



UNITED NATIONS CHILDREN'S FUND
GENERIC JOB PROFILE (GJP)
VACANCY ANNOUNCEMENT FOR ECARO

I. Post Information

Job Title: **Education Specialist, Digital Learning**
Supervisor Title/ Level: **Regional Adviser, P5**
Organizational Unit: **Programme**
Post Location: **Europe and Central Asia Regional Office (ECARO) Istanbul, Türkiye**

Job Level: **Level 4 (FT)**
Job Profile No.:
CCOG Code: **1F**
Functional Code: **EDU**
Job Classification Level: **Level 4**

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. 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.

Job organizational context: Europe and Central Asia, like other parts of the world, faces a growing learning crisis. While most children access education, the quality and learning outcomes remain a major challenge. There are currently 24 million children in ECA who are considered out of learning (out of school and/or in school but not learning), representing 40% of the school age population. Without urgent action, these multiple education crises will become a generational catastrophe. New, innovative, and out-of-the box approaches are needed to address this education poly-crisis which considers the challenging realities for teachers and learners in low-resource contexts.

Significant progress towards addressing the crises of out-of-school children and poor learning outcomes requires a paradigm shift - leapfrogging traditional methods to embrace digital transformation and innovation. The world is experiencing a seismic shift, with disruptive innovations like artificial intelligence, automation, and increased access to smartphones opening up new possibilities but also placing new demands for employability skills. Digital education is also in need of innovation, as it often replicates conventional teaching in digital form, which has yielded limited impact. Instead, we must rethink how we approach education by using these new innovations in better ways. This includes personalized learning leveraging AI that adapts to the level and interests of each child; creating accessible learning content for children with disabilities

and minority language speakers; and developing tools to support and automate the work of teachers. Embracing new ways of teaching and learning is crucial for unlocking the true potential of education in today's rapidly changing digital world, but teachers and school leaders need to be central to – and supported – in this process, and part of the co-design of these tools and platforms.

UNICEF advocates and supports education systems to expand the use of technology and digital learning. In ECARO, this work has been articulated through the Regional Digital Learning and Education Transformation Strategy and the Regional Office is investing in technical support to governments to advance the digital learning agenda to ensure every child can take advantage of technologies to achieve learning outcomes.

Purpose of the post: Under the general supervision of the Regional Education Adviser and working in collaboration with other UNICEF sections and key partners, the Education Specialist leads regional agenda **on digital learning and education transformation** across all stages of the education cycle. Specifically, the Specialist:

- provides expert advice, advocacy, analysis and technical support to the ECAR country offices on programming, policies and operational strategies in digital learning and digital transformation of education systems;
- leads on knowledge development, consolidation of lessons learned, evaluations related to digital learning and skills work;
- in close collaboration with the Innovation office, PG and ITD, works on conceptualization, testing and development of regional public goods for digital learning;
- contributes to RO Education section, planning, monitoring, and reporting exercises.

The Specialist contributes 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.

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

Summary of key functions/accountabilities:

1. **Support to programme development and planning**
2. **Programme management, monitoring, and delivery of results**
3. **Technical and operational support to programme implementation**
4. **Networking and partnership building**
5. **Innovation, knowledge management and capacity building**

1. **Support to programme development and planning.**

- Support the preparation, design and updating of the situation analysis for the education programmes particularly on learning to ensure that current and comprehensive data on education and learning issues is available to guide UNICEF's strategic policy, advocacy, intervention, and development efforts on education programmes.
- Help supervisor set priorities, strategies, design, and implementation plans. Keep abreast of development trends to enhance programme management, efficiency, and delivery.
- Participate in strategic programme discussion on the planning of education programmes. Formulate, design, and prepare programme proposals for the sector, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Development Assistance Framework (UNDAF), regional strategies and national priorities, plans and competencies.
- Establish specific goals, objectives, strategies and implementation plans for the sector

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 national priorities to ensure the achievement of concrete and sustainable results.
- Provide technical and operational support throughout all stages of programming processes and to ensure integration, coherence and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.

