



UNITED NATIONS CHILDREN'S FUND (GENERIC) JOB PROFILE

I. Post Information

Job Title: **Chief, Education**
Supervisor Title/ Level: **Representative D1/D2
or Deputy Representative P5**
Organizational Unit: **Programme**
Post Location: **Country Office**

Job Level: **Level 5**
Job Profile No.:
CCOG Code: **1F**
Functional Code: **EDU**
Job Classification Level: **Level 5**

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: The Chief, Education Section GJP is to be used in a **large** Country Office (CO) where the Representative is at the D2/D1 level and the Education Programme is a component of the Country Programme (or UNDAF).

Purpose for the job: Under the overall guidance of the Representative or Deputy Representative, the Chief, Education is accountable for the development, design, planning, implementation, and management of the Education programme within the country programme. As Head of Section, s/he leads a group of professional and support staff to develop and manage the education programme in collaboration with other programme sectors, and with government and key development partners. S/he is accountable for the overall quality of the programme design and for ensuring that it is effectively and efficiently managed and monitored.

The Chief is responsible for managing and leading all stages of education programmes/projects from strategic planning and formulation to delivery of results on strengthening national education systems to improve learning outcomes, universal access to equitable and inclusive primary/early childhood education, and renewing involvement in secondary education, especially for children who are marginalized, disadvantaged and excluded in society.

The Chief is responsible for leading, managing and establishing the plans of action to ensure the achievement of concrete and sustainable programme/project 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. **Managerial leadership**
2. **Programme development and planning**
3. **Programme management, monitoring and quality control of results**
4. **Advisory services and technical support**
5. **Advocacy, networking and partnership building**
6. **Innovation, knowledge management and capacity building**

1. Managerial leadership

- Establish the section's annual work plan with the education team, and set priorities and targets. Monitor work progress and ensure results are achieved according to schedule and performance standards.
- Establish clear individual performance objectives, goals and timelines; and provide timely guidance to enable the team to perform their duties responsibly and efficiently. Plan and ensure timely performance management and assessment of the team.
- Supervise team members by providing them with clear objectives, goals, direction, and guidance to enable them to perform their duties responsibly, effectively and efficiently

2. Programme development and planning

- Lead the planning and updating of the situation analysis to ensure that current and comprehensive data is available to guide UNICEF's strategic policy advocacy, intervention and development efforts on education programmes and to set programme priorities, strategies, and implementation plans.
- Keep abreast of national, regional and international development priorities on education to leverage UNICEF's position and competencies with donors, national governments, communities and constituents to advocate and promote education initiatives and policies.
- Lead, coordinate and supervise the development of education programmes/projects (as a full component of the CO and/or UNDAF programmes). Establish plans of action, programme goals and results, using results-based planning methodology and terminology (RBM).
- Oversee the timely preparation of programme recommendation and related documentation for inclusion in the Country Office Programme recommendation, ensuring alignment with UNICEF's overall Strategic Plans, regional strategies and national priorities, plans and competencies.
- Collaborate with colleagues and partners to develop partnership frameworks to address specific needs and to leverage resources for enhancing education programmes/projects. Ensure synergy, integration, coherence, and harmonization of programmes and projects with UNICEF Strategic Plans and priorities, donors' development strategies and policies, national priorities, and UN System development interventions and initiatives.

3. Programme management, monitoring and quality control of results

- Plan and collaborate on monitoring and evaluation initiatives to establish benchmarks, performance indicators and other UNICEF/UN system indicators, to assess and strengthen performance accountability, coherence and delivery of concrete and sustainable results on education programmes.
- Participate in major monitoring and evaluation exercises, programme reviews and annual reviews with government and other counterparts to assess progress and to engage stakeholders to take required action and interventions to achieve results.
- Prepare and assess monitoring and evaluation reports to identify gaps, strengths, and/or weaknesses in programme and management; identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.

- Monitor programmes and projects to assess progress, identify bottlenecks and potential problems and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.
- Plan, approve, monitor, certify, and control the use of programme resources (financial, human, administrative and other assets) certifying & verifying compliance with organizational rules, regulations and procedures, donor commitments and standards of accountability and integrity. Ensure timely reporting and liquidation of resources.
- Prepare and submit programme and project reports to donors and other partners to keep them informed on programme progress and critical issues.

