

Terms of Reference

Global Partnership for Education (GPE) Education Specialist (GPE, Quality) NOC, Temporary Appointment (364 days)

Addis Ababa, Ethiopia

Summary

Title	Education Specialist (GPE, Quality) NOC, Temporary Appointment
Purpose	<p>Under the general guidance and supervision of the Section Chief, Education (P-5), and direct supervision of the GPE Programme Manager (P-4), and technical guidance from the Education Manager (Quality and Skills), P4, the Education Specialist (GPE- Quality), NOC provides technical support and assistance for effective planning, implementation, monitoring, evaluation and reporting of quality related outputs under the GPE’s System Transformation Grant (STG) and Girls Education Accelerator (GEA) funded programme known as System Transformation of Education Programme (STEP) for Girls and Learning within the Country Programme.</p> <p>Specifically, the incumbent will work closely with the Ministry of Education (MoE), the Regional Education Bureaus, STEP Target Woredas, GPE Programme Management Office Team, UNICEF Education Team and relevant partner agencies, to pilot and scale approaches to enhance the quality of teaching and learning and support the attainment of improvement of learning outcomes among children in the GPE STEP target woredas.</p>
Post Category	NOC
Location	Addis Ababa (with travel across the regions/woredas implementing the GPE STEP programmes)
Contract type	Temporary Appointment
Duration	364 days
Start Date	1 October 2024
Reporting to	GPE Programme Manager (STEP), Level 4

Background and Strategic Context

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. Therefore, 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.

UNICEF is currently the Grant Agent (GA) for the Global Partnership for Education (GPE) – System Transformation Grant (STG) and Girls Education Accelerator (GEA) funded programme known as System Transformation of Education Programme (STEP) for Girls and Learning which will come to an end in July 2028. As the Grant Agent, UNICEF bears the

responsibility for providing fiduciary oversight, technical support, and capacity building to ensure effective implementation of the STEP programme in support of the Federal Democratic Republic of Ethiopia Ministry of Education (MoE).

The STEP programme is focusing on strengthened, more inclusive and equitable schools and education system for accelerating girls' education and improving learning outcomes for all children in Ethiopia. To that end, MoE- with support from partners working together as the Local Education Groups (LEG) chaired by the MoE, has identified the following priority result areas, each with specific activities:

- Result 1: Teachers and school leaders with a focus on pre-primary and primary schools and most disadvantaged areas, empowered to support inclusive and effective student learning
- Result 2: Increased and more equitable access to quality middle school and secondary education to accelerate girls' education and conflict recovery in the most disadvantaged areas.
- Result 3: Strengthened system transformation and capacities towards addressing barriers to access, equity and improvement of teaching and learning.

These three focus areas are aligned with Ethiopia's Education and Training Roadmap (2018 – 2030), and the sixth Education Sector Development Program (ESDP-VI)- the country's education sector plan.

Job Organizational Context: Under the general guidance and supervision of the Section Chief, Education, and direct supervision of the GPE Programme Manager (P-4), the Education Specialist (GPE- Quality) will assist in the planning, implementation, monitoring and reporting of quality related outputs for the GPE's System Transformation Grant (STG) and Girls Education Accelerator (GEA) funded programme known as System Transformation of Education Programme (STEP) for Girls and Learning within the Country Programme. The Education Specialist (GPE, Quality) will contribute 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. In addition, the Education Specialist (GPE, Quality) will provide technical, operational, and administrative assistance to oversee and coordinate programming in areas related to quality education and improved learning outcomes, teacher training and development, accelerated learning, and learning assessments/learning outcomes.

The Education Specialist (GPE- Quality), NOC level, will be part of the GPE Programme Management Office (PMO) of the UNICEF Ethiopia Education Section and will report to and work under the direct supervision of the GPE Programme Manager (P-4) who has overall responsibility for the GPE funded System Transformation of Education Programme (STEP) for Girls and Learning. The Education Specialist (GPE- Quality), NOC level, will also work in close collaboration with the System Strengthening Result Area/Unit of the Education Section and with other result areas/units of the section such as Early Childhood Education, Every Child Learning, and Quality Education and Skills Development for ensuring successful and coordinated planning, implementation, monitoring and evaluation of the GPE funded STEP for Girls and Learning Programme.

Summary of Key Functions and Accountabilities

1. Support programme development, planning and implementation for the GPE funded STEP Programme

- Contribute to and provide inputs into situation analysis, for the development, design, and management of the GPE STEP quality related outputs with a specific focus on learning outcomes, curriculum development, accelerated education, digital/distance-based learning, teacher training and development, out of school children and inclusive education.
- Provide technical guidance for Government and CSO Partners in the review, updating, and development of curriculum materials and in the development of a roadmap for harmonization of accelerated education framework at federal and regional levels.

