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

I. Post Information

Job Title: **Education Officer (Equity & Inclusion), LEB23004** Supervisor Title/ Level: **Education Specialist, P3, 98900** Organizational Unit: **Programme** Post Location: **Lebanon Country Office**	Job Level: **Level 1** Job Profile No.: CCOG Code: **1F** Functional Code: **EDU** Job Classification Level: **Level 1**

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.

<u>Job organizational context</u>: The Education Officer GJP is to be used in a Country Office (CO) where the Education Programme is a component of the Country Programme). The Officer reports to the Education Specialist who is at **Level 3**.

<u>Purpose for the job:</u> The Education Officer, Equity and Inclusion reports to the Education Specialist for close guidance and supervision. (Level 1 is an entry professional level and should therefore be normally used as a trainee level for the purpose of acquiring organizational knowledge of rules, regulations and processes to supplement academic and theoretical knowledge of the profession for upward mobility to higher responsibilities). Incumbents at this level are not expected to remain for an extended period of time in the post.

The Education Officer, Equity and Inclusion provides professional technical, operational and

administrative assistance throughout the programming process for the disability inclusive and gender responsive 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.

III. Key function, accountabilities and related duties/tasks

Summary of key functions/accountabilities:

1. Support to programme 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 development and planning

- Research and analyze regional and national inclusive education development trends. Collect, analyze, verify, and synthesize information to facilitate disability inclusive and gender responsive education programme development, design and preparation.

- 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 inclusive education 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 and monitoring and evaluation of results.

- Prepare required documentations and materials to facilitate the programme review and approval process.

2. 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.

- 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, HACT visits, joint programme reviews and annual education 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.

3. 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 implementing partners and 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 disability inclusive and gender responsive education and other related issues to support programme implementation, operations and delivery of results.

- Support the monthly data collection for internal and sectoral M&E tools and work closely with implementing partners on the SBC and communication and visibility activities.

4. Networking and partnership building

- Build and sustain effective close working partnerships with implementing partners through active sharing of information and knowledge to facilitate programme implementation and build capacity of stakeholders to achieve and sustain results on education programmes.

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

- Research information on potential donors and prepare resource mobilization materials and briefs for fund raising and partnership development purposes.

5. Innovation, knowledge management and capacity building

- Provide support in identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.

- 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.

IV. Impact of Results

The efficiency and efficacy of support provided by the Education Officer to disability inclusive and gender responsive education projects 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 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

ii) 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)

VI. Recruitment Qualifications

| | A university degree in one of the following fields is required: |

Education:	education, psychology, sociology, or another relevant technical field.
Experience:	A minimum of one year of professional experience in programme planning, management, and/or research in the field of inclusive education is required. Relevant expertise and experience on disability-inclusive and gender-responsive education is an asset. Experience of working with the OPDs, specialized and disability-inclusive NGOs and governmental actors in Lebanon is considered as an asset.
Language Requirements:	Fluency in English and Arabic is required. Knowledge of French is an asset.