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

I. Post Information

Job Title: **Education Specialist** Supervisor Title/ Level: Chief of Field Office **Level /4** Organizational Unit: **Programme** Post Location: **Country Office**	Job Level: **Level 3** Job Profile No.: CCOG Code: **1F** Functional Code: **EDU** Job Classification Level: **Level 3**

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 fulfil 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 Specialist GJP is to be used in a Country Office (CO) where the Education Programme is a component of the Country Programme (or UNSDCF). The Specialist reports to the Chief of Field Office who is at Level 4.

Purpose for the job: Reporting to the **Chief of Field Office and with technical guidance of the Chief Education (Level 5), India Country Office,** the **Education 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 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 and excluded in society. The position requires a candidate with ability to apply differentiated strategies (convening, converging, catalysing, influencing, advocating, leveraging, monitoring, building senior-level partnerships, south-south cooperation) to education programming in an upstream context.

The Education 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.

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

- Support the preparation, design and updating of the situation analysis for the education programmes in an differentiated context 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 in a differentiated context. Keep abreast of development trends and emerging priorities to enhance programme management, efficiency and delivery.
- Participate in strategic programme discussion internally and with senior levels of government on the planning of education programmes. Formulate, design and prepare programme proposals for the sector relevant for a differentiated context, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Sustainable Development Cooperation Framework (UNSDCF), regional strategies and national priorities, plans and competencies.
- Establish specific goals, objectives, strategies (including convening, converging, catalysing) and implementation plans for the education sector using results-based planning terminology and methodology (RBM). Prepare required documentation for programme review and approval.
- Work closely and collaboratively with internal colleagues and partners across sectors to discuss strategies and methodologies, and to determine national priorities to ensure the achievement of concrete and sustainable results.
- Provide technical and operational support throughout all stages of programming processes and ensure integration, coherence and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.

2. Programme management, monitoring and delivery of results

- Plan and collaborate with internal colleagues and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators including strategies for differentiated contexts 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.
- 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 high quality programme reports for management, donors and partners to keep them informed of programme progress.

3. Technical and operational support to programme implementation

- 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 with a focus on scale and impact.
- 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 focused on strategies relevant for differentiated context (convening, converging, catalysing).
- Draft policy papers, briefs and other strategic programme materials for management use.

4. Networking and partnership building

- Build and sustain effective close working partnerships with relevant senior government counterparts, national stakeholders, global partners, donors, and academia through active networking, advocacy and effective communication to build capacity, exchange knowledge/expertise, leverage support, and to reinforce cooperation to achieve sustainable and broad results on education programmes.
- Prepare communication and information materials for CO programme advocacy to promote awareness, establish partnerships and support fund raising for education programmes.
- Participate and/or represent UNICEF in appropriate inter-agency (UNCT) discussions on education and related issues to collaborate with inter-agency partners/colleagues on UNDSCF planning and preparation of programmes/projects ensuring organizational position, interests and priorities are fully considered and integrated in the UNDSCF process in development planning and agenda setting.

5. Innovation, knowledge management and capacity building

- Apply and introduce innovative approaches and good practices including use of digital learning to build the capacity of partners and stakeholders and to support the implementation and delivery of concrete and sustainable programme results.
- Keep abreast, research, benchmark, and implement best practices in education management. Assess, institutionalize and share best practices and knowledge learned.
- Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of sustainable programmes and projects.
- Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programmes/projects.

IV. Impact of Results

The efficiency and efficacy of support provided by the Education Specialist 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 at scale. 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)**

i) Core Values

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

ii) Core Competencies (For Staff with Supervisory Responsibilities) *

- 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)

or

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)

*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.

VI. Technical Competencies

Technical competencies must be demonstrated in the following areas:

- **Some understanding of the overall global development context**, including issues such as poverty, conflict, climate change, financing of education and the impact of these factors on education and vice-versa; and inter-sectoral approaches to address such issues in collaboration with other sectors (including Social Policy, Child Protection, Nutrition, WASH, Health, and Communications within UNICEF).
- **Some knowledge of global developments in education** and international engagement strategies, including shifts in **overseas development assistance**, the application of the equity lens and human rights perspectives including a focus on children with disabilities and disadvantaged groups to programming.
- **Some ability to support convening of partners through policy dialogue and south-south cooperation**: translation of analytical findings and evidence into knowledge products and development programme and policy discussions around equity and learning with partners, including government, development partners, CSOs and academia in relevant areas.
- **Some education sector planning knowledge/ability**, including the range of modalities for delivering education, linkages between different sub-sectors (e.g. ECD and Foundational Learning, Primary, Secondary, Tertiary, Inclusive Education, Technology in Education), cost-effectiveness and efficiency issues including financing of education, key institutional structures, components and processes, as well as governance issues.
- **Some education and policy sector analysis capacity**, including understanding of the core education data sets and indicators; tools for analysis of equity; determinants of student access and learning; public finance for children, budget, costing, and financial management in education systems; political economy; and education policy and strategic planning.
- **Some programme management in education to catalyse change**, including programme design, costing, monitoring and evaluation and reporting using results-based management principles.
- **Some ability to support engagement with and convergence of partners** e.g. Sector Wide Approaches, Global Partnership for Education, Education in Emergency Clusters, Education Provider Forums, Delivering as One, Inter-sectoral partnerships such as in ECD, as well as networking with other key partners.
- **Some understanding of gender, disability and inequity issues** in relation to education and development and the application of gender /disability/ equity analysis to policy and planning in education.
- **For CO and RO based posts and where relevant**, **some understanding of policies and strategies to address issues related to resilience:** risk analysis and risk management, education in conflict situations, education during climate change and natural disasters, and recovery.

VII. Recruitment Qualifications	
Education:	• An advanced university degree in one of the following fields is required: education, economics, psychology, or another relevant technical field.
Experience:	• A minimum of five years of professional experience in education planning, management, and/or research using results-based management approaches in education is required. • Experience in translating education analytical evidence into policy dialogue, policy advocacy, and knowledge products for governments and partners. • Proven experience of drafting high quality education analytical papers, policy briefs, programme documents, reports and donor proposals. • Experience of influencing and advocating effectively in education priorities with senior levels of government. • Experience of working on convergent approached (e.g. Social Policy, Child Protection, Nutrition, Health, WASH) is required. **Desirables:** • Experience of leveraging partnerships and financing in support of scaling programmes is desirable • Experience in related programme/project development in a UN system agency or organization is an asset • Relevant experience at country level, particularly in development, fragile settings and humanitarian contexts. EiE experience is an asset.
Language Requirements:	• Fluency in English is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language (Hindi) is an asset.