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REQUEST FOR USE OF A SPECIFIC JOB DESCRIPTION  
A specific JD is considered as one for which there is not a Generic Job Profile

FOR COMPLETION BY REQUESTING DEPARTMENT

Post/Case No: 18963	Establishment of a New Post: <input type="checkbox"/>	Downgrade/Upgrade of an existing post: <input type="checkbox"/>	Change in Title of an Existing Post: <input type="checkbox"/>	Change in Reporting Line of an Existing Post: <input type="checkbox"/>	JD not classified for over five years: <input checked="" type="checkbox"/>
Division/Field Office: PD		Official Title: Education Specialist		Proposed Grade: P4	
Office:		Organizational Title Request:			
Section: Education					
Unit:		Duty Station: NYHQ			
(Please attach Departmental organizational chart clearly identifying the post, its reporting relationship and any supervisory responsibilities if applicable)					

Justification for Specific Job Description:

Programme Division/Division of Data Research and Policy does not have defined generic job descriptions at the moment (this is standard text)

There is a valid management need for this unique JD:

	Title	Name	Signature	Date
Supervisor:	Senior Education Advisor	Gemma Wilson - Clark	GW/CLL	23/1/17
Head of Office:		Ted Chaiban	for Vicky Rhanek	3 Feb 2017

FOR COMPLETION BY DHR ONLY

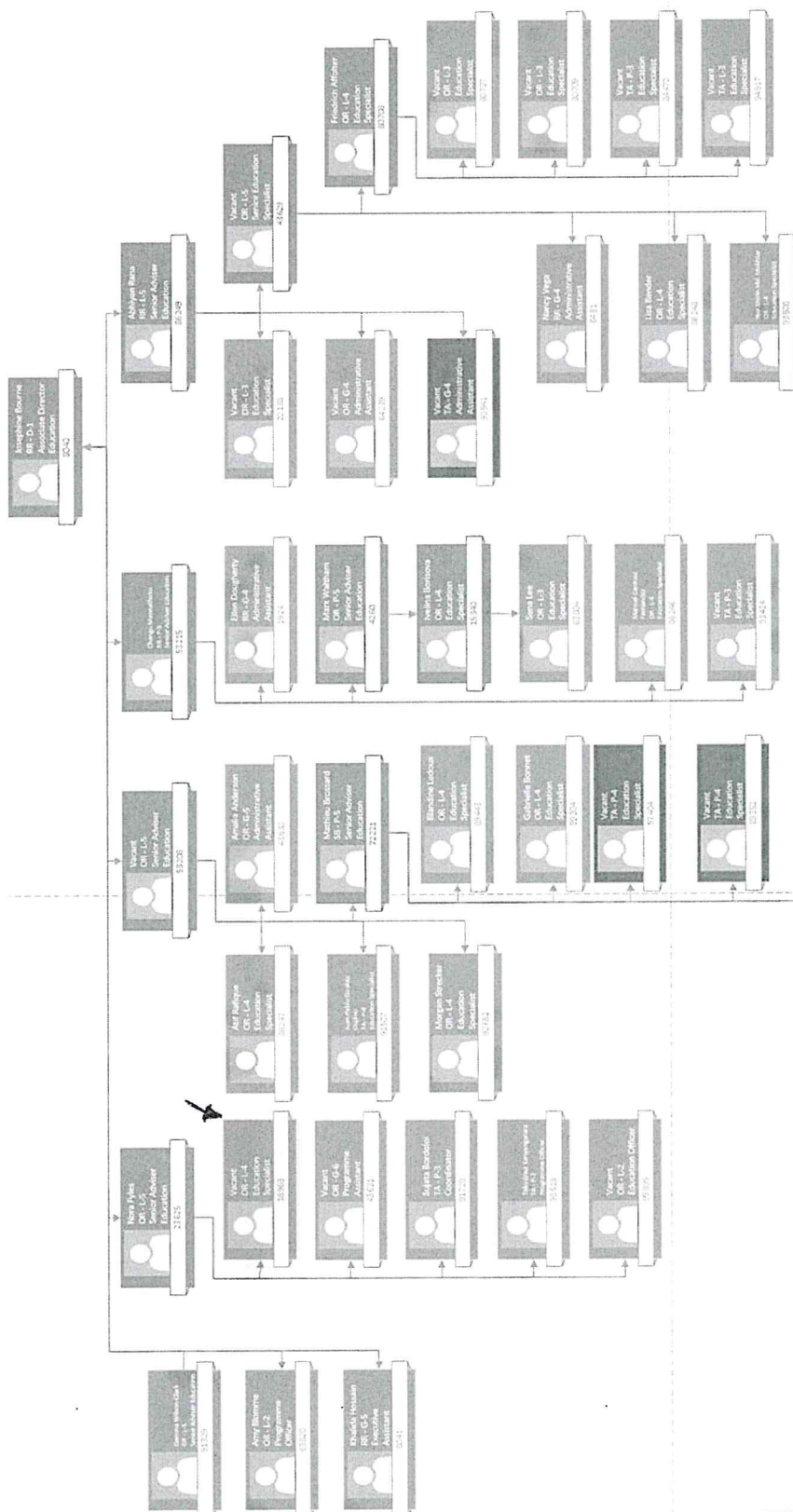
Approval of Specific Job Description:

