

**UNICEF Mexico Country Office
Temporary Appointment
Terms of Reference [TOR]**

Post Title	Education Officer	Post Level	NO-1
Supervisor's title	Education Officer	Supervisor's Level	NO-2
Contract duration	364 days	Duty Station	Mexico City, Mexico

JOB 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 favouritism. 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 fulfil their potential but also will lead to sustained growth and stability of countries. Therefore, 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.

The Mexican education system still faces challenges regarding skills development in adolescents. In terms of foundational skills, primarily literacy and mathematics, in the 2022 edition of the PISA study which reviews the performance of 15 year old students in maths, language and science, Mexico ranked 35th among the 37 OECD member countries that were evaluated. While on average OECD member countries obtain a score of 478 points, Mexico reached an average score of 407. Mathematics is the area in which Mexico has the greatest disadvantage, with a difference of (-)77 points compared to the OECD average, followed by Sciences with a difference of (-)75 points, and Reading Comprehension, with (-)61 points.

Socio-emotional skills or life skills are associated with improvements in the personal empowerment and are essential with regard to how we adapt to different situations and relate to each other in an assertive way. However, Mexican students show lower emotional regulation compared to their peers in the region. 74% of students in Latin America and the Caribbean responded positively regarding their ability to regulate their emotions, thoughts, and behaviors during the learning experience and to persevere towards the desired achievement. In Mexico, only 67% of student responses were positive for this skill. (UNESCO, 2021)

Another important set of skills for adolescents are digital skills, which are necessary to understand the changing world, interact in new spaces, and to take advantage of the enormous access to information that exists. However, currently, only 38% of Mexicans have basic digital skills required to access the most in-demand jobs today (INEGI, 2022).

Without fundamental, socio-emotional and digital skills, educational gaps accumulated throughout the educational trajectory, combined with other factors such as poverty and violence, can lead over-age, absenteeism and even school dropout: only 6 out of 10 students between the ages of 15 and 17 are enrolled in upper secondary education, the official age to attend this level, and the drop out rate is almost 9% (SEP, 2023).

The Education Officer (NO – 1) will be based in the UNICEF Country Office in Mexico City. The Officer reports to the Education Officer (NO-2), (Adolescent Education), for administrative and operational supervision, as well as for programmatic guidance and the planning and implementation of the programme activities assigned to them as part of the overall education programme. Furthermore, the Education Officer (NO-1) will work in close coordination with the Adolescent Participation and Development Programme (ADAP) (estimated 20% of the time) and receive direct programmatic guidance from the ADAP Programme Specialist (P-3).

For more information related to the work of our office in Mexico, please visit our website: [UNICEF Mexico](#), the video of our amazing results in 2023: [A good six-year term for children: Un buen sexenio para la niñez](#) or read our [Annual Report 2023: Informe Anual 2023 UNICEF México](#).

KEY FUNCTIONS, ACCOUNTABILITIES AND RELATED DUTIES AND TASKS

The Education Officer (NO-1) provides professional technical, operational, and administrative assistance throughout the programming process for the education programmes/projects through the application of theoretical and technical skills in researching, collecting, analysing, and presenting technical programme information while learning organizational rules, regulations, and procedures to support the development and implementation of the Education Programme, within UNICEF's Country Programme.

Their specific contribution will be sought especially for the design, development and implementation of programmes related to socio-emotional learning and life skills, with a life-cycle approach, school-to-work transition and STEM education for girls. Furthermore, it is expected that the incumbent takes on a coordinating role for the education programme's activities in the State of Mexico. The incumbent will be expected to undertake official travel to different states where UNICEF implements its programme.

Under the direct and overall supervision of the Education Officer (NO-2), and a technical supervision by the ADAP Specialist (P-3), the Education Officer (NO-1) will have the following responsibilities:

- 1. Support to programme development and planning related to socio-emotional learning and life skills development, as well as school-to-work transition:**