4. Advisory services and technical support

- Provide technical advice to key government officials, NGO, UN system and other country office partners on strategies and best practices to influence approaches and policies, and to support social, economic, political, and legal development planning, implementation and delivery of results on education programmes and related issues.
- Coordinate and ensure the availability of technical experts (with Regional Office/HQ) to ensure timely support throughout all stages of programming and project implementation.
- Participate in strategic discussions to influence policy and agenda setting for combating all forms of discrimination against children by advising on and advocating strategies and approaches to promote universal access to equitable and inclusive education for children in the country

5. Advocacy, networking and partnership building

- Build and strengthen strategic partnerships through networking and advocacy with local and national governments, UN system agency partners, donors, internationally recognized institutions, NGOs, funding organizations, research institutes and private sector to reinforce cooperation and/or pursue opportunities, leverage funds, to promote goals and achieve sustainable and broad results on education programmes.
- Design communication strategies, implementation plans and activities for maximum communication impact and outreach to promote awareness, establish partnerships for sustainable results, and to support fund raising for UNICEF and Country Office programmes on education.
- Participate and/or represent UNICEF in inter-agency (UNCT) discussions and planning on education and related issues to ensure organizational position, interests and priorities are fully considered and integrated in the UNDAF development planning and agenda setting process. Collaborate with inter-agency partners and colleagues on the UNDAF planning and preparation of programmes/projects including emergency preparedness.

6. Innovation, knowledge management and capacity building

- Promote critical thinking, innovative approaches and good practices for sustainable education programming initiatives through advocacy and technical advisory services.
- Keep abreast, research, benchmark, introduce and implement best and cutting edge practices on education and management. Institutionalize and disseminate best practices and knowledge learned.
- Lead the development of policies and procedures, and introduce innovation and best practices to ensure optimum efficiency and efficacy of sustainable programmes and projects.
- Lead, plan and implement capacity building initiatives to enhance the competencies of 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, contributes to the achievement of goals and objectives to improved learning outcomes and universal access to quality, equitable and inclusive 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 values and competency Required (based on the updated Framework)

i) Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

ii) 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)
- Drive to achieve impactful results (2)
- Manages ambiguity and complexity (2)

*The 7 core competencies are applicable to all employees. However, the competency Nurtures, Leads and Managers people is only applicable to staff who supervise others.

VI. Technical Competencies

Technical competencies must be demonstrated in most of the following areas:

- **In-depth 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).
- **Extensive knowledge of global developments in education and international engagement strategies**, including the application of the equity lens and human rights perspectives to programming.
- **Strong ability to undertake 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.
- **Strong 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.
- **Strong 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.
- **Rigorous programme management capacity in education**, including programme design, costing, monitoring and evaluation (including areas like classroom assessment, standardized learning assessment, examinations, impact evaluation) and reporting.
- **Strong ability to engage 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.
- **Strong 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.
- **Good understanding of policies and strategies** to address issues related to resilience for CO and RO based post and where relevant: risk analysis and risk management, education in conflict situations, natural disasters, and recovery.

VII. Recruitment Qualifications

Education:	An advanced university degree in one of the following fields is required: education, economics, psychology, sociology or another relevant technical field.
Experience:	<p>A minimum of ten years of professional experience in programme planning, management, and/or research in education at the international level is required.</p> <p>Experience working in a developing country is considered as an asset.</p> <p>Relevant experience in a UN system agency or organization is considered as an asset.</p> <p>Familiarity/ background with emergency is considered as an asset.</p>
Language Requirements:	Fluency in English is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset.

Child Safeguarding Certification

(to be completed by Supervisor of the post)

[Child Safeguarding](#) refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF’s work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

<p>1. Is this position considered as "elevated risk role" from a child safeguarding perspective?* If yes, check all that apply below.</p>	<p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>
<p>2a. Is this a Direct* contact role?</p> <p>2b. If yes, in a typical month, will the post incumbent spend <u>more than 5 hours</u> of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.</p> <p><i>*"Direct" contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3a. Is this a Child data role? *:</p> <p>3b. If yes, in a typical month, will the incumbent spend <u>more than 5 hours</u> manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos)</p> <p><i>* "Personally-identifiable information", in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a "child data role".</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>4. Is this a Safeguarding response role*</p> <p><i>*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations)</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>5. Is this an Assessed risk role*?</p> <p><i>*The incumbent will engage with particularly vulnerable children¹; or Measures to manage other safeguarding risks are considered unlikely to be effective².</i></p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

¹ Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No 'baseline' vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training).

² i.e. the role-risk will be compounded by other residual risks.