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<tr><td colspan="2">UNITED NATIONS CHILDREN'S FUND
(GENERIC) JOB PROFILE</td></tr>
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I. Post Information

Job Title:	Education Cluster Coordinator	**Job Level:**	P-4
Supervisor Title:	Chief Field Operations	**Supervisor Level:**	P-5
Organizational Unit:	Programme	**CCOG Code:**	1F
Duty Station:	Damascus	**Functional Code:**	EDU
Country Office:	Syria	**Post Number:**	91853

II. Organizational Context and Purpose for the job

Humanitarian action is of fundamental importance to UNICEF and encompasses interventions aimed at saving lives, alleviating suffering, maintaining human dignity, and protecting the rights of affected populations wherever there are humanitarian needs, as well as interventions addressing underlying risks and causes of vulnerability to disasters, fragility, and conflict. UNICEF's humanitarian action is guided by the Core Commitments for Children in Humanitarian Action (CCCs) which set organizational, programmatic, and operational commitments and benchmarks against which UNICEF holds itself accountable for the coverage, quality and equity of its humanitarian action and advocacy and which are mandatory for all UNICEF personnel.

Furthermore, UNICEF is committed to support humanitarian coordination through the cluster approach. Introduced as part of the humanitarian reform, the cluster approach, aims at ensuring clear leadership, predictability and accountability in international responses to humanitarian emergencies by clarifying the division of labor among organizations and better defining their roles and responsibilities within the different sectors involved in the response. As a member of the IASC, UNICEF work along with national and local stakeholders (including national and local authorities, CSOs, and communities) to support humanitarian coordination and to improve the collective impact of humanitarian response. Whether the cluster approach is activated or not, UNICEF plays a key role in both global and country-level interagency coordination for its areas of programmatic responsibility. As Cluster Lead Agency (CLA) for Nutrition, WASH, Education (co-led), and Child Protection Area of Responsibility (AoR) within the Protection Cluster, UNICEF is committed to fulfil the core functions defined by the IASC when the clusters are activated or when UNICEF is asked to support sectoral coordination.

A well-run Cluster/ Sector/ Working Group coordination team is a formal deliverable of the Cluster Lead Agency and forms a part of the agency's work.

Job organizational context: The Education Manager Cluster Coordinator (level 4) GJP is to be used in a Country Office (CO) where the Representative is at the P5 or D1 level or in a Regional Office (RO). The position can be in a national Cluster/ Sector/ Working Group in a complex emergency, a larger sub-national Cluster/ Sector/ Working Group or an office within a regional hub. The position reports to the Representative. In some situations, the Representative may delegate responsibility to the Deputy Representative/ Deputy Head of Office, Chief of Field Operations, Chief of Emergencies, or similar.

Purpose of the job: Under the overall direction and guidance of the Representative, the Education Manager Cluster Coordinator will provide leadership and representation of the Cluster/ Sector/ Working Group. They will facilitate the processes that will ensure a well-coordinated, strategic, adequate, coherent, and effective response by participants in the Cluster/ Sector/ Working Group that is accountable to those who are affected by the emergency. In their effort to provide an efficient and effective response to the humanitarian crisis, the Education Manager Cluster Coordinator is responsible for building relationships with stakeholders, for securing the overall coordination of sectoral responses and for ensuring inter-sectoral collaboration.

III. Key function, accountabilities, and related duties/tasks

The post holder is responsible for providing predictable, timely and strategic leadership and representation for the Cluster/ Sector/ Working Group to ensure a timely and effective Cluster/ Sector/ Working Group response. The post holder is responsible for leading multiple stakeholders, beyond their immediate team of direct reports, to work collectively towards the realization of a shared goal based on evidence in a complex humanitarian environment.

The post holder's main tasks and responsibilities will include but not be limited to:

Coordination, representation, and leadership
- Ensure, establish, and maintain a coordination mechanism that facilitates the effective achievement of the cluster functions (as outlined by the IASC Reference Module) and the requirements of the HPC (HNO, HRP and CCPM) and which builds on pre-existing coordination structures where appropriate and furthers the development of current or future national and subnational coordination capacities.
- Oversee the functioning of any sub-national or hub Cluster/ Sector/ Working Group where they exist, ensuring alignment of work and priorities, effective communication, reporting, engagement, and coordination between the levels.
- Supervise the Cluster/ Sector/ Working Group coordination team.
- Ensure appropriate coordination and build partnerships with all relevant sector stakeholders including government counterparts and national authorities, local, national, and international organizations, and affected populations.
- Build complementarity in co-leadership of Cluster/ Sector/ Working Group and of partner actions within the Cluster/ Sector/ Working Group, pro-actively negotiating with partners to avoid and resolve duplication and gaps.
- Coordinate, collaborate and represent the Cluster/ Sector/ Working Group with stakeholders across all sectors, including through inter-cluster coordination fora, developing cross-sectoral relationships to strengthen and improve the humanitarian response as appropriate.