- Support MOE, NGO and CSO partners to identify and implement capacity building plans based on identified training needs and gaps related to curriculum development, accelerated education, and learning assessments/outcomes, as required.
- Support relevant government offices at national, regional and woreda levels in planning and organizing stakeholder consultations, capacity building initiatives.
- Contribute towards the development and modelling of strategies and quality standards to enhance access to quality learning, and monitoring learning outcomes for in and OOSC at various levels under the GPE STEP Programme.

2. Programme Management, delivery, monitoring, and reporting of results.

- Provide technical 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 System Transformation Grant (STG), and GEA program to support program management, implementation, and delivery of the GPE STEP Programme.
- Undertake field visits to monitor the GPE STEP Programme (STG and GEA) activities and support the planning and coordination of periodic performance reviews with government counterparts and NGO/CSO partners in collaboration with the GPE PMO, and other UNICEF Education result areas/units.
- Monitor and track progress at national and regional levels for implementation of quality related activities and interventions and propose/undertake action in consultation with the GPE Programme Manager on operational procedures affecting timely implementation and/or the quality of outputs delivered through the programme.
- Participate in monitoring and evaluation exercises, programme reviews and annual sectoral planning exercises with federal and regional 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.
- Prepare and contribute to regular/mandated education program/project reports for management, donors, and partners to keep them informed of program progress.

3. Advocacy, Networking and Partnership building for the GPE STEP Program

- Participate in GPE collaboration and intersectoral meetings with other program colleagues.
- Participate in and represent UNICEF/support improved coordination with GPE Technical Committee and the Accelerated Education Technical Working Group (TWP), the Learning Assessment TWG, the Teacher training and Development TWG, and other TWG's, as required.
- Build and sustain effective close working partnerships with Ministry of Education and other relevant government counterparts, national stakeholders, global partners, GPE, and academia through active networking, advocacy, and effective communication to build capacity, exchange knowledge/expertise and to reinforce cooperation to achieve sustainable and broad results on the GPE STEP program.
- Draft and provide inputs to policy papers, briefs, and other strategic program materials for documentation of best practices, and lessons learned to enhance the management of the GPE STEP programme and update the GPE Board/external stakeholders.

- Prepare communication and information materials for GPE funded program advocacy to promote awareness and establish partnerships.
- Collaborate with the Planning, Monitoring and Evaluation specialist in education programme and other sections for overall coordination of priority monitoring, reporting, and evaluation activities.

4. Innovation, knowledge management and capacity building

- Apply and introduce innovative approaches and good practices to build the capacity of Government partners and stakeholders and to support the implementation and delivery of concrete and sustainable GPE STEP program results.
- Keep abreast, research, benchmark, and implement best practices related to quality education, improved learning outcomes, inclusion, and digital/distance-based learning under the GPE STEP programme.
- Collaborate with MOE, the REB's, and regional Teacher's Education Colleges and universities (academia) to strengthen the school-college link for improved quality of education.
- Assess, document, institutionalize and share best practices and knowledge learned from the implementation of the GPE STEP program.
- 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.
- Perform any other tasks requested by the direct supervisor and the STEP PMO team in Addis Ababa.

Minimum Qualifications and Competencies:

Education: An advanced university degree in one of the following fields is required: Education, Social Sciences, Curriculum and Instruction, Teacher Education, or another relevant technical field.

Experience:

- At least five years of professional work experience at the national and regional levels in education programme or sector planning, project management, monitoring, evaluation and/or research (related to education) is required.
- Expertise in one or more of the following areas: education planning, inclusive education, teacher development, curriculum, teaching and learning materials development, and learning assessment is an asset.
- Experience delivering results in challenging and close contexts such as quality education provision, working in government or other INGOs /NGOs programs and activities will be an added advantage.

Language Requirements:

- Fluency in English is required. Knowledge of another official UN language (French, Spanish, Arabic, or Russian) or one or more of the local language(s) is an asset.

Technical Competencies

- Excellent communication skills, including writing clearly and accurately and oral presentation in English.
- Ability to work independently, under pressure and effectively in team.
- Knowledge 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).

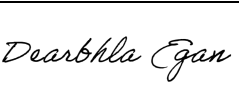

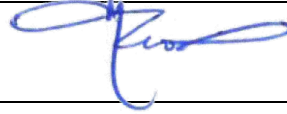

- Knowledge of global and local developments in education, including Sustainable Development Goal 4(SDG 4) and Ethiopia’s Development plans and Education Sector plans, the range of modalities for delivering education and linkages between humanitarian and development work.
- Familiarity with results based- management approaches and methodology (RBM), the human rights-based approach, and UNICEF’s Strategic Plans.
- Ability to support policy dialogue, including translating analytical findings and evidence into development programme and lead high-level sector work and policy discussions around equity and learning with partners, including government, development partners, CSOs and academia in relevant areas

Core Values:

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

Core Competencies:

- 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)

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Date	13/08/2024	20 Aug 2024	27 Aug 2024	28 August 2024