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|  | **UNITED NATIONS CHILDREN’S FUND**  **JOB PROFILE** |

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| **I. Post Information** | |
| Job Title: **Education Officer** (Temporary Appointment- initially for 364 days, subject to extension depending on funding and performance)  Supervisor Title/ Level: **Education Specialist (Alternative education and Education in Emergencies), P-3**  Organizational Unit: **Education Programme**  Post Location: **Yangon** | Job Level: **Level 2**  Job Profile No.:  CCOG Code: **1F**  Functional Code: **EDU**  Job Classification Level: **Level 2** |

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| **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 programs, 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 Education Officer (EiE) works as part of the Education section of UNICEF Myanmar Country Office.  Specifically, the Education Officer works within the education programme’s output on Alternative Education and Education in Emergencies, and reports to the Education Specialist (P3) who manages the Output.    The Education Officer closely works with the NOC Education Specialist, Education in Emergencies, Yangon, as well as Education staff located in UNICEF field offices in Rakhine, Kachin, Chin, Kayin and Shan to coordinate education emergency.  The position works closely with other members of the Education section. In addition, the position works closely with other relevant programme sections, such as Child Protection and WASH, as well as the Supply/Logistics section, the Emergency section, PME and others.  **Purpose for the job**  Under the guidance and supervision of Education Specialist (P3), the Education Officer (EiE) supports the planning and implementation of education interventions to support safe and continuous learning of children who are affected by conflict, current crises in Myanmar.  The Education Officer is responsible for day to day progress tracking, monitoring and reporting; and liaison with relevant UNICEF program sectors, EiE Sector and non-government stakeholders. S/he will also take responsibility for supply chain monitoring, and support to Field Offices in the implementation of this program.  While the current context would require flexibility and resilient programming, the Education Officer contributes to the achievement of concrete and sustainable results according to plans, allocation, results based-management approaches and methodology (RBM), as well as UNICEF’s Strategic Plans, standards of performance and accountability framework. The Education Officer is expected to carry out functions in a most agile, responsive and fastest way to support UNICEF Myanmar Education in order to provide education emergency response to most advantaged children in the country. |

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| **III. Key functions, accountabilities and related duties/tasks** *(Please outline the key accountabilities for this position and underneath each accountability, the duties that describe how they are delivered. Please limit to four to seven accountabilities)* |
| * **Support to programme development and planning** * **Programme management, monitoring and delivery of results** * **Technical and operational support to programme implementation** * **Networking and partnership building** * **Innovation, knowledge management and capacity building**   **Summary of key functions/accountabilities:**  **1. Support to program/project development and planning**   * Support the design of Education in Emergency interventions to address the needs of children affected by conflicts and crises. * Contribute to the education situation analysis focusing on education in emergencies to ensure that current, relevant evidence-based data on education issues are available to guide UNICEF’s interventions and advocacy * Provide technical and administrative support throughout all stages of programming processes by executing and administering a variety of technical programme transactions, preparing materials and documentations, and complying with organizational processes and management systems, to support programme planning, results based planning (RBM) and monitoring and evaluation of results. * Work closely and collaboratively with internal and external colleagues and partners to discuss strategies and methodologies to ensure the achievement of set results.  1. **Program management, monitoring and delivery of results**  * Work closely and collaboratively with internal colleagues and partners with relevant EiE tools, information and advice with a view to ensure effective delivery of education emergency response. * Undertake frequent travels to the project sites to assist in the implementation of EiE interventions. * Support logistical aspects of Education in Emergency supplies and end user monitoring. * 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 verify the optimum and appropriate use of sectoral programme resources (financial, administrative and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity, ensuring timely reporting and liquidation of resources. * Provides inputs to rapid needs assessments, flash appeals and other CO and EiE sector updates. * 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. * 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.  1. **Technical and operational support to program implementation**  * Provide technical guidance and operational support to NGO partners, UN system partners, education and EiE sector partners and country office partners/donors on interpretation, application and understanding of UNICEF policies, strategies, processes and best practices and approaches on Education in Emergencies * Participate in the education sector, EiE sector and inter-cluster coordination meetings (Education, WASH, Nutrition and CP working group) as needed and to update the inter-cluster partners and to ensure the effective integration of interventions  1. **Networking and partnership building**  * Build and sustain effective close working partnerships with relevant government counterparts, national stakeholders, global partners, donors, and academia through active networking, advocacy and effective communication to build capacity, exchange knowledge/expertise and to reinforce cooperation to achieve sustainable and broad results on education programmes. * Draft communication and information materials for CO programme advocacy to promote awareness, establish partnerships and alliances, and support fund raising for education programmes. * Prepare communication and information materials for CO programme advocacy to promote awareness, establish partnerships and support fund raising for education programmes.  1. **Innovation, knowledge management and capacity building**  * Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders. * 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. |

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| **IV. Impact of Results** (*Please briefly outline how the efficiency and efficacy of the incumbent impacts its office/division and how this in turn improves UNICEF’s capacity in achieving its goals)* |
| The efficiency and efficacy of support provided by the Education Officer to programme preparation, planning and implementation, contributes to the achievement of sustainable results to improve learning outcomes and universal access to quality, equitable and inclusive education. Success in education programmes and projects in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide programme services for mothers and children that promotes greater social equality in the country. |

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| **V. Competencies and level of proficiency required (please base on UNICEF Competency Profiles)** | |
| **Core Values**   * Care * Respect * Integrity * Trust * Accountability   **Core Competencies**   * Build and maintains partnerships * Demonstrates self-awareness and ethical awareness * Innovates and embraces change * Drive to achieve results for impact * Manages ambiguity and complexities * Thinks and acts strategically * Works collaboratively with others | **Functional Competencies**:   * Formulating strategies and concepts (I) * Analyzing (II) * Applying technical expertise (II) * Learning and researching (II) * Planning and organizing (II) |

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| **VI. Recruitment Qualifications** | |
| Education: | A university degree in one of the following fields is required: education, psychology, sociology or another relevant technical field. |
| Experience: | A minimum of two years of professional experience in programme planning, and management in education or related sector is required.  A minimum of 1 year of professional experience in emergency work is required.  Experience in Education in Emergency is considered as a strong asset.  Experience in education sector coordination, or education in emergency sector coordination is considered as a strong asset.  Experience with partner capacity building will be desirable.  Relevant experience in a UN system agency will be considered as an asset. |
| Technical knowledge: | Rights-based and Humanitarian program approaches  Exposure to and knowledge of Myanmar’s Education in Emergency sector  Diversity awareness in programming, e.g. gender, disability, conflict-sensitivity |
| Language Requirements: | Oral and written English required. |