|  |  |  |  |
| --- | --- | --- | --- |
| UNICEF | UNITED NATIONS CHILDREN'S FUND | | |
| **I. Post Information** |  | | |
| Job Title: Education Specialist  Supervisor Title/ Level: Chief of Field Office (P5)  Organizational Unit: Programme  Post Location: Ethiopia Country Office | | Job Level: Level 3 Job Profile No.  CCOG Code:  Functional Code: EDU  Job Classification Level: Level 3 | |
| **Il. 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. This is especially true in emergency contexts where children often lose their homes, family members, friends, safety and routine. 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. 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. Further, integrating equity into emergency responses can help mitigate against the factors that give rise to crises. For meaningful and sustainable impact for children affected by these emergencies, this equity focus requires complementary action between humanitarian and development approaches.  **Job organizational context**: The outbreak of the current conflict in Northern Ethiopia between November 2020 and November 2022, caused widespread destruction to public and private infrastructure and resulted widespread displacement across the three regions of Northern Ethiopia. According to sector specific damage assessment reports, the highest damage was experience in the education sector, health, and water with 88% of education facilities, over 80% of health facilities and more than 70% of urban and rural water supply systems damaged across the region. As the conflict intensified and spread, basic social services as well as community-based safety networks have been disrupted, exacerbating children's exposure to protection risks, including abuse, exploitation, gender-based violence, family separation, and harmful coping mechanisms. The repeated displacements and attempts to return to the areas of origin linked to the conflict dynamics have further exacerbated the stress for children and caregivers and exposed an estimated 846,000 children to extensive protection concerns.  **Justification:** The education sector has been particularly hard hit these past few years, firstly because of the COVID pandemic leading to the closure of schools from March 2020 and then with the unfolding of the conflict in June 2020. While public schools officially reopened on May 01, 2023, an estimated 2.3 million school aged children were out of school for more than 3-years. For most of these children, the risk that they may drop out permanently and not continue their education open is a serious concern for the future economic and social development of the region.  With the signing of the Permanent cessation of Hostilities in November 2022 and opening of schools on May 01, there is a significant opportunity to support children and adolescents in Tigray to go back to school and pursue their goals for the future. However, many challenges remain as both teachers and students are traumatized, and some children are prevented from returning where schools are damaged, or parents are not able to afford basic learning supplies. Moreover, the quality of education is a grave concern given that teachers were out of their post for over two years and woreda level coordination and administrative structures have extremely limited resources to provide inspection and supervision support.  **Purpose of the Job:** Under the overall guidance and direction of the Chief of Field office (P5) and in consultation with the Emergency Manager (P4) and the Chief of Learning and Development (P5), the Education Specialist will support the Education Programme in managing the Education in Emergencies and Recovery/rehabilitation response plan for the Tigray region, contributing to knowledge development/innovation, supporting resource mobilization, grants and project management and developing and preparing education in emergency and recovery strategies, and programs/projects.  The Specialist will provide authoritative technical guidance/operational support throughout all stages of programming to facilitate the management and delivery of results on strengthening the education in emergencies response, and the recovery of institutions and systems to harness the humanitarian-development nexus, improve learning outcomes, promote universal access to and equitable and inclusive primary, pre-primary, secondary and alternative skills development learning programmes.  Further, the Specialist will contribute to the achievement of concrete and sustainable programs/projects results according to plans, allocation, results based-management approaches and methodology (RBM) and UNICEF’s Strategic Plans, standards of performance and accountability framework. | | | |
| **Ill. Key functions, accountabilities, and related duties/tasks**   1. **Provide programme management advisory support at regional level.**  * Provide inputs and coordinate with national and regional authorities during the development of annual workplans, continency plans and emergency response plans, including developing strategies and determining priorities/targets for performance measurement in coordination with the programme colleagues at national level. * Coordinate work progress monitoring and ensure results for the education programme in Tigray are achieved according to schedule and performance standards and report to Chief of Education and Chief of Field Office, critical issues for timely action. * Provide technical assistance/advice to colleagues in the Section on all aspects of programming and implementation for the education in emergencies response, recovery and system strengthening, to ensure integrated programming with other sections and enable colleagues to achieve program/performance objectives. * Provide advice and inputs to the chief of section and senior management in providing quality assurance for proposals, donor reports and management of strategic partnerships for the education programme.  