



SPECIFIC JOB PROFILE

I. Post Information

POST NUMBER/ CASE NUMBER: BRD24008 POST/CASE NUMBER OF SUPERVISOR: 41338 REASON FOR CLASSIFICATION: No GJP exists REGION/DIVISION: ESAR COUNTRY: Burundi DUTY STATION: Bujumbura OFFICE: Burundi CO SECTION: Programme UNIT: Education	CATEGORY: NO PROPOSED LEVEL: NO-2 JOB TITLE: Education Officer (Data) Functional Code: ICSC CCOG Code:
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II. Strategic Office 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 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. 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.

Strategic office context :

As part of the implementation of its cooperation agreement with the Government of Burundi in the field of education, UNICEF intervenes at all levels of education, from pre-school to post-secondary to ensure return on investment with gains in terms of enrolment in basic education. The program also covers practically all themes: from access to quality, including cross-cutting themes such as equity, inclusion, gender, etc. Similarly, the program focuses on monitoring learning achievements at school, but also on developing teenagers' skills through learning and training opportunities outside school. In fact, the classic education program focusing on formal education is expanding and becoming more complex with the addition of a non-formal education dimension which targets adolescents outside school and offers a variety of programs in partnerships with other ministries.

In order to ensure effective and efficient monitoring of the activities of this ambitious program, and to provide managers with the necessary elements to monitor implementation of their interventions and to assess their impact, a position has been created specifically for data collection, evidence generation and intervention evaluation.

Purpose for the job :

Under the supervision of the Education Specialist in charge of governance, the Education Officer (Data) will support the Program in producing key reports expected as part of program implementation. He/she will be primarily responsible for collecting, compiling, and analyzing real time data, that will be disseminated for reporting purposes. He/she will also be responsible for producing evidence of progress made during the implementation of program activities. The successful candidate will also work with cross-sectoral sections and other thematic sections such as Health, Child Protection, Water, Hygiene and Sanitation, etc. in the implementation of projects, in connection with data collection and dissemination, evidence production, human interest stories, production of liaison bulletins and periodic reviews. He/she will collect, analyze and disseminate data to other sister agencies of the United Nations system, implementing partners and all other humanitarian actors contributing directly or indirectly to the implementation of program activities.

The person will also be responsible for supporting the Ministry of Education in updating the Education Management Information System (SIGE) and producing statistical yearbooks and key indicators for the sector.

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

1. Set up and update data collection tools for the various programs/projects including in emergency situations, in collaboration with the other programs in the office;
2. Build capacity in monitoring & evaluation of all staff involved in program implementation through training on data collection tools such as the Organizational Network Analysis (ONA) and U-report platforms; inter-relationships between the Education programme and other sections will be highlighted for greater collaboration and synergy in action monitoring, programmatic visits and evidence production, visibility and communication tools;
3. Plan, coordinate and participate in monitoring missions organized periodically with the program's implementing actors, other UN agencies, the Education in Emergency working Group and the technical departments of the Ministry of Education, to ensure proper ownership and monitoring of program implementation;
4. Support in the monitoring of the Education Sector Plan, UNICEF being the coordinating agency.

IV. Impact of Results

The efficiency and efficacy of support provided by the Education Officer 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 attributes

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

ii) Core Competencies (For Staff without Supervisory Responsibilities) *

- 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)

*The 7 core competencies are applicable to all employees. However, the competency Nurtures, Leads and Managers people is only applicable to staff who supervise others.

VI. Recruitment Qualifications

Education:	A university degree in one of the following fields is required: education, psychology, sociology or statistics.
Experience:	A minimum of two years' professional experience in program planning, management and/or research in the field of education is required. Experience working in a developing country is considered an asset. Relevant experience in a United Nations agency or organization is considered an asset.
Language requirements	Fluency in French and working knowledge of English is required. Knowledge of another official UN language (Arabic, Chinese, Russian or Spanish) or a local language is an asset.