Needs assessment and analysis
- Lead the planning and implementation of needs assessment and analysis, including representing the Sector in multi-sectoral needs assessments and joint analysis of needs, at national and subnational levels.
- Analyze needs assessment data and work collaboratively with the Sector partners and Whole of Syria to create analytical products, including an HNO based on evidence-based information.
- Advocate for the funding and implementation of needs assessments and analysis by the Cluster, partners and inter-cluster/agency working groups.

Strategic response planning
- In liaison with Whole of Syria, lead, and coordinate for HCT area the strategic planning, response prioritization and the development of the sectoral response plan that is based on the HNO and aligned with national priorities, policies, and plans.
- Ensure all programme delivery modalities (in-kind, cash, voucher, and services) are given equal consideration in the strategic response planning and establish and implement systematic measures for supporting their consideration and use.
- Provide technical expertise and advice to Sector partners to ensure activities are relevant, appropriate and in line with national priorities and communities' needs.
- Liaise with Whole of Syria to ensure that the Sector response plan is updated regularly according to evolving needs and that it establishes indicators by which performance of the cluster can be measured.
- Engage with OCHA and other AoRs, Sectors and Working Groups to contribute to the development of the HRP, advocating for a response that reflects and addresses the concerns of the Sector.

Resource mobilization and advocacy
- Support and coordinate the mobilization of adequate resources to ensure the effective functioning of the Sector and its response and subsequent handing over and establishment of medium to long term capacities when the cluster approach is deactivated.
- Monitor, analyze and communicate information about the Sector financial situation and resource mobilization and identify appropriate actions to address gaps or constraints.
- Advocate for improved sectoral outcomes, by developing an advocacy strategy, networking with advocacy allies, influencing stakeholders' decision-making.
- Lead in mobilizing partners and OCHA for the response to support children who cross lines / borders to sit for the National Exams.

Implementation and monitoring
- Monitor, evaluate and report on the coverage, equity, quality, and progress of the response against the Sector strategy, priorities and agreed results.
- Plan and support gap and coverage analysis to identify spatial and temporal gaps, overlaps and coverage of the Sector humanitarian response.
- Monitor Sector adherence to IASC cluster approach principles, relevant humanitarian and sectoral agreements, standards, initiatives and guidelines and support partners to make improvements.

Operational peer review and evaluation
- Lead the annual cluster coordination performance monitoring (CCPM) exercise and annual review and contribute to other sectoral and humanitarian evaluations as appropriate.

Accountability to affected populations
- Be accountable to the affected population by establishing inclusive and consultative feedback mechanisms, creating meaningful opportunities for the involvement of the affected population in the response and encouraging partners to operate accountably.
- Ensure the inclusion of cross cutting issues (age, child protection, disability, gender, gender-based violence (GBV) mitigation and response and HIV & AIDS) in Cluster/ Sector/ Working Group activities throughout the HPC.
- Establish and implement systematic measures for supporting inclusive work practices and processes.
- Adhere to child safeguarding and PSEA policies including procedures for challenging and reporting incidents and ensure other members of the coordination team comply.

Strengthen national and local capacity
- Encourage participation of local and national actors in Sector activities and strategic decision-making, removing barriers to access.
- Lead the development of a capacity assessment and capacity strengthening strategy for Sector members and oversee implementation and harmonization of initiatives.
- Lead early warning, contingency planning, and emergency preparedness efforts for the Cluster/ Sector/ Working Group, ensuring adequate cluster participation in inter-cluster early warning, contingency planning, and emergency preparedness activities.

V. Competencies and level of proficiency required (based on UNICEF Professional Competency Profiles)

Core Values
Care, Respect, Integrity, Trust, Accountability, and Sustainability (CRITAS).

