



UNITED NATIONS CHILDREN'S FUND (GENERIC) JOB PROFILE

I. Post Information

Job Title: Education Specialist Cluster Coordinator Supervisor Title/ Level: Emergency Specialist / Chief Education Organizational Unit: Special Representative's office Post Location: East Jerusalem	Job Level: Level 3 Job Profile No.: CCOG Code: Functional Code: Job Classification Level: Level 3
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II. Organizational Context and Purpose for the job

Humanitarian action is of fundamental importance to UNICEF and encompasses interventions aimed at saving lives, alleviating suffering, maintaining human dignity, and protecting the rights of affected populations wherever there are humanitarian needs, as well as interventions addressing underlying risks and causes of vulnerability to disasters, fragility and conflict. UNICEF's humanitarian action is guided by the Core Commitments for Children in Humanitarian Action (CCCs) which set organizational, programmatic and operational commitments and benchmarks against which UNICEF holds itself accountable for the coverage, quality and equity of its humanitarian action and advocacy and which are mandatory for all UNICEF personnel.

Furthermore, UNICEF is committed to support humanitarian coordination through the cluster approach. Introduced as part of the humanitarian reform, the cluster approach, aims at ensuring clear leadership, predictability and accountability in international responses to humanitarian emergencies by clarifying the division of labor among organizations and better defining their roles and responsibilities within the different sectors involved in the response. As a member of the IASC, UNICEF work along with national and local stakeholders (including national and local authorities, CSOs, and communities) to support humanitarian coordination and to improve the collective impact of humanitarian response. Whether the cluster approach is activated or not, UNICEF plays a key role in both global and country-level interagency coordination for its areas of programmatic responsibility. As Cluster Lead Agency (CLA) for Nutrition, WASH, Education (co-led), and Child Protection Area of Responsibility (AoR) within the Protection Cluster, UNICEF is committed to fulfil the core functions defined by the IASC when the clusters are activated or when UNICEF is asked to support sectoral coordination.

A well-run Cluster/ Sector/ Working Group coordination team is a formal deliverable of the Cluster Lead Agency and forms a part of the agency's work.

Purpose of the job:

Under the overall direction and guidance of the Emergency Specialist and the Chief of Education, the Education Specialist Cluster Coordinator will provide leadership and representation of the Cluster/ Sector/ Working Group. They will facilitate the processes that will ensure a well-coordinated, strategic, adequate, coherent, and effective response by participants in the Cluster/ Sector/ Working Group that is accountable to those who are affected by the emergency. In their

effort to provide an efficient and effective response to the humanitarian crisis, the Education Specialist Cluster Coordinator is responsible for building relationships with stakeholders, for securing the overall coordination of sectoral responses and for ensuring inter-sectoral collaboration at the national level and for ensuring adequate coordination with the national level.

The Education Specialist cluster coordinator will also be responsible for supporting UNICEF as a cluster lead agency to perform and strengthen its role as the last resort provider for the cluster to ensure an adequate and appropriate response.

As a result of the protracted nature of the situation in the State of Palestine, this position will combine the core cluster coordination functions with efforts to support UNICEF's work on strengthening national systems, engaging communities, and planning and preparing for future emergencies in line with realization of the HDP nexus.

III. Key function, accountabilities and related duties/tasks

The post holder is responsible for providing predictable, timely and strategic leadership and representation for the Cluster/ Sector/ Working Group to ensure a timely and effective Cluster/ Sector/ Working Group response. The post holder is responsible for leading a range of stakeholders, beyond their immediate direct reports, to work collectively towards the realization of a shared goal based on evidence.

The post holder's main tasks and responsibilities will include but not be limited to:

Coordination, representation and leadership

- Establish/strengthen and maintain a coordination mechanism that facilitates the effective achievement of the cluster functions (as outlined by the IASC Reference Module) and the requirements of the HPC (HNO, HRP and CCPM) and which builds on pre-existing coordination structures where appropriate and furthers the development of current or future national and subnational capacities,
- Oversee the functioning of any sub-national Cluster/ Sector/ Working Group and thematic taskforces where they exist, ensuring alignment of work and priorities, effective communication, reporting, engagement, and coordination between the two levels,
- Coordinate with UNICEF Education programme section, ensuring alignment of work and priorities, effective communication, reporting and engagement, and overall coherence in light of UNICEF's role as cluster lead agency.
- Supervise the Cluster/ Sector/ Working Group coordination team,
- Ensure appropriate coordination and build partnerships with all relevant sector stakeholders including government counterparts and national authorities, local, national and international organizations, other AoRs/ Clusters/Sectors/ Working Groups, inter-cluster coordination fora and affected populations as appropriate,
- Build complementarity of partner actions within the Cluster/ Sector/ Working Group, proactively negotiating with partners to avoid and resolve duplication and gaps,
- Coordinate, collaborate and represent the Cluster/ Sector/ Working Group with stakeholders across all sectors, including through inter-cluster coordination fora, developing cross-sectoral relationships as appropriate.

