	Education Officer

I. Post Information

Job Title: **Education Officer** Supervisor Title/ Level: **Chief of field office** Organizational Unit: **Programme** Post Location: **South Kordofan**	Job Level: **NoB** Job Profile No.: CCOG Code: **1F** Functional Code: **EDU** Job Classification Level: **Level 2**

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.

Integration and mainstreaming of refugee children into the Sudanese education system (IRCSES) Project
Bordering some of East Africa's countries, Sudan receives high numbers of refugees. At the beginning of 2020, Sudan hosted more than one million refugees and asylum seekers. Most refugees – around 810,000 – are South Sudanese, of which approximately 34 per cent are of basic and secondary school-age. Around three quarters of South Sudanese refugees live outside the ten established camps (in White Nile and East Darfur States), in self-settlements that are largely integrated within Sudanese villages and towns, with large concentrations in Khartoum.

Access to education for refugee and internally displaced children remains a key challenge in Sudan. Of the three million children out-of-school in Sudan, refugee and internally displaces children are among the most vulnerable. While the international refugee convention provides that all persons of refugee status are eligible for elementary education from the host countries, only few refugees are enrolled in school. In the 1,271 public schools that are currently hosting refugees throughout country, refugee enrollment does not account for more than five per cent of the total enrolment.

There have, however, been some positive developments in the past years, when the Government of Sudan signed the Djibouti Declaration on Refugee Education (2017), which commits IGAD (Intergovernmental

Authority of Development) member states to integrate education for refugees and returnees into national education sector plans by 2020. Subsequently, an entry on refugee education was included Sudan's new Education Sector Strategic Plan (ESSP) 2018-2022. It is noteworthy, that although Sudan is not a Comprehensive Refugee Response Framework (CRRF) country, it signed the Djibouti Declaration on Refugee Education (2017), which is fully in line with CRRF. The planned action are aspired by and aligned with the Refugees Global Compact , Sustainable Development Goals (SDGs) Area 4.1 , AU Agenda 2063 and the CRRF logic of intervention since it will sustainably improve the provision of basic education services for local communities and vulnerable and refugee children at risk, reduce tensions between host and displaced communities, improve resource management, resilience, protection and human development.

In the follow-up to the Djibouti Declaration, a high-level National Committee on Refugee Education was recently established and is chaired by the Undersecretary of the Ministry of Education. Key policy/strategy areas have been identified by the committee to require strategic reform and to increase access to education amongst refugee children. These will be in line with the implementation of the Djibouti Plan of Action for refugee children:

1. Mainstream refugee education into the national system and ensure access to quality education for refugee children;
2. Strengthen the Education Management Information System (EMIS) to ensure that it captures data on refugee children;
3. Strengthen children learning abilities in both English and Arabic languages;
4. Develop a system of certification to recognize refugee children's levels to enable them to continue with their education; and
5. Advocate for the capacity-building, certification and integration of the refugee teachers.

These strategic priorities are yet to be implemented and adapted to the realities on the ground and the proposed action in IRCSES project will contribute to the realization of the above-mentioned aspirations and contribute to the integration of refugee children into Sudan's national education system.

- **Job organizational context**: The IRCSES Project field Coordinator will work in South Kordofan field office in the Education Section. The Education Officer reports to the Education Specialist.

- P**urpose for the job:** Under the supervision of the Education Specialist, the Education Officer provides professional technical, operational and administrative assistance throughout the programming process for education programmes/projects within the Country Programme from development planning to delivery of results, preparing, executing, managing and implementing a variety of technical and administrative programme tasks to facilitate programme development, implementation, programme progress monitoring, evaluating and reporting. The Education Officer will be the focal point for the Integration and mainstreaming of refugee children into the Sudanese education system (IRCSES) Project at the state level.

III. Key functions, accountabilities and related duties/tasks

Summary of key functions/accountabilities:

1. Support to programme development and planning
2. Programme management, monitoring and delivery of results
3. Technical and operational support to programme implementation

4. Networking and partnership building
5. Innovation, knowledge management and capacity building

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.

- 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.

2. Programme management, monitoring and delivery of results with focus on the Integration and mainstreaming of refugee children into the Sudanese education system (IRCSES) Project at the state level.

- Work closely and collaboratively with internal colleagues and partners to collect, analyze and share information on implementation issues.

- 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.

- 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 with focus on the Integration and mainstreaming of refugee children into the Sudanese education system (IRCSES) Project at the state level.

- 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.	Networking and partnership building
	- Build and sustain effective close working partnerships with government counterparts and state stakeholders through active sharing of information and knowledge to facilitate programme implementation and build capacity of stakeholders to achieve and sustain 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. - Participate in appropriate inter-agency meetings and events on programming to collaborate with inter-agency partners on operational planning and preparation of education programmes/projects and to integrate and harmonize UNICEF's position and strategies with the country office development and planning process. - Research information on potential donors and prepare resource mobilization materials and briefs for fund raising and partnership development purposes.
5.	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.

IV. Impact of Results

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.

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

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, management, and/or research in education is required.
	Experience working in a developing country is considered as an asset.
	Relevant experience in a UN system agency or organization is considered as an asset.
Language Requirements:	Fluency in English and Arabic is required.