

### Terms of Reference

<b>Title &amp; Level</b>	Education Officer, NO-B (TA)
<b>Location</b>	Freetown Sierra Leone
<b>Duration</b>	364 Days
<b>Reporting to</b>	Gender Programme Specialist
<b>Budget Code/PBA No</b>	
<b>Project and activity codes</b>	

## BACKGROUND

UNICEF works in some of the world's toughest places to reach the world's most disadvantaged children. To save their lives. To defend their rights. To help them fulfil their potential. UNICEF Sierra Leone country office is one of the offices through which UNICEF promotes the rights of every child, everywhere, in everything the organization does — in programmes, advocacy, and operations. The equity strategy, emphasizing the most disadvantaged and excluded children and families, translates this commitment to children's rights into action.

The Education Programme is a key component of the Sierra Leone Country Programme, aiming to enhance policy and legal frameworks for the realization of children's right to education and strengthen the accountability of the education system, legislators and policymakers to families, children and the public to deliver on commitments to equitable and inclusive education while promoting safety and security of children from any form of violence in and around school in the context of the Education Sector Plan 2022-2026 and other relevant policies such as the Comprehensive School Safety Policy, the Radical Inclusion Policy and the Education Act 2023. The programme intensifies interventions to support the achievement of SDG 4 which focuses on education across all categories and quality and quantity and SDG 5 on gender equality.

In alignment with the global Safe to Learn Call of Action, the Government of Sierra Leone has committed to ensuring the translation of benchmarks, minimum standards, policies, and commitments for safe schools into practice at the school and community levels. As part of this commitment, UNICEF with partners like the United Nations Girls' Education Initiative (UNGEI) and Irish Aid is supporting the government's effort in scaling up the previously tested and proven model of the Whole School Minimum Standards to tackle school-related gender-based violence (SRGBV), covering various areas such as school leadership, Code of Conduct, child rights, reporting mechanisms, and community and parent engagement.

## PURPOSE OF THE TEMPORARY APPOINTMENT (TA)

Under the supervision of the Gender Programme Coordinator, the Education Officer provides professional technical, operational, and administrative assistance with specific focus on the safe learning and gender equality components of the education programme.

More specifically, the Education Officer will support the Gender Programme Specialist in the development, implementation, monitoring, reporting and evaluation of key deliverables in the areas of addressing harmful gender norms (including ending child marriage, female genital mutilation and supporting pregnant/young mothers) and SRGBV, and will provide gender expertise within the whole programme cycle, fostering a multi-sectoral approach.

## SUMMARY OF KEY FUNCTIONS/ACCOUNTABILITIES

### 1. Support to programme development and planning

- Contribute to the preparation and updating of the situation analysis for the development, design and management of education related programmes/projects. Research and report on development trends (economic, social, health etc.) and data for use in programme development, management, monitoring, evaluation, and delivery of results.
- Contribute to the development and establishment of sectoral programme goals, objectives and strategies and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and goal setting with a focus on gender equality and equity.
- Provide technical and administrative support throughout all stages of programming processes by executing and administering a variety of technical programme transactions, preparing materials and documentation, and complying with organizational processes and management systems, to support programme planning, results-based planning (RBM) and monitoring and evaluation of results.

## **2. Programme management, monitoring and delivery of results**

- Work closely and collaboratively with internal colleagues and partners to collect, analyse and share information on implementation issues.
- Suggest solutions for programme implementation and submit reports to alert appropriate officials and stakeholders for higher-level intervention and/or decisions. Keep a record of reports and assessments for easy reference and/or to capture and institutionalize lessons learned.
- Participate in monitoring and evaluation exercises, programme reviews and annual sectoral 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 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-related issues to support programme implementation, operations, and delivery of results.

## **4. Innovation, knowledge management and capacity building**

- Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders with a focus on the areas of gender, harmful gender norms such as child marriage, and SRGBV as well as supporting pregnant/young mothers.
- Apply innovative approaches and promote good practice to support the implementation and delivery of concrete and sustainable programme results.
- Research 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/stakeholders on gender equality, gender transformative programming and implementation.

## **QUALIFICATIONS OF SUCCESSFUL CANDIDATE**

### **Education**

A university degree in one of the following fields is required: education, psychology, gender, sociology or another relevant technical field.

### **Required Experience**

- A minimum of two years of progressively responsible work experience in programme planning, management, and/or research in education is required.
- Relevant professional experience in implementing interventions related to prevention and response of SRGBV, social and behavioral change to end harmful gender norms (including ending child marriage, female genital mutilation and supporting pregnant/young mothers), gender equality, support to MoE/Govt. to ensure national policies and legislative frameworks embed violence prevention and response, in education sector planning, budgeting, reporting, and monitoring.
- Experience in working with the government.
- Good computer skills, including excel, internet navigation and various office applications.
- Experience working in the UN or other international development organization is an asset.

### **Language requirements**

Fluency in English is required. Knowledge of Krio is encouraged.

### **Technical Knowledge**

- Extensive knowledge of gender equality, women and girls empowerment, and inequity issues in relation to education and development and the application of gender /disability/ equity analysis to policy and planning in education.
- Good capacity in programme management in education, including programme design, costing, monitoring and evaluation and reporting.
- Knowledge of cross-cutting issues affecting access and quality learning.
- Understanding of gender and inequity issues in relation to education and development and the application of gender /disability/ equity analysis to policy and planning in education.
- Ability to support policy dialogue translation of analytical findings and evidence into development programme and policy discussions around equity and learning with partners, including government, development partners, CSOs and academia in relevant areas.

### **Other Skills**

- Ability to build cross-sectional or cross-organizational partnerships.

## **COMPETENCIES OF SUCCESSFUL CANDIDATE**

### **Core Values**

- Care
- Respect
- Integrity
- Trust
- Accountability
- Sustainability

#### **Core 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 impactful results (2)
- Manages ambiguity and complexity (2)
- Nurturing, Leads and Manages People (1)

#### **Functional Competencies**

- Analyzing (2)
- Applying technical expertise (2)
- Learning and researching (2)
- Planning and organizing (2)

VI. Signatures/Job Description Certification	
Requested by:	
Name:	Date:
Title: <b>Chief, Education Section</b>	
Reviewed by:	
Name:	Date
Title: <b>OiC, Human Resources Manager</b>	
Endorsed by:	
Name:	Date
Title: <b>Deputy Representative, Programmes</b>	
Approved by:	
Name:	Date
Title: <b>Representative</b>	