1. **Program Development and Planning**  * Plan and/or provide technical assistance and operational support to the preparation/design and conduct/update of situation analysis to ensure that current comprehensive and evidence based data on EiE, accelerated education, distance and digital based learning, early education system recovery, education in emergency, non-formal skills development, disability and inclusive education issues (among others) are available to guide UNICEF’s strategic policy advocacy, intervention and development efforts and set program priorities, strategies, design and implementation plans. * Keep abreast of national/regional/international development priorities on education, peace-building education, skills development for out-of-school adolescents and young people and digital learning technologies. * Spearhead and coordinate efforts to develop alternative learning pathways for OOS A&Y people to access secondary and non-formal vocational skills training, in coordination with the protection, SBC and other UNICEF programme sections. * Formulate, design and prepare inputs for programs/projects proposal related to education in emergencies and system recovery for the sector, ensuring alignment with the overall UNICEF’s Strategic Plans and Country Program and coherence/integration with UN Development Assistance Framework (UNDF), regional strategies and national priorities. * Coordinate with national colleagues to establish specific goals, objectives and strategies and implementation plans for the Education programme using results-based planning terminology and methodology (RBM). Prepare required programme documents with implementing partners for program review and approval. * Work closely and collaboratively with internal and external colleagues and partners to discuss strategies and methodologies and to determine priorities/competencies to ensure the achievement of concrete planned results for the Education programme. * Provide authoritative technical and operational support throughout all stages of programming processes to ensure integration, coherence and harmonization of the education programs/projects in Tigray and Northern Ethiopia with other UNICEF sectors and achievement of results as planned and allocated.  1. **Program management, monitoring and quality control of results.**  * Plan and/or collaborate with monitoring and evaluation initiatives to establish benchmarks, performance indicators and other UNICEF/UN cluster system indicators, to assess/strengthen performance accountability, coherence, and delivery of concrete and sustainable results in education in emergencies programs. * Participate in rapid assessment exercises, major monitoring and evaluation exercises, program reviews and annual reviews with implementing partners and other counterparts to assess progress and to engage stakeholders to take required action/interventions to achieve results. * Prepare/assess monitoring and evaluation reports to identify gaps, strengths/weaknesses in program and management, identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals. * Monitor programs/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, monitor and control the use of program 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. * Submit/prepare program/project reports related to education the Education Programme in Tigray to donors and other partners to keep them informed on program progress and critical issues.  1. **Advisory services and technical support**  * Provide technical advice to key government officials, NGO, implementing partners, Education cluster partners, UN system and other country office partners on policies, strategies, best practices, and approaches on education in emergencies, early system recovery, and harnessing the humanitarian-development nexus (among other related issues) to support program development planning, implementation and delivery of results. * Coordinate/ensure the availability of technical experts (with Regional Office/HQ) to ensure timely support throughout all stages of programming/project processes. * Participate in strategic discussions to influence policy and agenda setting for combating poverty and all forms of discrimination against women/children by advising on and advocating strategies and approaches to promote universal access to and equitable and inclusive education for children in Tigray and Northern Ethiopia, with a focus on the humanitarian affected children. * Prepare policy papers, briefs and other strategic program materials on education and education in emergencies for management use, information and consideration. * Participate in annual planning exercise with the Regional Education Bureau and provide technical advocate and leadership to ensure emergency preparedness and disaster risk reduction, and contingency planning is reflected within both UNICEF and sector plans at regional level to ensure proactive and appropriate response are in place to meet onset of emergencies nationally or other designated locations**.