

TERMS OF REFERENCE

(FOR Temporary Appointments)

UNICEF-BCO: TERMS OF REFERENCE (TOR)

Job Title and Level: Education Officer (Girls Education) NOA

Section: Education Section, Cox's Bazar

Duration: 364 days

Duty Station: Cox's Bazar

Reports to: Education Manager

Purpose of Assignment: The Education Officer will support UNICEF Cox Bazar Education section to implement strategies and interventions aimed at ensuring Rohingya girls in the camps, especially adolescents have equitable access to quality learning opportunities. The officer reports to the Education Manager for close guidance and supervision

The Education Officer provides professional technical, operational and administrative assistance throughout the programming process for the education programmes/projects through the application of theoretical and technical skills in researching, collecting, analyzing and presenting technical programme information while learning organizational rules, regulations and procedures to support the development and formulation of the Education Programme within the Country Programme.

1. Major duties and responsibilities:

- Support to programme development and planning
- Programme management, monitoring and delivery of results
- Technical and operational support to programme implementation
- Networking and partnership building
- Innovation, knowledge management and capacity building

a. Support to programme development and planning

- Research and analyze regional and national political, health, social and economic development trends around girls' equitable access to education. Collect, analyze, verify, and synthesize information to facilitate programme development, design and preparation that will strengthen girls education programming.
- Support preparation of technical reports and provide inputs for programme preparation and documentation ensuring accuracy, timeliness and relevancy of information.
- Contribute to the development/establishment of sectoral programme goals, objectives, strategies, and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and priority and goal setting.
- Provide technical and administrative support throughout all stages of programming processes by executing and administering a variety of technical programme transactions, preparing materials and documentations, and complying with organizational processes and management systems, to support programme planning, results based planning (RBM) and monitoring and evaluation of results.
- Prepare required documentations and materials to facilitate the programme review and approval process.

b. Programme management, monitoring and delivery of results.

- Work closely and collaboratively with internal colleagues and partners to collect, analyze and share information on implementation issues especially around girls education.
- Suggest solutions on routine programme implementation and submit reports to alert appropriate officials and stakeholders for higher-level intervention and/or decisions. Keep record of reports and assessments for easy reference and/or to capture and institutionalize lessons learned.

- Participate in monitoring and evaluation exercises, programme reviews and annual sectoral reviews with government and other counterparts and prepare minutes/reports on results for follow up action by higher management and other stakeholders.
- Monitor and report on the use of sectoral programme resources (financial, administrative and other assets), verify compliance with approved allocation, organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity. Report on issues identified to ensure timely resolution by management/stakeholders. Follow up on unresolved issues to ensure resolution.
- Prepare draft inputs for programme/donor reporting.

c. Technical and operational support to programme implementation

- Undertake field visits and surveys and share information with stakeholders to assess progress and refer to relevant officials for resolution. Report on critical issues, bottlenecks and potential problems for timely action to achieve results.
- Provide technical and operational support to government counterparts, NGO partners, UN system partners and other country office partners/donors on the application and understanding of UNICEF policies, strategies, processes and best practices on water, sanitation, hygiene and related issues to support programme implementation, operations and delivery of results.

d. Networking and partnership building

- Build and sustain effective close working partnerships with government counterparts and national stakeholders through active sharing of information and knowledge to facilitate programme implementation and build capacity of stakeholders to achieve and sustain results on education programmes.
- Research information on potential donors and prepare resource mobilization materials and briefs for fund raising and partnership development purposes.

e. Innovation, knowledge management and capacity building

- Provide support in identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
- Apply innovative approaches and promote good practices to support the implementation and delivery of concrete and sustainable programme results.
- Research, benchmark and report on best and cutting edge practices for development planning of knowledge products and systems.
- Participate as a resource person in capacity building initiatives to enhance the competencies of clients and stakeholders.

3. QUALIFICATION and COMPETENCIES (indicates the level of proficiency required for the job.)

EDUCATION & OTHER SKILL: A university degree in one of the following fields is required: education, psychology, sociology, or another relevant technical field.

WORK EXPERIENCE: A minimum of one year of professional experience in programme planning, management, and/or research in education is required.

Experience working in an emergency context is considered as an asset.

Desirable:

Experience working in a developing country is considered as an asset. Relevant experience in a UN system agency or organization is considered as an asset.

LANGUAGE PROFICIENCY: Fluency in English and Bangla is required.

COMPETENCIES/SKILLS: UNICEF foundational/functional competencies

Values

- Care

Competencies

- Demonstrates Self Awareness and Ethical Awareness (1)

<ul style="list-style-type: none"> ▪ Respect ▪ Integrity ▪ Trust ▪ Accountability 	<ul style="list-style-type: none"> ▪ 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)
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Child Safeguarding Certification

(to be completed by Supervisor of the post)

Child Safeguarding refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF’s work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

<p>1. Is this position considered as "elevated risk role" from a child safeguarding perspective?*</p> <p>If yes, check all that apply below.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>2a. Is this a Direct* contact role?</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>2b. If yes, in a typical month, will the post incumbent spend <u>more than 5 hours</u> of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.</p> <p><i>*"Direct" contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>3a. Is this a Child data role? *:</p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>3b. If yes, in a typical month, will the incumbent spend <u>more than 5 hours</u> manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos)</p> <p><i>* "Personally-identifiable information", in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a "child data role".</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>4. Is this a Safeguarding response role*</p> <p><i>*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations</i></p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>5. Is this an Assessed risk role*?</p> <p><i>*The incumbent will engage with particularly vulnerable children¹; or Measures to manage other safeguarding risks are considered unlikely to be effective².</i></p>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

¹ Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No ‘baseline’ vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training).

² i.e. the role-risk will be compounded by other residual risks.