



UNITED NATIONS CHILDREN'S FUND
Specific JOB PROFILE (SJP)

I. Post Information

Job Title: **Education Specialist (Inclusion and Learning in Emergencies and Recovery)**
Supervisor Title/ Level: **Regional Adviser Education, P5**
Organizational Unit: **Education**
Post Location: **Europe and Central Asia Regional Office (ECARO), Budapest**

Job Level: **Level 4 (Temporary Appointment)**
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: The war in Ukraine has triggered the fastest growing refugee crisis in recent times. UNICEF has been involved in the education emergency response from the onset of the war by supporting the national government and local partners in ensuring continuity of learning and integration of refugee children in the education system in host countries.

Two and half years into the war, education continues to be a priority in the Ukraine refugee response. In the light of reduced education staff capacities in Refugee Response Offices and refugee hosting COs, the Regional Office is expected to provide strong guidance, technical assistance and coordination including with Ukraine for enhanced cross-broader programming. Specific technical support to RROs/COs on adolescents' learning and skills, as part of Pathways implementation, will also be needed to complement the Regional Programme Coordinator's function. The region is also witness to other latent/periodic escalations in tensions, such as the Nagorno-Karabakh region and the Western Balkans as well as natural disasters, such as the earthquake in Turkiye or climate change related disasters in Central Asia.

Purpose for the job:

Under the supervision of the Regional Education Adviser P5, the Education Specialist (Inclusion and Learning in Emergencies and Recovery) provides dedicated technical support and

coordination of the education response to the Ukrainian refugee crisis covering both Ukraine and surrounding refugee host countries. Focusing on the key results, the Education Specialist:

- **Provides technical support and assistance in the Ukraine refugee education response** planning, monitoring and implementation, information sharing, data management, knowledge management.
- Provides **technical guidance on inclusive education and multiple learning pathways approaches for refugees and other marginalized children.**
- Provides **technical support to the implementation of the sub-regional initiative on education, skilling and job transition, PATHWAYS**, in coordination the Regional Pathways manager and ADAP section in RO.
- Supports **partnership development and coordination** with UNHCR, UNESCO, EU and other partners, as well as UNICEF advocacy on refugee education concerns.
- Supports RO and COs in **preparation of Refugee Response Plans, Humanitarian Action for Children (HAC) appeals** etc., and follows up with reporting processes.
- Provides inputs into **RO programme planning and review processes** (CPD, SMR, COAR, etc.) to ensure risk-informed and conflict sensitive approaches are reflected in country level education strategies and programmes, particularly in fragile and conflict affected settings.
- Supports any **other Education in Emergencies (EIE) related work at the RO level.** Contributes to the achievement of concrete and sustainable 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 function, accountabilities and related duties/tasks

Summary of key functions/accountabilities:

1. **Management and advisory support**
2. **Programme development and planning**
3. **Programme management, monitoring and quality control of results**
4. **Advisory services and technical support**
5. **Advocacy, networking and partnership building**
6. **Innovation, knowledge management and capacity building**

1. Management and advisory support

- Provide advice in establishing the annual work plan for EIE, including developing strategies, determining priorities, and performance measurements.
- Coordinate work progress monitoring and ensure results are achieved according to schedule and performance standards, and report critical issues for timely action.
- Provide technical assistance and advice to colleagues on all aspects of programming and implementation to enable them to achieve performance objectives

2. Programme development and planning

- Advise on the preparation, design and updating of the situation analysis for the education in emergency programmes to ensure that current and comprehensive data on education issues is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes. In particular, supports programme development of the Pathways initiative.
- Advise 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 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 country offices on policies, strategies, best practices and approaches on education in emergencies and refugee response, with focus on inclusive education and multiple pathways to learning to support programme development planning, implementation and delivery of results.
- Coordinate and ensure the availability of technical experts (with Regional Office/HQ) to ensure timely support throughout all stages of programming.
- Participate in strategic discussions to influence policy and agenda setting for provision of education for refugee children, education in emergencies, post conflict reconstruction, etc.
- Prepare policy papers, briefs and other strategic programme materials for management use, information and consideration.
- Participate in country discussions on education emergency preparedness, programming and contingency planning to ensure proactive and appropriate responses are in place to

meet the onset of emergencies nationally or other designated locations.

5. Advocacy, networking and partnership building

- Build and strengthen strategic partnerships through networking and advocacy with 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 emergency interventions.

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 programme s/projects.

IV. Impact of Results

The strategic and effective advocacy, planning and formulation of the refugees response and education in emergencies programme s/projects and the achievement of sustainable results, contributes to the achievement of goals and objectives to improve learning outcomes and universal access to quality, equitable and inclusive education in the country. Achievements in education programmes and projects in turn contribute to maintaining/enhancing the credibility and ability of UNICEF to provide programme services for mothers and children that promotes greater social equality in the country.

V. UNICEF values and competency Required (based on the updated Framework)

i) Core Values

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

ii) Core Competencies

- Nurtures, Leads and Manages People (1)
- 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)

VI. Technical Competencies

Technical competencies must be demonstrated in the following areas:

- **Very good understanding** of the inclusive and quality education programming, especially as they relate to integration of refugee, CWD and children of low socioeconomic status.
- **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 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.
- **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** e.g. EIE Clusters, ECW, 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.

VII. Child Safeguarding Risks

1. <5 ___ hours/month of direct interpersonal contact with children or work in their immediate physical proximity, with limited supervision by a more senior member of personnel. (“Direct” means contact that is either face-to-face, or by remote communication, but it does not include communication that is moderated and relayed by another person.) – “Direct contact role”<5
2. <5 hours/month of manipulating or transmitting personally-identifiable information of children (names, national ID, location data, photos), with limited supervision by a more senior member of personnel – “Child data role”<5
3. No or Yes – The role is Representative, Deputy Representative, Chief of Field Office, the office’s most senior Child Protection position, a Child Safeguarding focal point, or Investigator (OIAI) – “safeguarding response role”No
4. No or Yes – The incumbent will be engaged in activities with elevated child safeguarding risks due to work with particularly vulnerable children and/or measures to manage other safeguarding risks are considered unlikely to be effective, resulting in higher overall risk – “assessed risk role”No

The answer to each of a) and b) is <5, and the answer to c) and d) is “no” – “No, elevated risk role”

VIII. 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 is required.</p> <p>Experience in Education in Emergencies and/or Refugee response and coordination is required.</p> <p>Experience working in upper middle and high-income country is required.</p> <p>Experience in education system strengthening work is required.</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 another official UN language (Arabic, Chinese, French, Russian or Spanish) is an asset.

UNIT STRUCTURE

