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

I. Post Information

Job Title: **Education Specialist, System Strengthening** Supervisor Title/ Level: **Chief Education, P-4** Organizational Unit: **Programmes** Post Location: **Freetown**	Job Profile No.: CCOG Code: Functional Code: Job Classification Level: **P3** **Funding Source:**

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. Therefore, the focus on equity is so vital as 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.

Purpose for the Job:
Under the guidance and general supervision of **the Chief, Education**, the Specialist supports the development and preparation of the Education (or a sector of) programme/s and is responsible for managing, implementing, monitoring, evaluating and reporting the progress of education programmes/projects within the country programme. The Specialist provides technical guidance and management support throughout the programming processes to facilitate the administration and achievement of results on education programmes/projects to improve learning outcomes and equitable and inclusive education, especially for children who are marginalized, disadvantaged and excluded in society.

The Specialist contributes to achievement of results according to plans, allocation, results based-management approaches and methodology (RBM) and UNICEF's Strategic Plans, standards of performance and accountability framework.

III. Key function, accountabilities and related duties/tasks

Summary of Key Functions/Accountabilities:
1. **Support to Programmes/Projects Development and Planning**
2. **Programme Management, Monitoring and Delivery of Results**
3. **Technical and Operational Support to Programme Implementation**
4. **Networking and Partnership Building**
5. **Innovation, Knowledge Management and Capacity Building**

1. **Support to Programme/Project Development and Planning**

   - Support the preparation/design and conduct/update of situation analysis for the education programmes/projects and/or sector to ensure that current comprehensive and evidence-based data on education issues are available to guide UNICEF's strategic policy advocacy, intervention and development efforts on education programmes and to set 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/projects. Formulate, design and prepare programmes/projects proposal for the sector, ensuring alignment with the overall UNICEF's Strategic Plans and Country Programme and coherence/integration with UN Development Assistance Framework (UNDF), regional strategies and national priorities, plans and competencies.

   - Establish specific goals, objectives and strategies and implementation plans for the sector/s using results-based planning terminology and methodology (RBM). Prepare required documentations for programme review and approval.

   - 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.

   - 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.

2. **Programme Management, Monitoring and Delivery of Results**
   - Plan and/or collaborate with internal and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators and measurement 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 government and other counterparts to assess progress and to determine required action/interventions to achieve results.
   - Prepare/assess monitoring and evaluation reports to identify gaps, strengths/weaknesses in programme and management, identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.
   - Actively monitor programmes/projects through field visits, surveys and/or exchange of information with partners/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.
   - Monitor and verify the optimum/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 and ensuring timely reporting and liquidation of resources.
   - Prepare regular/mandated programme/project reports for management, donors and partners to keep them informed of programme progress.

3. **Technical and Operational Support to Programme Implementation**
   - Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners/donors on interpretation, application and understanding of UNICEF policies, strategies, processes and best practices and approaches on education and related issues to support programme management, implementation and delivery of results.
   - Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely/appropriate support throughout the programming/projects process.
   - Participate in education programme meetings including programme development and contingency planning to provide technical and operational information, advice and support.
   - Draft policy papers, briefs and other strategic programme materials for management use, information and/or consideration.

4. **Networking and Partnership Building**
   - Build and sustain effective close working partnerships with relevant government counterparts, national stakeholders and global partners/allies/donors/academia through active networking, advocacy, and effective communication to build capacity, exchange knowledge/expertise and to reinforce cooperation to achieve sustainable and broad results on education programmes.

   - Prepare communication and information materials for CO programme advocacy to promote awareness, establish partnership/alliances and support fund raising for education programmes.

   - Participate and/or represent UNICEF in appropriate inter-agency (UNCT) discussions and planning on education and related issues to collaborate with inter-agency partners/colleagues on UNDAF planning and preparation of programmes/projects ensuring organizational position, interests and priorities are fully considered and integrated in the UNDAF process in development planning and agenda setting.

5. **Innovation, Knowledge Management and Capacity Building**
   - Apply/introduce innovative approaches and good practice to build the capacity of partners and stakeholders and to support the implementation and delivery of concrete and sustainable programme results.
   - Keep abreast, research, benchmark and implement best practices in education management. Assess, institutionalize and share best practices and knowledge learned.
   - Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of sustainable programmes and projects.
   - Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programmes/projects.

IV. Impact of Results

The strategic and effective advocacy, planning and formulation of education programmes/projects and the achievement of sustainable results, contribute to achievement of goals and objectives to improve learning outcomes and equitable, inclusive and universal access to 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 Core Values and Competencies Required

Core Values
- Care
- Respect
- Integrity
- Trust
- Accountability
- Sustainability

Functional Competencies:
- 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 Results for Impact (2)
- Manages Ambiguity and Complexity (2)
- Nurtures, Leads and Manages People (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.

- **Some ability to support policy dialogue**: translation of analytical findings and evidence into development programmes and policy discussions around equity and learning with partners, including government, development partners, CSOs 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, Secondary, Tertiary, 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, indicators, tools for analysis of equity, determinants of student access and learning, budget, cost and financing, education system management, political economy and application to education policy and strategic planning.

- **Some programme management in education**, including programme design, costing, monitoring and evaluation and reporting.

- **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 such as in ECD), 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.

- For CO and RO based post and where relevant, **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:	An Advanced University Degree in Education, Economics, Psychology, Sociology or Other Social Science is required.
Experience:	A minimum of 5 years of professional experience in social development planning and management in education and related areas at the international level, some of which preferably in a developing country is required. Relevant experience in a UN system agency or organization is an asset.
Language Requirements:	Fluency in English is required. Knowledge of another official UN language or a local language is an asset.