

UNITED NATIONS CHILDREN'S FUND GENERIC JOB PROFILE

JOB TITLE: Education Cluster Coordinator JOB LEVEL: P4 REPORTS TO: Chief Field Operations LOCATION: <i>Yemen Country Office</i>	JOB PROFILE NO.: _____ CCOG CODE: _____ FUNCTIONAL CODE: _____ JOB CLASSIFICATION _____
PURPOSE OF THE JOB: <p>On behalf of the IASC Humanitarian Co-Ordinator in Yemen and UNICEF (as the lead agency for the IASC Education cluster), and in collaboration with the State Authorities, the main purpose of the Education Cluster Co-ordinator post is to provide leadership and facilitate the processes that will ensure a well co-ordinated, coherent, strategic, and effective Education response to the Yemen Crisis by a mobilized and adequately resourced group of agencies, organizations, NGOs, local communities.</p>	
NOTE ON REPORTING LINES: <p>UNICEF retains responsibility to ensure that the Global obligation that the agency have made to the IASC with regards to the Education Cluster are fulfilled to the satisfaction of the HC. Therefore the Education Cluster Coordinator will report to the UNICEF Chief Field Operations and the UNICEF Representative on a regular basis on issues that impact on their ability to fulfill the Education Cluster obligations for the HC.</p> <p>The IASC Humanitarian Co-ordinator (HC) retains the principle responsibility for the overall humanitarian response and thus the Education Cluster Co-ordinator (CCoord) will report to the Humanitarian Coordinator on all issues related to the functioning of the WASH Cluster. The IASC HC may delegate some reporting tasks to others (i.e. the OCHA support team).</p> <p>The role of the Education Cluster Coord is very much the role of a facilitator of the co-ordination process. The success of the Education cluster will be dependant on the level of participation that the Education CCoord can generate from the various Education actors. At all times the Education CCoord must be seen and be able to demonstrate impartiality and independence from all agencies', organizations' and NGOs' WASH programme activities.</p>	
ACCOUNTABILITIES AND KEY END-RESULTS <p><i>The Education CCoord's major tasks/responsibilities will include, but may not be limited to, the following:</i></p> <ol style="list-style-type: none"> 1. Inclusion of key humanitarian partners: <ul style="list-style-type: none"> Ensure inclusion of key Education humanitarian partners in a way that respects their mandates and programme priorities Act as focal point for inquiries on the Education cluster's response plans and operations. 2. Establishment and maintenance of appropriate humanitarian coordination mechanisms: <ul style="list-style-type: none"> Ensure appropriate coordination between all Education humanitarian partners (national and international NGOs, the International Red Cross/Red Crescent Movement, etc...), through establishment/maintenance of appropriate Education Cluster/sector coordination mechanisms, including working groups at the national and, if necessary, local level; Secure commitments from Education humanitarian partners in responding to needs and filling 	

gaps, ensuring an appropriate distribution of responsibilities within the Education group, with clearly defined focal points for specific issues where necessary;

- Ensure the complementarity of different Education humanitarian actors' actions;
- Promote Education emergency response actions while at the same time considering Education within early recovery planning as well as prevention and risk reduction concerns;
- Ensure effective links with other Cluster/sector groups, working closely with the Protection, Child Protection, Health, Nutrition, Emergency Shelter and Camp Co-ordination, Camp Management Clusters when present;
- Ensure that Education coordination mechanisms are adapted over time to reflect the capacities of local actors and the engagement of development partners;
- Represent the interests of the Education Cluster/sector in discussions with the Humanitarian Coordinator and other stakeholders on prioritization, resource mobilization and advocacy;
- Maintain information on all current and potential WASH partners, their capacities and areas of work (including Who, What, Where and by When).

3. Coordination with national/local authorities, State institutions, local civil society and other relevant actors:

- Ensure that Education humanitarian responses build on local capacities including the promotion of capacity building of relevant authorities where deemed necessary
- Ensure appropriate links with national and local authorities, State institutions, local civil society and other relevant actors (e.g. peacekeeping forces) and ensure appropriate coordination and information exchange with them.

4. Participatory and community-based approaches:

- Ensure utilization of participatory and community-based approaches in Education related assessments, analysis, planning, monitoring and response.

5. Attention to priority cross-cutting issues:

- Ensure integration of agreed priority cross-cutting issues in Education assessments, analysis, planning, monitoring and response (e.g. age, diversity, environment, gender, HIV/AIDS and human rights);

6. Needs assessment and analysis:

- Ensure effective and coherent Education assessment and analysis, involving all relevant partners
- Promote and adopt standardized methods, tools and formats for common use for needs assessments and analysis
- Promote joint needs assessments and analysis with other clusters, especially Child Protection Sub Cluster, Health, and Nutrition

7. Emergency preparedness:

- Ensure adequate Education related contingency planning and preparedness for potential significant changes in the nature of the emergency;

8. Planning and strategy development:

Ensure predictable Education action within;

- WASH assessment and analysis; development (adaptation of generic standards) of standard assessment formats;
- Identification of Education gaps;
- Developing/updating agreed Education response strategies and action plans and ensuring that these are adequately reflected in the overall country strategies, such as the Common Humanitarian Action Plan (CHAP) an integral component of the CAP process.
- Drawing lessons learned from past Education activities and revising strategies and action plans accordingly;
- Developing an exit, or transition, strategy for the Education interventions and key Cluster/sector partners.

