



## UNITED NATIONS CHILDREN'S FUND JOB PROFILE

### I. Post Information

**SENDER:** Chipiliro Santhe  
**JOB DESCRIPTION TYPE:** Specific Job Description  
**POST NUMBER/ CASE NUMBER:** MLW21005  
**POST/CASE NUMBER OF SUPERVISOR:** ECD Specialist  
**REASON FOR CLASSIFICATION:** Upgrade  
**REGION/DIVISION:** ESARO  
**COUNTRY:** Malawi  
**DUTY STATION:** Lilongwe  
**OFFICE:**  
**SECTION:**  
**UNIT:** Programme Section, Nutrition

**CATEGORY:** NO  
**PROPOSED LEVEL:** NOC  
**JOB TITLE:** Education Specialist (Early Childhood Education (ECE)  
**Functional Code:** EDU  
**ICSC CCOG Code:** 1F

### II. Organizational Context and Purpose for the job

#### BACKGROUND

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.

#### Strategic office context:

The overall goal of the UNICEF Malawi Country Programme of Cooperation, 2019-2023, is to contribute to the Government of Malawi's efforts to implement and decentralize policies related to children, focusing on the most disadvantaged and deprived, to have their rights progressively respected and fulfilled so they can survive, grow and develop to their full potential in an inclusive and protective society. The country programme is aligned with country and UNICEF regional and global priorities and expected to contribute to the Malawi Growth and Development Strategy (MGDS) III, 2018-2022, and the United Nations Development Assistance Framework (UNDAF), 2019-2023, while concurrently working toward the achievement of the Sustainable Development Goals (SDGs).

Three pillars have been envisioned to comprise the new country programme that are supportive of a rights-

based, equity-focused and life-cycle approach, including (1) Early childhood (ECD), aged 0-5, with a focus on the first 1,000 days; (2) School-aged children, aged 6 up to 18, with a focus on young adolescents, aged 10-14; and (3) Child-friendly, resilient communities that support an enabling environment for the realization of the goals of the other two pillars encompassing the full life cycle of childhood. While some strategic interventions will be at scale, the country programme will predominantly concentrate on the convergence and integration of strategic interventions around the interrelated pillars in a core set of districts and traditional authorities, selected using various criteria, including multi-dimensional child poverty. As per the current Country Programme, all the services required by children of the 3-6 years age group lie with Pillar-1. The position is expected to provide additional support to the integrated ECD framework support in the area of early learning.

#### **Purpose for the job:**

The incumbent will function in a matrix management model, where there will be a matrixed reporting line. The incumbent will be under the direct technical and line supervision of the P3 EDC Specialist and matrixed supervised by P3 Education Specialist (Primary Education) in the Education section (Pillar 2).

Under the overall guidance and direction of both the P3 Early Childhood Development Specialist and the P3 Education Specialist (Primary Education), the **Education Specialist (Early Childhood Education (ECE))** is expected to provide technical guidance, operational support and coordination throughout all stages of programming to facilitate the management and delivery of results through key global, regional and country partnerships for early childhood care and education.

The Specialist contributes to the design of effective programmatic and partnership strategies for early learning as part of the broader education programme, and 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 frameworks.

The Specialist is expected to focus on design and support of quality early learning experiences in Community Based Care Centres (CBCC), homes and classrooms, via quality curricula, teacher training modules, parenting programmes, etc. and work closely with ECD Specialist, who oversees multi-sectoral early childhood development (ECD) across all sectors.

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

1. The Specialist is expected to provide technical support as part of the education team and in partnership with counterparts and partners with a specific focus on the following elements:
2. Early Childhood Education (ECE) sub-sector analysis, policy & costed plans, drawing on available global and regional tools and frameworks, and contributing to the development of Malawi specific guidance as relevant. As a result, planned ECE sub-sector analyses and planning activities are completed, all sector analysis and planning processes supported by UNICEF include ECE, all with comprehensive and system-level attention to ECE.
3. Design and oversight of research on early childhood and school readiness looking at evidence on programmes and policies relevant to the country context. As a result, experience and perspectives on school readiness, including school readiness assessment, are compiled and used to guide new developments in this area.
4. Integration of ECE quality standards in existing EMIS and Quality assurance systems is strengthened. As a result, countries are progressively supported to develop or strengthen mechanisms to systematically implement quality standards so that data can be collected and used at center/school and national-level to strengthen quality of ECE provision.
5. Collect, compile, catalogue and analyze data and resources related to early childhood education in collaboration with other partners. As a result, a 2019 country update on ECE is compiled and finalized.
6. Develop, review and finalize communication materials, reports, briefs, concept notes, proposals and other related outputs with a focus on ECE. As a result, UNICEF is able to effectively communicate and report on programmes and results in ECE, and also to mobilize new resources and partnerships for ECE.
7. Strengthen the programmatic links between ECD and ECE interventions, initiatives, analysis in

