UNITED NATIONS CHILDREN'S FUND
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DUTY STATION: Dakar, Senegal
Section/Division: Education
Level: P4
Duration: 11 months
Title: Education Specialist – Digital and Distance Learning

PURPOSE OF POST:

Under the overall guidance and direction of the Chief, Education, the Education Specialist supports the Chief **in managing the Digital and Distance Learning portfolio of the Education Programme**, playing a key role in bringing innovation to the development, implementation and monitoring of education programmes. The Education Specialist provides authoritative technical guidance and operational support throughout all stages of programming to facilitate the management and delivery of results on strengthening national education system to improve learning outcomes and to promote universal access to quality, equitable and inclusive basic education, especially for children who are marginalized, disadvantaged and excluded in society. The Education Specialist contributes to the achievement of concrete and sustainable results according to plans, allocations, results based-management approaches and methodology (RBM), as well as UNICEF's Strategic Plans, standards of performance and accountability framework.

REPORTS TO: Education Chief, P4

NUMBER/LEVEL OF POSTS SUPERVISED: N/A

MAIN DUTIES/RESPONSIBILITIES:

Overall, the Education Specialist in Digital and Distance Learning (P4) will drive and coordinate UNICEF's support to the formulation of the national strategy on digital and distance learning as well as the design and implementation of programme interventions on the same.

More specifically, his/her responsibilities will be as follows:

1.   **Management and advisory support to the Chief**

➢ Provide advice to the Chief in establishing the annual work plan, including developing strategies, determining priorities, and performance measurements, in in the field of digital and distance learning.

➢ Coordinate work progress monitoring and ensure results are achieved according to schedule and performance standards, and report to Chief critical issues for timely action.

➢ Provide technical assistance and advice to colleagues in the section on all aspects of programming and implementation to enable them to achieve performance objectives, in the field of digital and distance learning.

2.   **Programme development and planning**

➢ Advise the Chief on the preparation, design and updating of the situation analysis for the education programmes to ensure that current and comprehensive data on digital and distance learning related issues is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes.

➢ Advise the Chief in setting 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

QUALIFICATIONS AND COMPETENCIES:

Education: An advanced university degree is required in one of the following fields: education, economics, communications, international development, social sciences, technology development, or another relevant technical field.

Work Experience: A minimum of eight years of professional experience in programme planning, management, and/or research in education is required, including proven track record of professional experience in the area of distance and/or digital learning.
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. Familiarity/ background with emergency is considered as an asset.
Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

Core Competencies

- 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)

Critical Competencies:

Technical competencies must be demonstrated in the following areas:

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.

3. Programme management, monitoring and quality control 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.

➢ 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.

4. Advisory services and technical support

➢ Provide technical advice to key government officials, NGO's, UN system on policies, strategies, best practices and approaches on education and other related issues to support programme development planning, implementation and delivery of results.

➢ Coordinate and ensure the availability of technical experts (including with Regional Office/HQ) to ensure timely

• Good knowledge of global developments in education and international engagement strategies, including in relation to the *Reimagine Education* global agenda and in 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 sector planning knowledge/ability, including the range of modalities for delivering education, linkages between different sub-sectors (e.g. ECD, Primary, Secondary, Tertiary, Inclusive Education), 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 resilience: risk analysis and risk management, education in conflict situations, natural disasters, and recovery

Languages: Fluency in English and French is required. Knowledge of another official UN language or local language of the duty station is considered as an asset.

support throughout all stages of programming.

➢ Participate in strategic discussions to influence policy and agenda setting for combating poverty and all forms of discrimination against women/children by advising on and advocating strategies and approaches to promote universal access to quality, equitable and inclusive education for children in the country.

➢ Prepare policy papers, briefs and other strategic programme materials for management use, information and consideration.

5.   **Advocacy, networking and partnership building**

➢ Build and strengthen strategic partnerships through networking and advocacy with local/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 and implementation plans and activities for maximum communication impact and outreach to promote awareness, establish partnership/alliances for sustainable results and support fund raising for UNICEF Country Office education programmes and emergency interventions.

➢ Collaborate with inter-agency partners/colleagues on UNDAF planning and preparation of programmes/projects including in the context of joint programming efforts and emergency preparedness.

6.   **Innovation, knowledge management and capacity building**

➢ Promote critical thinking, innovative approaches and good practices for sustainable education programme initiatives through advocacy and technical advisory services.

➢ Keep abreast, research, benchmark, introduce and implement best and cutting edge practices on education management and information systems. 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 capacity building initiatives to enhance the competencies of stakeholders to promote sustainable results on education related programmes/projects.