**  1. **Advocacy, networking, and partnership building**  * Build and strengthen strategic partnerships through networking and advocacy with local/national governments, UN system agency partners, donors, internationally recognized institutions, NGOs, funding organization, research institutes and private sector to reinforce cooperation and/or pursue opportunities to promote goals and achieve sustainable and broad results on education. * Prepare communication strategies and implementation plans and activities for maximum communication impact and outreach to promote awareness, establish partnership/alliances for sustainable results and support fund raising for UNICEF and Country Office education programmes and emergency interventions. * Participate and/or represent UNICEF in Inter-Agency (UNCT) discussions and planning on education in emergencies and related issues to ensure organizational position, interests and priorities are fully considered and integrated in the UN planning process in the humanitarian planning and agenda setting. Collaborate with Inter-Agency partners/colleagues OCHA, UN clusters planning and preparation of programs/projects including emergency preparedness.  1. **Innovation, knowledge management and capacity building**  * Promote critical thinking and innovative approaches and good practices for sustainable education in emergencies programs/projects initiatives through advocacy and technical advisory services and promoting the HDN. * Keep abreast, research, benchmark, introduce and implement best and cutting-edge practices on education in emergencies, early recovery, accelerated education, disability inclusion, and management and information systems. Institutionalize and disseminate best practices and knowledge learned. * Contribute to the development of policies and procedures and introduce innovation and best practices to ensure optimum efficiency and efficacy of sustainable programs and projects. * Organize/plan/implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education in emergencies and related programs/projects. | | |

|  |  |
| --- | --- |
| **IV. Impact of Results** | |
| The strategic and effective advocacy, planning and formulation of education in emergencies programs/projects and the achievement of sustainable results in the Tigray region and Northern Ethiopia, contribute to achievement of goals and objectives to improve learning outcomes and increase access to equitable, inclusive, and universal access to education in the country. Achievements in education programs and projects in turn contribute to maintaining/enhancing the credibility and ability of UNICEF to provide program services for mothers and children that promotes greater social equality and supports social cohesion and economic recovery in post-conflict contexts across the country. | |
| **V. Competencies and level of proficiency required (based on UNICEF Professional Competency Profiles)** | |
| Core Values  Commitment  Diversity and inclusion Integrity  Core competencies.  Communication (Il)  Working with people (Il)  Drive for results (Il) | Functional Competencies:  Leading and supervising (l)  Persuading and Influencing [Il]  Formulating strategies and concepts (Il)  Planning and Organizing [Il]  Analyzing (Ill)  Deciding and Initiating action (Il)  Applying technical expertise (Ill) |
| **VI. Technical Competencies** | |
| Technical competencies must be demonstrated in the following areas:   * Good 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). * Good knowledge of global developments in education in emergencies and international engagement strategies, including the application of the equity lens and human rights perspectives to programming. * Good ability to support 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. * Good education in emergencies and policy sector analysis capacity, including understanding of the Core Commitment for Children (CCC), core education data sets, indicators, tools for analysis of equity, determinants of student access and learning, budget, cost and financing, education system management, UN Cluster system, political economy, and application to education in emergencies and strategic planning. * Good ability to support engagement with partners (e.g. Sector Wide Approaches, Global Partnership for Education, Education in Emergency Clusters and Technical Working Groups, Education Donor Groups, Delivering as One, Inter-sectoral partnerships such as in ECD and adolescent skills development), as well as networking with other key partners. * Good education in emergencies planning knowledge/ability, including the range of modalities for delivering education in emergencies, linkages between different sub-sectors (e.g. ECD, Primary, Secondary, Tertiary, Inclusive Education), key institutional structures, components, and processes, as well as governance issues. * Demonstrates commitment to Humanitarian Principles. * Demonstrates commitment to Principles of Partnership. * Communicates, works and networks effectively with a wide range of people to reach broad consensus on a well-coordinated response, and demonstrates leadership where required. | |

|  |  |
| --- | --- |
| **VII. Recruitment Qualifications** | |
| Education: | Masters' degree in a subject area relevant to the education programme needs, education, primary education, teacher training or social sciences. |
| Experience: | At least 5 years progressively responsible humanitarian work experience with UN and/or NGO, including programme management and/or coordination in the first phase of a major emergency response.  Included in the above: minimum of 5 years specific substantive and technical experience in emergencies programme planning, management, and/or research in education at the international level, some of which preferably in a developing country is required. |
| Language Requirements: | Fluency in English is required. Knowledge of another official UN language or local language of the duty station is considered as an asset. |