APPROVED: <input checked="" type="checkbox"/>		NOT APPROVED: <input type="checkbox"/>	
HR Officer	A. Bansa	Signature: [Signature]	Date: 2/7/2017
Comments:			

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UNITED NATIONS CHILDREN'S FUND  
JOB PROFILE

**I. Post Information**

Job Title: Education Specialist – Girls Education  
Position Number: 18963  
Supervisor Title/ Level: Senior Education Adviser/P5  
Organizational Unit: Education Section  
Post Location: NYHQ  
Category (DE/GRP): GRP

Job Level: P4  
Job Profile No.:  
CCOG Code:  
Functional Code:  
Job Classification Level:

P481 417

**II. Organizational Context and Purpose for the job**

The fundamental mission of UNICEF is to promote the rights of every girl and boy, 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. UNICEF's promotion of gender equality and the rights of women and girls is a key mechanism for realizing the equity agenda and also influencing the enabling environment which contributes to the rights of girls and boys.

UNICEF's Strategic Plan 2014-2017 prioritizes gender, and is accompanied by a Gender Action Plan. The Gender Action Plan seeks to mainstream gender considerations into all programme areas, but also to accelerate progress in four targeted areas, including girls' education to secondary. Keeping girls in school can contribute to a number of high level outcomes, including reduction in early marriage and pregnancy. UNICEF adopts a cross-sectoral approach to programming for adolescents, including a major initiative to End Child Marriage.

As well as prioritizing gender and girls' education in its own programming, UNICEF has hosted the United Nations Girls' Education Initiative (UNGEI) established in 2000. UNGEI is a designated flagship of Education for All (EFA), strives to support governments and the international community to deliver on the gender-related EFA goals and Millennium Development Goals (MDGs), related to achieving universal primary education and gender parity in primary and secondary education to promote gender equality and empower women.

**Job organizational context** (Please describe the section's structure and the location of this position and the supervisor's position) :



The Education Section based in New York supports UNICEF's commitment to advancing girls' education in its policy leadership and support to countries for excellence in programming. This includes the application of a gender lens across all education programming and through girl-focused investments where appropriate. It also includes hosting the UNGEI Secretariat to support an external facing partnership. The Education Specialist position will support this dual approach to girls' education and gender equality.

Under the guidance and direct supervision of the Senior Education Advisor (Girls' Education Results), the education specialist will strengthen country programming, monitoring and results reporting, with a focus on the GAP Targeted Priority Countries. This includes several countries that are also part of the Global End Child Marriage program.

The Education Specialist will also provide strategic and technical support to the UNGEI Secretariat. This is consistent with the current NYHQ re-organization which introduces of matrix management in UNICEF to facilitate management of policy, procedures and implementation that cross Divisional or Sectional organization structures.

**Purpose for the job** *(Please outline the overall responsibility of this position)*

The Education Specialist will contribute to the effective and efficient implementation of UNICEF's girls' education work program through a joint assignment to both the Girls' Education Results Manager and UNGEI Secretariat.

For UNICEF's work in girls' education, the Education Specialist will strengthen results in girls' education and gender equality, including supporting the development of equitable approaches to expanding secondary education, through technical support, tools and guidance. This would include supporting country facing delivery of the Gender Action Plan, providing technical assistance to the twelve targeted priority countries under the Girls' Secondary Education Game Plan. The post holder would also provide the guidance needed to strengthen the technical and evidence based contribution of education to reducing the incidence of child marriage.

For UNGEI, the Education Specialist ensures that UNGEI's policy advocacy briefs, tools and strategies are based on the latest evidence, trends and strategic directions relating to girls' education and gender equality.

**III. Key functions, accountabilities and related duties/tasks** *(Please outline the key accountabilities for this position and underneath each accountability, the duties that describe how they are delivered. Please limit to four to seven accountabilities)*

The Education Specialist will include a dual set of functions, and associated management and reporting split across Girls' Education Results Hub and UNGEI Secretariat.

