UNITED NATIONS CHILDREN'S FUND
GENERIC JOB PROFILE (GJP)

I. Post Information

Job Title: **Education Manager** (Temporary appointment, with an initial duration of 1 year, then up to 31 December 2022, and up to maximum of 2 years, with possible extension subject to funding availability and performance) Supervisor Title/ Level: **Chief, Education/P5** Organizational Unit: **Programme** Post Location: Yangon, Myanmar	Job Level: **Level 4** Job Profile No.: CCOG Code: **1F** Functional Code: **EDU** Job Classification Level: **Level 4**

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.

Job organizational context: The Education Manager reports to the **Chief, Education, P5.**

Purpose for the job: Under the overall guidance and direction of the **Chief, Education,** the Education Manager supports the Chief in managing the section, playing a key role in bringing innovation to the development and preparation of education programmes. The Education Manager provides high level technical guidance and operational support throughout all stages of programming to facilitate the management and delivery of results to promote safe, quality and continuous learning for early education and basic education. In the current country context, the Education Manager is required to carry out functions in a most agile, responsive and fastest way to assist UNICEF Myanmar Education team in its programming for supporting safe, quality and continuous learning for children, with focus on most advantaged children in the country.

While the current context would require flexibility and resilient programming, the Education Manager 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.

III. Key function, accountabilities and related duties/tasks

Summary of key functions/accountabilities:
1. **Advisory support to the Chief and the education managers**
2. **Programme development and planning**
3. **Programme management, monitoring and quality control of results**

4. **Advocacy, networking and partnership building**
5. **Innovation, knowledge management and capacity building**

1. **Advisory support to the Chief and education managers**

   - Provide advice to the Chief, in coordination with the education section's managers, in developing and updating strategies, determining priorities, and translating them into actions for the education section.

   - Coordinate programme monitoring with the education section's managers and ensure results are achieved according to schedule and performance standards including donor requirements, and report to Chief critical issues for timely action.

   - Provide advice to the education section's managers on all aspects of programming, including implementation and monitoring, to enable them to achieve performance objectives.

   - Prepare education briefs and other strategic programme materials for management use, information and consideration

2. **Programme development and planning**

   - Advise the Chief and the education section's managers on the preparation, design and updating of the situation analysis for the education programmes to ensure that current and comprehensive data on education issues is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes.

   - Advise the Chief, in coordination with the education section's managers, in setting 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 UNICEF education programme proposals, ensuring alignment with UNICEF's Strategic Plans and Country Programme, and coherence/integration with the UN wide frameworks at the country level, including Socio-Economic Resilience Response Plan and Humanitarian Response Plan Framework, as well as education sector development partners' agreed priorities and strategies at the country level.

   - Propose to the Chief specific education goals, objectives, strategies and implementation plans for UNICEF Myanmar using results-based planning terminology and methodology (RBM). Prepare required documentations for programme review and approval. Work with internal colleagues and partners to discuss strategies and methodologies, and to determine priorities to ensure the achievement of concrete and sustainable results.

   - Provide technical and operational support to the education section 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.

   - Provide advice to the education section on education emergency preparedness, programming and contingency planning to ensure proactive and appropriate responses are in place to meet the onset of emergencies nationally or other designated locations.

3. **Programme management, monitoring and quality control of results**

   - Plan and collaborate with internal colleagues, and external partners as relevant, 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.

   - Provide advice and technical support to the managers and staff in the education section in monitoring and evaluation exercises, programme reviews and annual reviews with relevant partners to assess progress and to determine required action/interventions to achieve results.

- Actively monitor the UNICEF education programme to assess progress as relevant, identify bottlenecks and problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution, in close coordination with the education section's managers.

- Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management.

- Manage the optimum and appropriate use of UNICEF's education 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 as agreed.

4. Advocacy, networking and partnership building

- Build and strengthen strategic partnerships through networking and advocacy with relevant partners including, donors, education development partners, UN agencies, NGOs, 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 Country Office education programmes and emergency interventions.

- Participate and/or represent UNICEF in inter-agency (UNCT) discussions and planning on education and related issues to ensure organizational position, interests and priorities are fully considered and integrated in the UNDAF process in development planning and agenda setting. Collaborate with inter-agency partners/colleagues on UNDAF planning and preparation of programmes/projects including emergency preparedness.

5. Innovation, knowledge management and capacity building

- Promote critical thinking, innovative approaches and good practices for sustainable education programme initiatives through advocacy and technical advisory services.

- Keep abreast, research, benchmark, introduce and implement best and cutting-edge practices on education 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 programmes and projects.

- Organize, plan and implement capacity building initiatives to enhance the competencies of stakeholders to promote sustainable results on education related programme s/projects.

IV. Impact of Results

The strategic and effective advocacy, planning and formulation of education programmes /projects and the achievement of sustainable results, contributes to the achievement of goals and objectives to improve learning outcomes and universal access to quality, equitable and inclusive education in the country. Achievements in education programmes and projects in turn contribute 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/ratings).

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
- Nurtures, leads and manages people

Functional Competencies:
- Formulating strategies/concepts (II)
- Analyzing (III)
- Relating and networking (II)
- Deciding and initiating action (II)
- Applying Technical Expertise (III)

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 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 programme and policy discussions around equity and learning with partners, including, development partners, CSOs and academia in relevant areas.

- **Good education sector planning knowledge/ability**, including the range of modalities for delivering education, linkages between different sub-sectors (e.g. early childhood, basic education, alternative education and education in emergencies), cost-effectiveness and efficiency issues, key institutional structures, components and processes, as well as governance issues.

- **Good education and policy sector analysis capacity**, including understanding of the core education data sets and indicators; tools for analysis of equity; determinants of student access and learning; budget, costing, and financial management in education systems; political economy; and education policy and strategic planning.

- **Good ability to support engagement with partners** e.g. Sector Wide Approaches, Global Partnership for Education, Education in Emergency Clusters/sectors, and networking and coordination with education development partners.

- **Good understanding of gender and inequity issues** in relation to education and development and the application of gender / equity analysis to policy and planning in education.

- **Good understanding of policies and strategies** to address issues related to resilience: risk analysis and risk management, education in conflict situations, natural disasters, and recovery for CO and RO based post and where relevant.

VII. Recruitment Qualifications

Education:	An advanced university degree in one of the following fields is required: education, economics, psychology, sociology, or another relevant technical field.
Experience:	• A minimum of eight years of professional experience in education programme management within international development/humanitarian organization(s) is required. • A minimum of 8 years of education programme planning, monitoring and evaluation is required. • A minimum of 5 years of experience in international donor relations is required. • A minimum of 3 years of professional experience working in countries in emergencies is required. • Experience working in UNICEF is considered as an asset. • Experience working with Global Partnership for Education is considered as an asset. • Experience working in Myanmar is considered as an asset. • Relevant experience in a UN system agency or international organization is considered as an asset.
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.

VIII. Signatures- Job Description Certification

Name: Mitsue Uemura_____   1 July 2021
Title: Chief of Education   Signature   Date

Name: Kabwe Musonda
Title: HR Manager   Signature   Date

Name:_____
Title: Deputy Representative   Signature   Date

Name:_____ _____
Title: Representative   Signature   Date