Needs assessment and analysis

- Lead the planning and implementation of needs assessment and analysis, including representing the Cluster/ Sector/ Working Group in multi-sectoral needs assessments and joint analysis of need, at national and sub-national levels,
- Analyse needs assessment data and work collaboratively with the Cluster/ Sector/ Working Group partners to create analytical products, including an evidence-based HNO.

Strategic response planning

- Lead and coordinate strategic planning, response prioritization, and the development of the sectoral response plan that is based on the HNO and aligned with national priorities, policies, and plans, and updated regularly according to emerging needs.
- Ensure all programme delivery modalities (in-kind, cash, voucher and services) are given equal consideration in the strategic response planning and establish and implement systematic measures for supporting their consideration and use,
- Provide technical expertise and advice to Cluster/ Sector/ Working Group partners to ensure activities are aligned with national priorities and communities' needs,
- Ensure that Cluster/ Sector/ Working Group response planning is regularly updated according to evolving needs and that it establishes indicators by which performance of the Cluster/ Sector/ Working Group can be measured,
- Engage with OCHA and other AoRs/ Clusters/ Sectors/ Working Groups to contribute to the development of the HRP, advocating for a response that reflects and addresses the concerns of the Cluster/ Sector/ Working Group.

Resource mobilization and advocacy

- Support and coordinate the mobilization of adequate resources to ensure effective functioning of the Cluster/ Sector/ Working Group and its response as well as the HDP nexus and system strengthening components, and subsequent handing over and establishment of medium to long term capacities when the cluster approach is deactivated,
- Monitor, analyse and communicate information about the Cluster/ Sector/ Working Group's financial situation and resource mobilization and identify appropriate actions to address gaps or constraints,
- Advocate for improved sectoral outcomes, network with advocacy allies and influence stakeholders' decision-making.

Implementation and monitoring

- Monitor, evaluate and report on the coverage, equity, quality and progress of the response against the Cluster/ Sector/ Working Group strategy, priorities, and agreed results, including system strengthening and HDP nexus.
- Plan and support gap and coverage analysis to identify spatial and temporal gaps, overlaps and coverage of the Cluster/ Sector/ Working Group humanitarian response,
- Monitor the Cluster/ Sector/ Working Group's adherence to IASC cluster approach principles, relevant humanitarian and sectoral agreements, standards, initiatives and guidelines and encourage partners to make improvements.

Operational peer review and evaluation

- Lead the annual cluster coordination performance monitoring (CCPM) exercise and annual review and contribute to other sectoral and humanitarian evaluations as appropriate.

Accountability to affected populations

- Be accountable to the affected population by promoting inclusive and consultative feedback mechanisms and encouraging the involvement of affected population in the response,
- Ensure the inclusion of cross cutting issues (age, child protection, disability, gender, gender-based violence (GBV) mitigation and response and HIV & AIDS) in Cluster/ Sector/ Working Group activities throughout the HPC,
- Encourage partners to demonstrate a positive and systematic approach to inclusion and diversity,
- Adhere to child safeguarding and PSEA policies including procedures for challenging and reporting incidents and ensure other members of the coordination team comply.

Strengthen national and local capacity

- Encourage participation of local and national actors in Cluster/ Sector/ Working Group activities and strategic decision-making, removing barriers to access,
- Lead the development of a capacity assessment and capacity strengthening strategy for Cluster/ Sector/ Working Group members and oversee implementation and harmonization of initiatives,
- Lead early warning, contingency planning, and emergency preparedness efforts for the Cluster/ Sector/ Working Group, ensuring adequate cluster participation in inter-cluster early warning, contingency planning and emergency preparedness activities.
- Be responsible for supporting UNICEF as a cluster lead agency to perform and strengthen its role as the last resort provider for the cluster to ensure an adequate and appropriate response.
- Lead efforts to support UNICEF's work on strengthening national systems, engaging national authorities, communities, humanitarian and development donors, and planning and preparing for future emergencies in line with the realization of the HDP nexus.

IV. Impact of Results

Working in partnership with Cluster/ Sector/ Working Group participants, the Education Specialist Cluster/ Sector Coordinator provides leadership and representation for the sub-national Cluster/ Sector/ Working Group. This contributes to the predictability and accountability of humanitarian action, in line with the aims of the cluster approach and IASC principles, and ensures that the humanitarian response is well-coordinated, strategic, adequate, coherent, effective and builds the resilience of the affected population. It also contributes to maintaining and enhancing the credibility and ability of UNICEF to fulfil its commitments as Cluster Lead Agency, in line with the CCCs. By identifying opportunities from the onset and throughout the humanitarian response to build resilience of the affected population, for programming and coordination capacity and leadership, and realization of HDP nexus, the Education Specialist Cluster Coordinator also contributes to a smooth phasing out of the internationally led Cluster/ Sector/ Working Group Leadership.