1. **UNICEF programming in girls' education, including to secondary, is strengthened through technical support, tools and guidance**
  - Contribute to the implementation of the Girls' Secondary Education Game Plan to support the SP implementation, including linkages with UNGEI;

- Provide technical assistance and guidance to the education component of the Global ECM program at regional and country level, supporting results reporting, evidence generation and shared learning.
  - Support UNICEF country offices and regional offices to strengthen education programming for girls' education, based on global and national best practices, with a focus on the realising results for the most marginalised girls;
  - Provide concept papers, guidance and technical notes to strengthen the evidence base and strategic considerations leading to accelerated results for girls' education to secondary, and the integration of gender considerations across all education interventions; contribute to knowledge sharing within UNICEF;
  - Contribute to the UNICEF Second Decade initiative, identifying, informing and sharing good practice in adopting a multi-sectoral approach to education programming that responds to the needs of marginalized adolescent boys and girls.
  - Support (with UNGEI) UNICEF's engagement in global advocacy and partnership opportunities, including the development of funding proposals where necessary.
- 2. UNGEI's policy advocacy, knowledge management and capacity development functions for girls' education and gender equality strengthened to deliver results**
- Contribute to the development and roll out of UNGEI's global advocacy agenda;
  - Develop supporting policy advocacy material including concept papers, guidance and technical notes and messages;
  - Build/strengthen strategic partnerships with select organizations to improve data, evidence and research for girls' education and gender equality; work with partners to create knowledge products on emerging issues;
  - Contribute to UNGEI's efforts to strengthen accountability for gender and education global commitments;
  - Provide strategic thinking and technical inputs to strengthen regional and national level collaboration and partnership to advance girls education and gender in education issues, including through the Regional Networks and National Coalitions
- 3. Education Section is supported with sound technical advice to function efficiently**
- Support the overall Education Section through regular participation in relevant meetings, development of briefing material, technical reviews, input to section reports and other documents and processes as needed.

**IV. Impact of Results** *(Please briefly outline how the efficiency and efficacy of the incumbent impacts its office/division and how this in turn improves UNICEF's capacity in achieving its goals)*

Results from this position will impact on UNICEF's capacity to advance girls' education through secondary through high quality country facing technical support, strengthening data and evidence, and reporting against the Gender Action Plan. It will also enable the Education Section to technically support the Global End Child Marriage Program and other global cross-cutting initiatives including the Second Decade and Wash in Schools.



Key results will have an important influence on the capacity of the UNGEI Secretariat to leadership and implement a high impact policy advocacy agenda for accelerated results in girls' education and advances in gender equality.

**Expected results:** UNICEF demonstrates excellence in girls' education programming in line with the GAP and SP. The UNGEI Secretariat effectively supports partners to advance global commitments to girls' education and gender equality.

## V. Technical Competencies

Technical competencies must be demonstrated in the following areas:

- 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 understanding of policies and strategies to address issues related to resilience: risk analysis and risk management, education in conflict situations, natural disasters, and recovery for CO and RO based post and where relevant.



**VI. Competencies and level of proficiency required (based on UNICEF Competency Profiles per level and functional area select top 5 functional competencies)**

**Core Values**

- Commitment
- Diversity and inclusion
- Integrity

**Core competencies**

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

**Functional Competencies:**

- Analyzing (III)
- Relating and Networking (II)
- Formulating Strategies & Concepts (II)
- Applying Technical Expertise (III)
- Deciding and Initiating Action (II)

**VII. Recruitment Qualifications**

**Education:**

- Advanced university degree in education, economics, social sciences and/or international development.

**Experience:**

- 8 years of professional experience in social/international development;
- Strong knowledge in relation to the areas of gender equality, education, and inclusive development;
- Demonstrated experience in research and report writing;
- Excellent verbal and written communication skills in the English language;
- Ability to work independently as well as part of a team.

**Language Requirements:**

- Fluency in English a prerequisite; fluency in a second UN language an asset

**VIII. Signatures- Job Description Certification**

Name: Gemma Wilson-Clarke Signature

*Gemma Wilson-Clarke*

Date Jan 20 2017

Title: (Supervisor )

Name: Josephine Bourne

Signature *J. Bourne*

Date Jan 20<sup>th</sup> 2017

Title: Section Chief

Name Ted Chaiban

Signature *Vidya R. Chaiban*

Date 3 Feb 2017

Title: Head of Office

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