**Policies. As a result, countries and partners have a better understanding and support to create effective continuum strategies and programmes that benefit children and increase effectiveness.**

### **1. Support to programme development and planning**

- Support the preparation, design and updating of the situation analysis for the Early Childhood Education (ECE) to ensure that current and comprehensive data on ECE is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes.
- Help supervisor set priorities, strategies, design and implementation plans. Keep abreast of development trends to enhance programme management, efficiency and delivery.
- Participate in strategic programme discussion on the planning of education programmes. Formulate, design and prepare programme proposals for ECE, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Development Assistance Framework (UNDAF), regional strategies and national priorities, plans and competencies.
- Establish specific goals, objectives, strategies and implementation plans for ECE programme using results-based planning terminology and methodology (RBM). Prepare required documentations for programme review and approval.
- Work closely and collaboratively with internal colleagues and partners to discuss strategies and methodologies, and to determine national priorities to ensure the achievement of concrete and sustainable results.
- Provide technical and operational support throughout all stages of programming processes and to ensure integration, coherence and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.

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

- Plan and collaborate with internal colleagues and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators to assess/strengthen performance accountability, coherence and delivery of concrete and sustainable results for the assigned sector on education programmes.
- Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the government and other counterparts to assess progress and to determine required action/interventions to achieve results.
- Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management.
- Identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.
- Actively monitor programmes/projects through field visits and surveys, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.
- 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.
- Prepare regular and mandated programme reports for management, donors and partners to keep them informed of programme progress.

### **3. Technical and operational support to programme implementation**

- Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners and donors on interpretation, application and understanding of UNICEF policies, strategies, processes and best practices and approaches on education and related issues to support programme management, implementation and delivery of results.
- Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely and appropriate support throughout the programming process.
- Participate in education programme meetings including programme development and contingency planning to provide technical and operational information, advice and support.

- Draft policy papers, briefs and other strategic programme materials for management use

#### **4. 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.
- Prepare communication and information materials for CO programme advocacy to promote awareness, establish partnerships and support fund raising for education programmes.
- Participate and/or represent UNICEF in appropriate inter-agency (UNCT) discussions on education and related issues to collaborate with inter-agency partners/colleagues on UNDAF planning and preparation of programmes/projects ensuring organizational position, interests and priorities are fully considered and integrated in the UNDAF process in development planning and agenda setting.

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

- Apply and introduce innovative approaches and good practices to build the capacity of partners and stakeholders and to support the implementation and delivery of concrete and sustainable programme results.
- Keep abreast, research, benchmark, and implement best practices in education management. Assess, institutionalize and share best practices and knowledge learned.

### **IV. Impact of Results**

The strategic and effective advocacy, planning and formulation of holistic ECD programmes/projects and the achievement of concrete and sustainable results from ECD programmes contributes to the achievement of UNICEF goals for early and essential protection of children from the early stages of their life and promotes/protects their rights to survival, development and well being in society. Achievements in programmes and projects in turn contributes 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. Competencies and level of proficiency required (based on UNICEF Professional Competency Profiles)**

**Core Values**

- Care
- Respect
- Integrity
- Trust
- Accountability

**Core Competencies**

- Nurtures, Leads and Manages People (1)
- 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)