2. Programme management, monitoring and delivery of results

- Plan and collaborate with internal colleagues and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators to assess/strengthen performance accountability, coherence and delivery of concrete and sustainable results for the assigned sector on education programmes.
- Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the government and other counterparts to assess progress and to determine required action/interventions to achieve results.
- Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management.
- Identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.
- Actively monitor programmes/projects through field visits and surveys, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.
- Monitor and verify 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.

3. Technical and operational support to programme implementation

- Provide technical guidance 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 education and related issues to support programme management, implementation, and delivery of results.
- Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely and appropriate support throughout the programming process.
- Participate in education programme meetings including programme development and contingency planning to provide technical and operational information, advice, and support.
- Draft policy papers, briefs, and other strategic programme materials for management use.

4. Networking and partnership building

- Build and sustain effective close working partnerships with relevant government counterparts, national stakeholders, global partners, donors, 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 education programmes.

- Prepare communication and information materials for CO programme advocacy to promote awareness, establish partnerships and support fund raising for education programmes.
- Participate and/or represent UNICEF in appropriate inter-agency (UNCT) discussions on education and related issues to collaborate with inter-agency partners/colleagues on UNDAF planning and preparation of programmes/projects ensuring organizational position, interests and priorities are fully considered and integrated in the UNDAF process in development planning and agenda setting.

5. Innovation, knowledge management and capacity building

- Apply and introduce innovative approaches and good practices to build the capacity of partners and stakeholders and to support the implementation and delivery of concrete and sustainable programme results.
- Keep abreast, research, benchmark, and implement best practices in education management. Assess, institutionalize and share best practices and knowledge learned.
- Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of sustainable programmes and projects.
- Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programmes/projects.

IV. Impact of Results

The efficiency and efficacy of support provided by the Education Specialist to programme preparation, planning and implementation, contributes to the achievement of sustainable results to improve learning outcomes and universal access to quality, equitable and inclusive education. Success in education programmes and projects in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide programme services for mothers and children that promotes greater social equality in the country.

V. Competencies and level of proficiency required

Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

Core Competencies

- Nurtures, Leads and Manages People
- Demonstrates Self Awareness and Ethical Awareness
- Works Collaboratively with others
- Builds and Maintains Partnerships
- Innovates and Embraces Change
- Thinks and Acts Strategically
- Drive to achieve impactful results
- Manages ambiguity and complexity

Functional Competencies

- Analyzing
- Deciding and Initiating action
- Applying technical expertise

VI. Technical Competencies

Technical competencies must be demonstrated in the following areas:

- **Excellent knowledge** of core elements and processes of the digital transformation of education systems.
- **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.
- **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 programme and policy discussions around equity and learning with partners, including government, development partners, CSOs and academia in relevant areas.
- **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**, such as the EU, World Bank, Global Partnership on Education, etc.
- **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.
- **Some understanding of policies and strategies to address issues related to resilience**: risk analysis and risk management, education in emergencies, refugee crisis, and recovery for CO and RO based post and where relevant.

VII. Recruitment Qualifications

Education:	An advanced university degree in one of the following fields is required: education, economics, psychology, sociology, or another relevant technical field.
Experience:	<p>A minimum of eight years of professional experience in programme planning, management, and/or research in education as it relates to promoting digital learning and skills development is required.</p> <p>Expertise working in the area of digital learning and use of education technology for learning is required.</p> <p>Experience working in an upper middle income and high-income country is required.</p> <p>Experience working in ECA region is an asset.</p> <p>Knowledge of EU policies, standards, and digital frameworks that support digital transformation in education is an asset.</p> <p>Examples of successfully navigating and collaborating with high-tech government entities in these regions is an asset</p> <p>Relevant experience in a UN system agency or organization is considered as an asset.</p>
Language Requirements:	Fluency in English is required. Knowledge of Russian ,both written and spoken, to effectively communicate with stakeholders and understand the regional context is an asset

UNIT STRUCTURE

