

Terms of Reference for an Education in Emergency Specialist P3 TA

I. Post Information	
Job Title: Education in Emergency Specialist, P3 Supervisor Title/ Level: Chief Education, P4 Organizational Unit: Programme Section Post Location: Ouagadougou, Burkina Faso	Post status: Temporary Appointment Duration: 364 days Start date: April 15th, 2023

II. Organizational Context and Purpose for the job
<p>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.</p> <p>The CPD 2018-2020 and its extension until 2023 of the Burkina Faso CO was developed in 2017. The nature and scope of strategies led to the current staffing structure of the CO and of the education section. However, the situation has quite dramatically changed with the mounting insecurity in the Sahel region and later in the Northern and Eastern regions in Burkina Faso with a steady degradation of the security context and an increasing number of schools closed due to insecurity: more than 5,000 schools according to the Education Cluster in December 2022, affecting more than 700,000 children in school.</p> <p>Purpose for the job: Therefore, through these ToRs, UNICEF Burkina Faso CO wants to recruit an education in emergency specialist in a TA position. Under the guidance and general supervision of the Chief Education, the education in emergency specialist supports the coordination of all education in emergencies activities, in close collaboration with the subnational offices, within the Education programme. In addition, the education in emergency specialist will support the conceptualization and roll-out of the programme’s rapid response, represent UNICEF within the Education Cluster, and build capacity within the section with regards to education in emergency situation.</p> <p>The specialist contributes to achievement of 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.</p>

III. Key functions, accountabilities and related duties/tasks
<p>1. Support to programme development and planning</p> <ul style="list-style-type: none"> Support the preparation, design and updating of the situation analysis for the education programmes to ensure that current and comprehensive data on education in emergency issues 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 with regards to the education emergency response. 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 the sector, 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 education in emergencies 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

- 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 in emergencies.
- 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 in emergencies 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 related to education in emergencies 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 in emergencies.
- Participate and/or represent UNICEF in appropriate inter-agency (UNCT) discussions and the Education Cluster in Burkina Faso on education in emergencies and related issues to collaborate with inter-agency partners/colleagues on UNDAF planning and preparation of programmes/projects.

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 for education in emergencies.
- Keep abreast, research, benchmark, and implement best practices in education management. Assess, institutionalize and share best practices and knowledge learned.
- Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of sustainable programmes and projects with regards to education in emergencies.
- Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education in emergencies and related programmes/projects.

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)

VI. Technical Competencies

- **Good understanding of the overall educational 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 in emergencies** and international engagement strategies, including the application of the equity lens and human rights perspectives to programming.
- **Good ability to support engagement with partners** e.g. Sector Wide Approaches, Global Partnership for Education, Education Cluster, Education Provider Forums, Delivering as One, Inter-sectoral partnerships such as in ECD, as well as networking with other key partners.
- **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.

- **Good programme management in education**, including programme design, costing, monitoring and evaluation and reporting.
- **Some 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.
- **Some education sector planning knowledge/ability**, including the range of modalities for delivering education, linkages between different sub-sectors (e.g. ECD, Primary, Secondary, Tertiary, Inclusive Education), cost-effectiveness and efficiency issues, key institutional structures, components and processes, as well as governance issues.
- **Some 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.
- **Some 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.

VII. Recruitment Qualifications

Education:	<ul style="list-style-type: none"> • An advanced university degree in one of the following fields is required: education, economics, psychology, sociology, or another relevant technical field.
Experience:	<ul style="list-style-type: none"> • A minimum of five years of professional experience in programme planning, management, and/or research in education in emergency is required. • A minimum of two years' experience working in an emergency or protracted crises situations is required
Language Requirements:	<ul style="list-style-type: none"> • Fluency in French and English is required. • Knowledge of local language of the duty station is considered as an asset