V. Competencies and level of proficiency required (based on UNICEF Professional Competency Profiles)

Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

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)
- Drives to Achieve Impactful Results (2)
- Manages Ambiguity and Complexity (2)

Coordination Competencies

- Applies Humanitarian Principles, Standards and Guidelines (1)
- Applies Key EiE Concepts and Tools (1)
- Manages Education Programmes (1)
- Operates Safely and Securely (1)
- Demonstrates Commitment to a Coordinated Response (1)
- Promotes Cooperation and Collaboration (1)
- Demonstrates Accountability (1)
- Promotes Inclusion (1)
- Provides Influential and Strategic Leadership (1)
- Analyses and Communicates Information (1)
- Supports Resource Mobilization (1)
- Advocates for Improved Educational Outcomes (1)
- Monitors the Response (1)
- Strengthens National Capacity to Respond and Lead (1)

(See the GEC Competency Framework for Cluster Coordination for more information on the Coordination Competencies.)

VI. Recruitment Qualifications

Education:	<p>An advanced university degree in one of the following fields is required: education, pedagogy, psychology, sociology, international development, management social sciences or another relevant technical field.</p> <p>Extensive work experience relevant to this post may be considered as a replacement for formal qualifications.</p>
Experience:	<p>A minimum of 5 years of professional experience in education programme planning, coordination and management, and/or research is required. Relevant experience in a UN system agency or organization, or in cluster coordination, is considered an asset.</p> <p>Experience of working in the humanitarian coordination system and education cluster is required.</p> <p>Experience of working in a senior management role or in cluster coordination within a complex country programme in an emergency response or protracted crisis, including experience in first phase emergency response, is desirable.</p> <p>Experience in effective management of human resources/teams in high stress/risk environments is an advantage.</p> <p>Experience in humanitarian contexts is required with experience in development contexts an added advantage.</p>
Language Requirements:	<p>Fluency in English is required. Knowledge of another official UN language, preferably Arabic, is considered an asset.</p>

VII. Technical requirements

The post holder must demonstrate good knowledge and skills in the following areas:

Humanitarian architecture, cluster approach and core functions

- Key process and features of the humanitarian programme cycle (HNO, HRP and CCPM), the humanitarian reform process and the transformative agenda, the Humanitarian-Development Nexus and the Grand Bargain Commitments,
- IASC Guidance Note on Strengthening Participation, Representation and Leadership of Local and National Actors in IASC Humanitarian Coordination Mechanisms, IASC Results Group 1 on Operational Response, (2021),
- IASC Reference Module for Cluster Coordination at Country Level (2015),
- IASC Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response (2006).

Humanitarian principles, standards and guidelines

- Core Commitments for Children in Humanitarian Action, (2020), UNICEF,
- The Sphere Handbook, (2018), Sphere,
- Core Humanitarian Standard on Quality and Accountability, (2014), CHSA,
- Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations (NGOs) in Disaster Relief, (1994), ICRC,
- Accountability to Affected Populations: The Operational Framework, (2013), IASC,
- Principles of Partnership: A Statement of Commitment, (2007), ICVA,
- Availability, Accessibility, Acceptability, Quality (AAAQ) framework: A tool to identify potential barriers in accessing services in humanitarian settings, (2019), UNICEF,
- Statement on the Centrality of Protection in Humanitarian Action, (2013), IASC,
- Special Measures for Protection from Sexual Exploitation and Sexual Abuse, (2008), Secretary General Bulletin,
- Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action, (2015), IASC.

Education in Emergencies principles, standards, concepts, tools and resources

- Inter-Agency Network for Education in Emergencies Minimum Standards for Education: Preparedness, Response and Recovery, (2020), (INEE),
- Global Education Cluster Toolkit for effective cluster coordination and information management during all phases of the Humanitarian Programme Cycle,
- Emergency scenarios, their impact on children, education systems and communities,
- Rationale for EiE as a first response,
- Elements of a quality EiE response in all phases of emergencies including preparedness and DRR, access and learning environments, teaching and learning, teachers and other education personnel and education policy,
- Key issues related to student learning and well-being including curriculum selection, psychosocial needs of learners, language needs of learners, certification and recognition of learning, teacher support,
- Key issues related to access to and quality of education and the learning environment including common barriers to education, identification and support of vulnerable groups and out of school children, facilitating access to inclusive and safe learning environments and accessing cross-sectoral services and referrals,
- The role of teachers and education personnel in delivering quality EIE response, and strategies to include their voices in assessment and planning processes and to support

teacher management (including pay), professional development and well-being in a coordinated manner,

- Inter-sections and overlaps with other clusters, sectors, approaches,
- Linkages with normative frameworks and policies relating to accountability to affected populations, inclusion and cross-cutting issues including age, disability, gender and gender-identity, the centrality of protection and SGBV,
- EiE linkages with the education sector, its position in the humanitarian-development nexus and with key development concepts and agreements including Sustainable Development Goals, Goal 4: Quality Education,
- Education sector analysis and planning including the range of modalities for delivering education and linkages between different sub-sectors.