- Support preparation of technical reports and provide inputs for programme preparation and documentation ensuring accuracy, timeliness, and relevance of information.
 - Contribute to the development/establishment of education programme goals, objectives, strategies for socio-emotional learning and life-skills development as well as school-to-work transition, and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and priority and goal setting.
 - Liaise with the state education authorities in the State of Mexico, in the development and follow-up to UNICEF's education programme at state level.
 - Provide subject matter expertise on socio-emotional learning with a life cycle approach.
- 2. Programme management, monitoring and delivery of results:**
- 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.
 - Report on issues identified to ensure timely resolution by management/stakeholders. Follow up on unresolved issues to ensure resolution.
 - Monitor progress of the interventions agreed between UNICEF and the State of Mexico and ensure continuous communication and coordination with the education authorities.
- 3. Technical and operational support to programme implementation:**
- Provide technical and operational support to 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 education and related issues to support programme implementation, operations, and delivery of results.
 - Specifically, the incumbent will provide support to and, in selected cases, lead the implementation, scale up and monitoring of interventions related to i) the scaling up of the life-skills strategy at secondary education level ii) STEM education for girls iv) school-to-work transition, amongst others.
 - Support the coordination between Education and ADAP programmes in relation to STEM education for girls and school-to-work transition.
- 4. Networking and partnership building**
- Build and sustain effective close working partnerships with government counterparts and relevant stakeholders through active sharing of information and knowledge to facilitate programme implementation and build capacity of stakeholders to achieve and sustain results on education programmes.
- 5. Innovation, knowledge management and capacity building**
- Contribute to the application of innovative approaches and promotion of good practices to support the implementation and delivery of concrete and sustainable programme results

- Research, benchmark, and report on best and cutting-edge practices for development planning of knowledge products and systems

DELIVERABLES / OUTPUT

1. Sustainable strategies developed to ensure the continuation and scale-up of the life-skills portfolio for secondary education, in close coordination with the Vice-Ministry of Basic Education and selected state education ministries.
2. Technical expertise provided for the development of strategies to promote socio-emotional learning and life-skills development with a life-cycle approach, both for on-going interventions as well as with a view to the development of the new Country Programme Document (CPD)
3. Mechanisms established to ensure fluent coordination and communication between UNICEF Mexico and state education authorities of the State of Mexico to ensure a coherent programmatic intervention in line with UNICEF’s education priorities and local context needs.
4. Technical and strategic inputs provided for a “school-to-work transition” strategy for the education and ADAP programmes, with a view to the new UNICEF Strategic Plan for Education and the new Country programme document, taking into account current country context and considering specific strategies for the reinsertion of adolescents/youth who neither study nor work.
5. Technical support provided to Education and ADAP programmes on interventions related to STEM education for girls, including the direct operational support to selected interventions (for example: STEM Eco-system coordination in the State of Mexico; organization of STEM Olympics in the state of Nuevo León, vocational orientation in the states of Chihuahua and Baja California)
6. Implementing partners received support and guidance to implement activities.
7. Programmatic and administrative processes monitored and concluded in a timely manner.

REQUIRED QUALIFICATIONS

<p>Education</p>	<ul style="list-style-type: none"> • A university degree (Bachelor’s degree), preferably in one of the following fields is required: education, psychology, sociology, or another relevant technical field. ▪ An advanced university degree in education or additional education certificates relevant to this assignment will be considered as an asset.
<p>Work Experience</p>	<ul style="list-style-type: none"> ▪ A minimum of one (1) year of progressively responsible work experience in education, with proven experience supporting programme activities. ▪ Expertise in working on adolescent education, socio-emotional learning, life skills development or in school-to-work transition. ▪ Experience working with the public education system of Mexico is considered an asset. ▪ Experience working with UNICEF, or another UN agency is considered as an asset.
<p>Languages</p>	<ul style="list-style-type: none"> ▪ Fluency in Spanish

- An intermediate level of English is required, but complete fluency is preferred. If the person hired is not fluent, they will have to commit to improving their English skills in the first months of work.

UNICEF VALUES AND COMPETENCY REQUIRED (BASED ON THE UPDATED FRAMEWORK)

Core values of care, respect, integrity, trust, accountability and sustainability (CRITAS).

UNICEF competencies required for this post are:

(1) Builds and maintains partnerships (2) Demonstrates self-awareness and ethical awareness (3) Drive to achieve results for impact (4) Innovates and embraces change (5) Manages ambiguity and complexity (6) Thinks and acts strategically (7) Works collaboratively with others

[UNICEF is committed to diversity and inclusion within its workforce](#), and encourages all candidates, irrespective of gender, nationality, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of the organization.

We offer a [wide range of benefits to our staff](#), including paid parental leave, breastfeeding breaks, and reasonable accommodation for persons with disabilities. UNICEF strongly encourages the use of flexible working arrangements.

UNICEF has a zero-tolerance policy on conduct incompatible with the aims and objectives of the United Nations and UNICEF, including sexual exploitation and abuse, sexual harassment, abuse of authority, and discrimination. UNICEF also adheres to strict child safeguarding principles. All selected candidates will be expected to adhere to these standards and principles and will therefore undergo rigorous reference and background checks. Background checks will include the verification of academic credential(s) and employment history. Selected candidates may be required to provide additional information to conduct a background check.