Functional Competencies</u></p> <ul style="list-style-type: none"> • Analyzing (3) • Deciding and Initiating action (2) • Applying technical expertise (3)
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Child Safeguarding Certification
(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? * If yes, check all that apply below.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2a. Is this a Direct* contact role? 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. <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>	<div> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div> <hr/> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>
3a. Is this a Child data role? *: 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) <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>	<div> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </div> <hr/> <div> <input type="checkbox"/> Yes <input type="checkbox"/> No </div>
4. Is this a Safeguarding response role* <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>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<p>5. Is this an Assessed risk role*?</p> <p><i>*The incumbent will engage with particularly vulnerable children¹; or Measures to manage other safeguarding risks are considered unlikely to be effective².</i></p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
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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.