9. Application of standards:

- Ensure that Education cluster/sector participants are aware of relevant policy guidelines, technical standards and relevant commitments that the Government/concerned authorities have undertaken under international human rights law;

- Ensure that Education responses are in line with existing policy guidance, technical standards, and relevant Government human rights legal obligations.

10. Monitoring and reporting:

- Ensure adequate monitoring mechanisms are in place (with OCHA support) to review impact of Education interventions and progress against implementation plans. This specifically needs to include an analytical interpretation of best available information in order to benchmark progress of the emergency response over time. That is - monitoring indicators (quantity, quality, coverage, continuity and cost. Target population data including desegregation by sex, age etc...) of service delivery which are derived from working towards meeting previously defined standards.
- Ensure adequate Education impact reporting and effective information sharing (with OCHA support) to demonstrate the closing of gaps.

11. Advocacy and resource mobilization:

- Identify core Education advocacy concerns, including resource requirements, and contribute key messages to broader advocacy initiatives of the HC, UNICEF and other actors;
- Advocate for donors to fund Education actors to carry out priority education activities in the sector concerned, while at the same time encouraging education actors to mobilize resources for their activities through their usual channels.

12. Training and capacity building:

- Promote and support training of Education humanitarian personnel and capacity building of humanitarian partners, based on the mapping and understanding of available capacity;
- Support efforts to strengthen the Education capacity of the national/local authorities and civil society.

13. Provision of assistance or services as a last resort

Where critical gaps in addressing Education priorities are identified the Education CCoord will:

- Lobby for implementing humanitarian partners (including UNICEF WES) to address the gaps.
- With advice/support from the HC and support from other humanitarian partners will advocate, as appropriate, on the adequate provision of resources and safe access.
- If persistent gaps remain then with the full support of the UNICEF Country Representative will specifically request that the UNICEF Country Team to take action to fill the critical gaps through direct implementation action.

[NOTE: As needed add activities that relate to the management of others within the WASH CCoord's team]

QUALIFICATION AND COMPETENCIES [] indicates the level of proficiency required for the job.

Education

University degree (minimum preference at Master's Degree level) qualification in subjects/ areas of Education, Management, International Affairs, International Development, Business and Administration. Note that work experience may substitute for higher degree qualification.

Work Experience

At least seven years direct Education emergency experience which should include experience in cluster coordination preferably in complex emergencies (i.e. L3) Significant experience of responding to first phases of an emergency. Significant experience with either the UN and/or NGO. All supported by strong references. Experience matured in the Middle Eastern region is an asset.

Below the letter in the brackets indicates the level of proficiency required for the job (B=Basic; M=Mastery; E=Expert)

Language Proficiency [E]

Fluency in English (verbal and writing) mandatory and Fluency in written and spoken Arabic is highly desirable

Competency Profile

i) Foundational Competencies (Required)

- Commitment [E]
- Embracing Diversity [E]
- Team Work [E]
- Drive for Result [E]
- Integrity [E]
- Self-Awareness and Self-Regulation [E]

ii) Functional Competencies (Required)

- Leading vision and change [E]
- Strategic and Global thinking [E]
- Managing Resources [E]
- Communication [E]
- Networking [E]
- Decisiveness [E]
- Planning, Setting Standards & Monitoring Work [E]
- Team Leadership [E]

iii) Technical Knowledge

a) Common Technical Requirements [E]

- Knowledge of humanitarian reform principles, international humanitarian law, inter-connectedness and reform pillars & reform updates
- Knowledge of the Cluster approach guidelines and terms of Reference (and knowledge of how to apply them)
- Knowledge of cluster participants (their mandates, capacities, attitudes, limitations) and how to integrate them into the cluster approach
- Ability to mitigate and mediate conflict and disagreements among cluster partners

b) Function-Specific Technical Requirements [E]

- Identify key humanitarian partners for the cluster, respecting their respective mandates and programme priorities
- Identification of gaps in the field of Water Sanitation and Hygiene and conceptualize how sectoral needs can be met through collective delivery
- Ensure appropriate coordination with all humanitarian partners as well as with national authorities and local structures;
- Identify core advocacy concerns for the cluster
- Ability to use and adapt cluster coordination tools (e.g stakeholder mapping, NAF, CHAP, CERF, CAP, Flash Appeals, GAP ID, IM tools, Need-Capacity-Resource Mapping, Contingency planning etc...

c) Competencies to be Acquired/Developed for the Occupational Area [E]

- Ability to bring others in the planning process and apply best practice and lessons learned derived from previous experience implementing the cluster approach
- Ability to use coordination management mechanisms and best practices beyond meetings
- Ability to think broadly beyond agency mandate to the entire sector and to the larger humanitarian situation
- Ability to facilitate joint assessment and/ or joint analysis stemming from disparate assessments

[NOTE: The above is written in consideration of a significant large emergency requiring international assistance. Years of experience etc... to be adjusted to suit grade of position]