



SPECIFIC JOB PROFILE

I. Post Information

POST NUMBER/ CASE NUMBER: 43690
POST/CASE NUMBER OF SUPERVISOR:
Regional Education Advisor (P5)/ 63853
REASON FOR CLASSIFICATION:
REGION/DIVISION: ROSA
COUNTRY: Nepal
DUTY STATION: Kathmandu, Nepal
OFFICE: ROSA
SECTION: Education
UNIT: Education

CATEGORY:
PROPOSED LEVEL: Level 4
JOB TITLE: Education Specialist
Functional Code:
ICSC CCOG Code:

II. Strategic Office Context and Purpose of the job

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does — in programs, 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.

Strategic office context :

The UNICEF Regional Office for South Asia (ROSA) is committed to advancing the rights of all children in South Asia, particularly the most disadvantaged. It provides support to eight countries: Afghanistan, Bangladesh, Bhutan, the Maldives, India, Pakistan, Nepal, and Sri Lanka. Through its advisory and leadership roles, UNICEF ROSA holds a strategic position to influence policies, strategies, and programming at both national and sub-national levels across South Asia.

Even before COVID-19, South Asia had the highest number of out-of-school children (OOSC) and adolescents, with 93 million girls and boys affected. Additionally, the region accounted for 31% of the global total of children living in learning poverty. Six out of 10 children in South Asia were unable to read and understand a simple text by the age of 10 or master foundational

numeracy skills—let alone the digital and socio-emotional skills needed for meaningful employment, personal well-being, and active participation in society.

In alignment with Sustainable Development Goal (SDG) 4, UNICEF's vision for education is that "every child learns," as articulated in its Strategic Plan 2022–2025 (Goal Area 2: "Every child, including adolescents, learns and acquires skills for the future") and the 2019–2030 Global Education Strategy ("Every Child Learns"). This vision is built around three interrelated goals: (i) equitable access to learning opportunities; (ii) improved learning and skills for all; and (iii) enhanced learning and protection for children in emergencies and transitions.

UNICEF ROSA works to ensure that girls and boys, especially the most disadvantaged, acquire the skills they need in inclusive, equitable, safe, relevant, and high-quality learning environments. This includes supporting South Asia Country Offices in foundational learning, one of four priority areas for UNICEF's acceleration efforts in the region.

Purpose of the job:

The Education Specialist supports the Regional Education Advisor (REA) in providing capacity building, technical assistance, quality assurance, and high-level policy and programme planning support related to education systems strengthening for improving the quality of learning and skills in South Asia, in both development and humanitarian contexts.

The Specialist provides technical assistance to Country Offices in designing and implementing activities focused on assessing, monitoring, and improving learning outcomes in the region, particularly to accelerate foundational learning for the most disadvantaged children and adolescents. This includes supporting Country Offices in the large-scale implementation of the most cost-effective policies and practices, such as teacher capacity development in structured pedagogy and targeted instruction, mother tongue instruction, equitable digital learning solutions, community system strengthening, social accountability, and improved and better-utilized learning assessments.

Incumbent contributes to resource mobilization and the development and preparation of the regional education programme and is responsible for managing, implementing, monitoring, evaluating, and reporting on programme progress.

III. Key functions, accountabilities and related duties/tasks:

1. Management and Advisory Support

- Provide advice to the REA on establishing the annual work plan, including developing strategies, determining priorities/targets, and setting performance measurements. Coordinate work progress monitoring to ensure results are achieved according to schedule and performance standards, and report critical issues to the REA for timely action.
- Manage and mentor staff, providing technical assistance and expert advice to colleagues in the Section on programmatic issues and results-based management to enable them to achieve programmatic and performance objectives.
- Serve as Officer-in-Charge for the REA when required.

2. Technical Leadership, Strategic Guidance, and Support to Country Offices Programming

- Lead in promoting inclusive, quality learning in the region, including supporting policies and plans to include vulnerable and excluded children and ensuring they have access to quality, appropriate education, including pre-primary education, in collaboration with the Early Learning/ECD Specialist and colleagues from other programme sections (e.g., ICT/T4D, Gender, Social and Behavioral Change, Adolescent Participation, Skills and Employability [APSE], Partnerships, Child Protection, Evaluation, and others) while assisting the REA.
- Provide strategic guidance to Country Offices across the regional education strategy, including foundational learning, education systems strengthening, and climate education.
- Focal point for technical support to UNICEF Country Offices on Education-in-Emergencies (EiE) aligned with UNICEF's Core Commitments for Children. This includes sector/cluster coordination, emergency preparedness, and response in education, in collaboration with the Emergency Section and HQ.