Core Competencies for Staff with Supervisory Responsibilities
- Nurtures, Leads and Manages People (2)
- 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)
- Drives to Achieve Impactful Results (2)
- Manages Ambiguity and Complexity (2)

Coordination Competencies
- Applies Humanitarian Principles, Standards and Guidelines (2)
- Applies Key EiE Concepts and Tools (2)
- Manages Education Programmes (2)
- Operates Safely and Securely (2)
- Demonstrates Commitment to a Coordinated Response (2)
- Promotes Cooperation and Collaboration (2)
- Demonstrates Accountability (2)
- Promotes Inclusion (2)
- Provides Influential and Strategic Leadership (2)
- Analyses and Communicates Information (2)
- Supports Resource Mobilization (2)
- Advocates for Improved Educational Outcomes (2)
- Monitors the Response (2)
- Strengthens National Capacity to Respond and Lead (2)

(See the GEC Competency Framework for Cluster Coordination for more information on the Coordination Competencies.)

VI. Recruitment Qualifications

Education:	An advanced university degree in one of the following fields is required: education, economics, pedagogy, psychology, sociology, international development, management, social sciences, or another relevant technical field.

Experience:	A minimum of 8 years of professional experience, preferably at the international level, in education programme planning, coordination and management and/ or research is required. Relevant experience in programme management in education within a UN system agency or organization is considered an asset. Experience in humanitarian contexts is required. Experience in development contexts is an added advantage. A minimum of two years of experience of Education Cluster/ Sector/ Working Group coordination is desirable. Experience of working in a senior management role or in cluster coordination within a complex country programme in an emergency response or protracted crisis, including experience in first phase emergency response, is strongly desirable. Experience in effective leadership and management of teams to deliver results in high stress/risk environments is desirable.
Language Requirements:	Fluency in English is required; knowledge of Arabic is considered an asset.

VII. Technical requirements

The post holder must demonstrate strong knowledge and skills in the following areas:

Humanitarian architecture, cluster approach and core functions
- Key process and features of the humanitarian programme cycle (HNO, HRP and CCPM), the humanitarian reform process and the transformative agenda, the Humanitarian-Development Nexus, and the Grand Bargain Commitments,
- IASC Guidance Note on Strengthening Participation, Representation and Leadership of Local and National Actors in IASC Humanitarian Coordination Mechanisms, IASC Results Group 1 on Operational Response, (2021),
- IASC Reference Module for Cluster Coordination at Country Level (2015),
- IASC Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response (2006).

Humanitarian principles, standards, and guidelines
- Core Commitments for Children in Humanitarian Action, (2020), UNICEF,
- The Sphere Handbook, (2018), Sphere,
- Core Humanitarian Standard on Quality and Accountability, (2014), CHSA,
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- Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations (NGOs) in Disaster Relief, (1994), ICRC,
- Accountability to Affected Populations: The Operational Framework, (2013), IASC,
- Principles of Partnership: A Statement of Commitment, (2007), ICVA,
- Availability, Accessibility, Acceptability, Quality (AAAQ) framework: A tool to identify potential barriers in accessing services in humanitarian settings, (2019), UNICEF,
- Statement on the Centrality of Protection in Humanitarian Action, (2013), IASC,
- Special Measures for Protection from Sexual Exploitation and Sexual Abuse, (2008), Secretary General Bulletin,
- Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action, (2015), IASC.

Education in Emergencies principles, standards, concepts, tools and resources
- Inter-Agency Network for Education in Emergencies Minimum Standards for Education: Preparedness, Response and Recovery, (2010), (INEE),
- Global Education Cluster Toolkit for effective cluster coordination and information management during all phases of the Humanitarian Programme Cycle,
- Emergency scenarios, their impact on children, education systems and communities,
- Rationale for EiE as a first response,
- Elements of a quality EiE response in all phases of emergencies including preparedness and DRR, access and learning environments, teaching, and learning, teachers and other education personnel and education policy,
- Key issues related to student learning and well-being including curriculum selection, psychosocial needs of learners, language needs of learners, certification and recognition of learning, teacher support,
- Key issues related to access to and quality of education and the learning environment including common barriers to education, identification, and support of vulnerable groups and out of school children, facilitating access to inclusive and safe learning environments and accessing cross-sectoral services and referrals,
- The role of teachers and education personnel in delivering quality EIE response, and strategies to include their voices in assessment and planning processes and to support teacher management (including pay), professional development and well-being in a coordinated manner,
- Inter-sections and overlaps with other clusters, sectors, approaches,
- Linkages with normative frameworks and policies relating to accountability to affected populations, inclusion and cross-cutting issues including age, disability, gender, and gender-identity, the centrality of protection and SGBV,
- EiE linkages with the education sector, its position in the humanitarian-development nexus and with key development concepts and agreements including Sustainable Development Goals, Goal 4: Quality Education,
- Education sector analysis and planning including the range of modalities for delivering education and linkages between different sub-sectors.