**Functional Competencies**

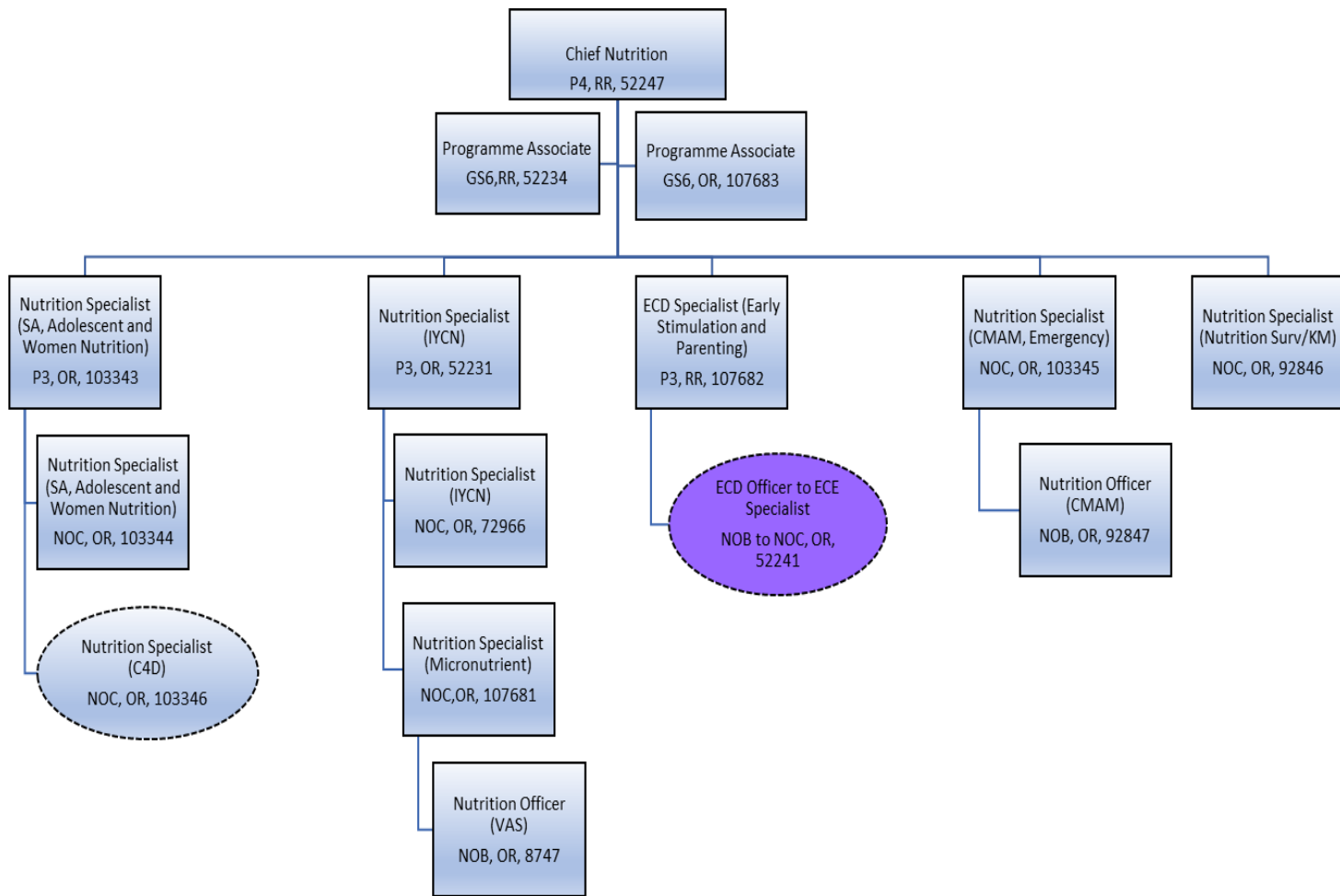
- Analyzing (3)
- Deciding and Initiating action (2)
- Applying technical expertise (3)

**Technical Competencies**

- Good knowledge of global developments in early childhood and education systems and international engagement strategies, including the application of the equity lens and human rights perspectives to programming.
- Good education sector planning knowledge/ability, especially including early childhood education, cost-effectiveness and efficiency issues, key institutional structures, components and processes, as well as governance issues.
- Good 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.
- Good ability to support engagement with partners e.g. Global Partnership for Education, Regional institutions and partnerships, Inter-sectoral partnerships such as in ECD, as well as networking with other key partners.
- Good understanding of gender, inclusion and inequity issues in relation to early childhood education and development and the application of gender / equity analysis to policy and planning in education.
- Solid communication skills, for diverse audiences and purposes.

**VI. Recruitment Qualifications**

Education:	<ul style="list-style-type: none"><li>• An advanced university degree in education, early childhood, economics, psychology, sociology, public policy or another relevant technical field.</li></ul>
Experience:	<ul style="list-style-type: none"><li>• A minimum of five years of professional experience in programme planning, management, and/or research within the field of education.</li><li>• Experience working in a developing country is considered as an asset.</li><li>• Relevant experience in a UN system agency or organization is considered as an asset.</li></ul>
Language Requirements:	<ul style="list-style-type: none"><li>• Fluency in English and local language of the duty station is required. Knowledge of another UN language an asset.</li></ul>



## Chipiliro Santhe

**From:** Rudolf Schwenk  
**Sent:** Monday, March 8, 2021 5:49 PM  
**To:** Ronelle Sasser  
**Cc:** Chipiliro Santhe; Ardiana Buzoku; Margarita Tileva  
**Subject:** RE: Classification of JDs for new posts

Dear Ronelle,

Thank you very much. I hereby approve the actions listed in the table. As discussed, with the change in date for the posts to be established, with the new date being 1 July 2021.

Rudolf

Representative  
 UNICEF Malawi

Classified by Hein Kyaw Soe (18/Mar/21)