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| unicef | **UNITED NATIONS CHILDREN’S FUND****Specific JOB PROFILE**  |

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| **I. Post Information** |
| Job Title: **Education Specialist (Primary Education)** Supervisor Title/ Level: Senior Education AdvisorOrganizational Unit: **Programme**Post Location: **Nairobi, Kenya** | Job Level: **Level 4**Job Profile No.: CCOG Code: Functional Code: **EDU**Job Classification Level: **Level 4** |

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| 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 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.In support of UNICEF’s Strategic Plan, the Education Section (Programme Group) works to advance access, participation and learning outcomes for marginalized children through policy leadership and support to countries for excellence in programming. Primary education is a key programme priority, particularly in light of UNICEF’s new Education strategy, which seeks to accelerate progress towards addressing the learning crisis. **Primary Education** is a key programme priority, particularly in light of UNICEF’s new Education strategy, which seeks to accelerate progress towards addressing the learning crisis.**Job organizational context**: The Education Specialist reports to the Senior Education Advisor, System Strengthening. **Purpose for the job:** Under the overall guidance and direction of the **Senior Education Adviser,** the Education Specialist plays a technical leading role in advancing UNICEF global results and initiatives for Primary Education in coordination with global and regional partners, as well as relevant program sections. The Education Specialist leads on conceptualizing, directing, and supervising global initiatives, monitoring developments, influencing the global development agenda, generating evidence-based policy and programming guidance, and scaling up strategies. The Education Specialist provides authoritative technical guidance and operational support throughout all stages of global Primary education programming to facilitate the management and delivery of results on strengthening national education systems to enhance universal access to quality, equitable and inclusive early learning opportunities and to promote better quality and strong school systems, that can reach marginalized and disadvantaged children. The position contributes to the achievement of concrete and sustainable results according to plans, allocation, results based-management approaches and methodology, as well as UNICEF’s Strategic Plans, Education strategy goals and accountability framework. |

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| III. Key function, accountabilities and related duties/tasks  |
| **Summary of key functions/accountabilities:** 1. **Programme development and planning**
2. **Advocacy, networking and partnership building**
3. **Advisory services and technical support**
4. **Innovation, knowledge management and capacity building**
5. **Programme management, and monitoring of results**
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| * **Programme development and planning**
* Set priorities, strategic direction, design and implementation plans for the primary education portfolio. Keep abreast of global development trends to enhance programme management, technical rigor and effectiveness.
* Participate in strategic programme discussion with education donors and partners on the technical aspects specific to Primary education.
* Formulate, design and prepare programme proposals for the subsector, ensuring alignment with UNICEF’s Education Strategy, regional strategies and national priorities, plans and competencies.
* Establish specific goals, objectives, strategies and implementation plans for the subsector using results-based planning terminology and methodology (RBM). Prepare required documentations for programme review and approval.
* Work closely and collaboratively with internal colleagues and partners to discuss strategies and methodologies, and to determine global priorities to ensure the achievement of concrete and sustainable results. Ensure integration, coherence and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.
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| * **Advisory services and technical support**
* Provide authoritative technical guidance on Primary education across all UNICEF’s education programs, including interaction with regional offices, key government officials, NGO’s, other UN agencies, and partners on policies, strategies, best practices and approaches on Primary education and other related issues
* Coordinate and ensure the availability of technical experts (with Regional Offices) to ensure timely support to countries.
* Influence global policy and agenda setting for Primary education.
* Prepare and coordinate policy papers, briefs and other strategic programme materials for management use, advocacy and policy dialogue.
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| * **Advocacy, networking and partnership building**
* Build and strengthen strategic partnerships for Primary education through networking and advocacy with national governments, UN system agency partners, donors, internationally recognized institutions, NGOs, funding organizations, research institutes and private sector to reinforce cooperation and/or pursue opportunities to promote goals and achieve sustainable and broad results on education.
* Prepare communication strategies, develop assets and implementation plans and activities for maximum communication impact and outreach to promote awareness, establish partnership/alliances for sustainable Primary education results and support fund raising for UNICEF Country Offices education programmes and emergency interventions.
* Participate and/or represent UNICEF in inter-agency discussions and planning on education and related issues to ensure organizational position, interests and priorities are fully considered. Collaborate with partners across education agencies on planning and preparation of joint initiatives and advocacy.
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| * **Innovation, knowledge management and capacity building**
* Promote critical thinking, innovative approaches and good practices for sustainable programme initiatives through advocacy and technical advisory services.
* Keep abreast, research, benchmark, introduce and implement best and cutting-edge practices on education systems strengthening. Institutionalize and disseminate best practices and knowledge learned.
* Contribute to the development of policies and procedures and introduce innovation and best practices to ensure optimum efficiency and efficacy of sustainable programmes and projects.
* Organize, plan and implement global and regional capacity building initiatives to enhance the competencies of UNICEF staff to promote sustainable results on Primary education and related programmes/projects.
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| * **Programme and staff management, monitoring of results**
* Establish annual work plan, including developing strategies, determining priorities, and performance measurements.
* 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.
* Effectively supervise and manage staff and consultants working on Primary education, including performance management and progress monitoring, ensuring results are achieved according to work plan and critical issues are resolved in timely fashion.
* Identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.
* Actively monitor programmes/projects through country level engagement, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues
* Manage 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 programme reports for management, donors and partners to keep them informed of programme progress.
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| IV. Impact of Results  |
| Results from this position will impact on UNICEF’s capacity to support countries address the learning crisis through high quality country oriented technical support, strategic direction, data and evidence, effective advocacy and communication, as well as reporting against the ambition set by the new Education strategy.  |

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| V. Competencies and level of proficiency required (based on UNICEF Professional Competency Profiles/ratings).  |
| **Core Values** * Care
* Respective
* 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)
* Drive to achieve impactful results (2)
* Manages ambiguity and complexity (2)

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| VI. 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 in both sustainable development and humanitarian programming.
* **Good ability to support policy dialogue**: translation of analytical findings and evidence into development programme and policy discussions in relevant areas.
* **Good education sector planning knowledge/ability**, including the range of modalities for delivering education, linkages between different sub-sectors, 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 and indicators; tools for analysis of equity; determinants of student access and learning; budget, costing, and financial management in education systems; political economy; and 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 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 early learning in the context of conflict and emergencies as well as risk analysis and risk management.
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| **VII. Recruitment Qualifications** |
| Education: | An advanced university degree (Master’s degree) in one of the following fields is required: education, human development, economics, psychology, sociology or another relevant technical field. |
| Experience: | A minimum of eight years of professional experience work experience at national and international levels in developing, implementing and supporting education programming. Proven experience in coordination and partnerships including inter-institutional coordination.  |
| Language Requirements: | Fluency in English is required. Fluency in a second UN language an asset |

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| **VIII. Signatures- Job Description Certification** |
| Name: Atif Rafique Signature  Date 1/30/2020 |
| Title: (Supervisor)Name Robert Jenkins Signature Date |
| Title: Section ChiefName Sanjay Wijesekera Signature Date |
| Title: Head of Office |