



UNITED NATIONS CHILDREN'S FUND GENERIC JOB PROFILE (GJP)

I. Post Information

Job Title: **Education Specialist**
Supervisor Title/ Level: **Education Manager
Level 4**
Organizational Unit: **Education Section**
Post Location: **Yangon, Myanmar**
Duration: **364 days** extendable based on
programme requirement and funding
availability

Job Level: **Level 3**
Job Profile No.: **# 00125715**
CCOG Code: **1F**
Functional Code: **EDU**
Job Classification Level: **Level 3**

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:

Under the guidance and supervision of the Education Manager (P4), the Education Specialist will manage the EU, Finland and DFAT funded Quality Basic Education Pathways for Children programme (QBEP4C). The Specialist will be responsible for the design and implementation of the QBEP4C, which will be implemented at the community level. The Specialist will coordinate with stakeholders and donors to ensure the efficient and effective delivery of the programme. The Specialist will work with UNICEF Education staff across all 3 outputs in Yangon, NPT and field offices, as well as staff in other relevant sections and field locations. The Specialist will work with donors, development, and humanitarian partners.

Purpose for the job:

The Education Specialist's position purpose is to provide technical and operational support to the implementation, monitoring and evaluation of the Quality Basic Education Pathways for Children

III. Key functions, accountabilities and related duties/tasks

1. Coordinate and oversee the planning, implementation and reporting of project activities in collaboration with project partners, stakeholders and beneficiaries.
2. Provide technical guidance and capacity building to project staff and partners on inclusive quality education, MHPSS, teacher training, learning assessment and quality assurance.
3. Conduct regular field visits to monitor project progress, identify challenges and best practices, and provide feedback and recommendations for improvement.
4. Liaise and communicate with project donors, NGOs and other relevant actors to ensure alignment, coordination and synergy of project interventions.
5. Prepare and submit timely and quality project reports, briefs, case studies and other documents as required by project donors and UNICEF.
6. Facilitate the evaluation of the programme and use results to inform future strategies.
7. Contribute to the development of new proposals, concept notes and budgets for resource mobilization and scaling up of project activities.
8. Provide technical support to the implementation of the Gender Equality, Disability and Social Inclusion (GEDSI initiative, developing strategies for piloting it within QBEP4C programme.
9. Participate in strategic program discussions and provide relevant inputs to education sector strategy documents, including the Joint Response Framework.
10. Work closely and collaboratively with internal and external colleagues and partners to discuss strategies and methodologies and to determine national priorities/competencies to ensure the achievement of concrete and sustainable results, particularly focused on learning outcome.
11. Manage the Development of Standard Learning Assessment tools and conducting sample assessment of children benefiting from UNICEF's education programme in the humanitarian context of Myanmar.
12. Monitor and verify the appropriate use of resources (financial, administrative, and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity and ensuring timely reporting and liquidation of resources.
13. Collaborate with the Operations Section to establish and maintain sound internal controls supportive of programming endeavours and to coordinate financial and supply management requirements and accountability.
14. Prepare communication and information materials for CO program advocacy to promote awareness, establish partnership/alliances and support fund raising for education programs. Manage functions of coordination between members of various sector working groups, supporting coherence and inclusion of key stakeholders.

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 learning opportunities for children who are marginalized, disadvantaged and excluded in society and promote greater social equality in the

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

i) Core Values

- 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)

VI. Technical Competencies

Technical competencies must be demonstrated in the following areas:

- **Some 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 (including Social Policy, Child Protection, Nutrition, WASH, Health, and Communications within UNICEF).
- **Some knowledge of global developments in education** and international engagement strategies, including the application of the equity lens and human rights perspectives to programming. Experience and skills on promoting quality education, and measurement of learning assessment.
- **Some ability to support policy dialogue**: translation of analytical findings and evidence into development programme and policy discussions around equity and learning with partners, including development partners, CSOs, donors, and academia in relevant areas.
- **Some education sector planning knowledge/ability**, including the range of modalities for delivering education, linkages between different sub-sectors (e.g. ECD, Primary, Alternative/NFE, Inclusive Education), cost-effectiveness and efficiency issues, key institutional structures, components and processes, as well as governance issues.
- **Some 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.

- **Some programme management in education**, including programme design, costing, monitoring and evaluation and reporting. Experience in working with EU, Finland and DFAT funded multi donor projects and familiarity with their rules and regulations.
- **Some 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
- **Some 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. Demonstrated knowledge and skills in gender-responsive, disability-inclusive and socially inclusive education policies and practices.
- **Some understanding of policies and strategies to address issues related to resilience:** risk analysis and risk management, education in conflict situations, natural disasters, and recovery.

VII. Recruitment Qualifications

Education:	<ul style="list-style-type: none"> • An advanced University degree in education, or another related field. • A first University degree in a relevant field combined with (2) additional years of professional experience may be accepted in lieu of an advanced university degree
Experience:	<ul style="list-style-type: none"> • Minimum of 5 years of relevant professional work experience in education programme design and management related to quality education with a focus on gender equality, disability, and social inclusion and financial management. • Experience working in a multi-cultural and international environment is an asset. • Excellent communication and interpersonal skills is an asset. • Ability to work independently and as part of a team in a multicultural environment is an asset. • Knowledge of UNICEF's policies, principles and regulations is an asset. • Relevant experience in a UN system agency or organization is considered as an asset.
Language Requirements:	Fluency in English is required. Knowledge of the local language is an asset.