3. Learning Assessment, Evidence Building and Knowledge Management

- Develop and lead a regional programme on Learning Assessment, advising UNICEF Country Offices and partners on strengthening national systems to improve the measurement of learning outcomes and their application at all levels of education systems, including during emergencies. This includes managing the South Asia Assessment for Learning Knowledge Platform (<https://allchildrenlearning.org>) in collaboration with partners.
- Responsible for conducting regional analysis and research on education quality and equity issues and for providing related guidance to UNICEF Country Offices and partners. This includes exploring how formative and large-scale assessments, as well as Education Management Information Systems (EMIS), contribute to improved teaching and learning practices and scaling up innovations such as digital learning solutions for disadvantaged children and adolescents.
- Coordinate the preparation, design, and updating of the situation analysis for the education sector in South Asia, ensuring the availability of comprehensive and current data to guide policy development and the design and management of education programmes/projects, particularly those aimed at accelerating foundational learning.
- Stay informed of and implement best practices in EMIS. Evaluate, institutionalize, and share lessons learned and best practices.

4. Partnerships and Resource Mobilization

- Identify partnership prospects in education, particularly for accelerating foundational learning in the region by supporting the REA in resource mobilization in collaboration with ROSA Partnerships sections, National Committees, and other stakeholders.
- Build and maintain relationships with existing and potential partners to secure innovative partnerships that advance UNICEF's education programme portfolio in South Asia.
- Coordinate donor and UNICEF monitoring missions related to the regional education portfolio, including ensuring the timely submission of donor reports in collaboration with HQ, Country Offices, and other relevant stakeholders. Conduct annual progress reviews with donors to strengthen accountability and alignment with programmatic goals.

IV. Impact of Results

The efficiency and efficacy of the support provided by the Education Specialist in the preparation, planning, and implementation of the regional education programme contribute to accelerating progress on foundational learning and other education issues. This helps close coverage, equity, and opportunity gaps, improve education systems and service delivery, and address learning poverty, especially among the most vulnerable children and adolescents. In turn, this contributes to maintaining and enhancing UNICEF's credibility and capacity to continue supporting governments in promoting greater social equity and advancing progress on SDG 4 in South Asia.

V. UNICEF values and competency Required (based on the updated Framework)

i) Core Values

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

ii) Core Competencies

- Nurtures, Leads and Manages People (2)
- 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)

iii) Education technical competencies

- Good understanding of the overall global development context, including issues such as: poverty, conflict, 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).
- Good knowledge of global developments in education and international engagement strategies, including the application of the equity lens and human rights perspectives to programming.
- Good ability to support policy dialogue: translation of analytical findings and evidence into development programmes and policy discussions around equity and learning with partners, including government, development partners, CSOs and academia in relevant areas.
- Good education sector planning knowledge/ability, including the range of modalities for delivering education, linkages between different sub-sectors (e.g. ECD, Primary, Secondary, Tertiary, Inclusive Education), cost-effectiveness and efficiency issues, key institutional structures, components and processes, as well as governance issues.
- Good education and policy sector analysis capacity, including understanding of the core education data sets, indicators, tools for analysis of equity, determinants of student access and learning, budget, cost and financing, education system management, political economy and application to education policy and strategic planning.
- Good ability to support engagement with 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.
- Good understanding of gender and inequity issues in relation to education and development and the application of gender / equity analysis to policy and planning in education.
- Good programme management in education, including programme design, costing, monitoring and evaluation.
- Good understanding of policies and strategies to address issues related to resilience: risk analysis and risk management, education in conflict situations, natural disasters, and recovery.

VI. Recruitment Qualifications	
Education:	An advanced university degree (Master's or higher) in Education, Economics, Social Sciences or another field relevant to international development.
Experience:	<p>A minimum of eight years of progressively relevant professional work experience in programme planning, management, and/or research in education at the international level, some of which is preferably in a developing country, is required.</p> <p>Demonstrated experience with fundraising and resource mobilization. Knowledge and experience working with the Global Partnership for Education is an asset.</p> <p>Demonstrated experience in staff supervision and management.</p> <p>Knowledge of learning assessment and education quality indicators is desirable.</p> <p>Knowledge of digital learning solutions (including for teacher capacity development) is desirable.</p> <p>Knowledge of Excel, Visual Basic for Applications and statistical package software, e.g. Stata, SPSS and specialized assessment / Rasch analysis software such as ConQuest is an asset.</p> <p>Experience working in the UN, other international development organization or a Ministry of Education is an asset.</p> <p>Developing country work experience and/or familiarity with emergency is an asset.</p>
Language Requirements:	Fluency in English is required. Knowledge of a South Asian language or of another official UN language (Arabic, Chinese, French, Russian or Spanish) is an asset.