

# TERMS OF REFERENCE

(FOR Temporary Appointments)



## UNICEF - Cox's Bazar: TERMS OF REFERENCE (TOR)

**Job Title and Level: Education Sector Information Management Officer, NOB**

**Section: Education Sector**

**Duration: 364 days**

**Duty Station: Cox's Bazar, Bangladesh**

**Reports to: Education Manager, Education Sector Coordinator (IP, P4)**

### 1. Purpose of Assignment:

#### 1.1. Background.

Under the supervision of the Education Sector Coordinator/Co-coordinator, the Information Management Officer (IMO) will provide professional technical information management support throughout the programming process within the Education Sector Programme from development planning to delivery of results, preparing, executing, managing and implementing a variety of information management tasks to facilitate programme development, implementation, programme progress monitoring, evaluating and reporting.

**1.2. The purpose** of this post is to manage the collection, analysis and sharing of information that is important for the Sector stakeholders consisting of implementing and programme partners, donors and government representatives to make informed (evidence-based) strategic decisions.

The Information Management Officer (IMO) works with the Education Sector Coordinators and partners to ensure the sector performs its core functions described in the IASC Sector Coordination Reference Module, IASC, July 2015.

- The collected and compiled data serves the following purposes:
  - Supporting service delivery
  - Informing strategic decision-making of the HRP/JRP for the humanitarian response
  - Prioritisation, grounded in response analysis
  - Advocacy
  - Monitoring and reporting the implementation of the sector strategy and results; recommending corrective action where necessary
  - Contingency planning/preparedness for recurrent disasters whenever feasible and relevant.
  - Accountability to the affected population.

### 2. Major duties and responsibilities:

Being a member of the IMO network under the ISCG, the Education Sector IMO supports the overall humanitarian programme in Cox's Bazar. The IMO for the Education Sector also collaborates with UN, international and Bangladeshi information management specialists and guides them through the ISCG reporting and data management system.

The post holder is responsible for managing Education Sector information including:

- Identify and respond to the Education Sector participants' needs for information.
- Maintain and build on existing in-country IM approaches for collecting, analyzing and reporting Sector activities and resources, and identifying information gaps
- Maintain and strengthen regular reporting from Education Sector Partners (ie. Sector Updates, Sit Rep and Sector Monitoring Tools)

- Develop and maintain information products highlighting the needs, response and remaining gaps in the Education Sector response (ie. Education Sector Dashboards)
- Maintain and strengthen regular information sharing with Education Sector partners (ie. Humanitarianresponse.info website and Education Sector Update)
- Work with the ISCG and inter-sector IMs to develop appropriate supportive strategies.
- Maintain strong inter-sector relationships for information-sharing and coordination with key Sectors (Site Management, Education.)
- Use software and online mapping platforms as available and desired for map production and geographic data management
- Manage flows of information and dissemination in an appropriate way, including website management.
- Manage an inventory (ie. Dropbox, Google Share Drive) of relevant documents on the humanitarian situation.
- Support the development and analysis of needs assessment and monitoring programmes
- Provide IM leadership in assessments and monitoring, including joint assessments and training.
- Lead on the preparation of SitRep inputs with emphasis on Sector plans, targets and achievements.
- Contribute to the core sector functions
- Adopt and promote the use of global standards for information management for inter-operability.
- Engaging and leading Sector IMOs and or focal persons to ensure timely quality data collection and analysis
- Lead monthly Sector IMO meetings for data improvement and sharing best practices.

**Core sector function 1: Supporting service delivery/outputs:**

- In consultation with Sector partners and Sector Coordinators/Co-coordinators the Education Sector IM identifies essential humanitarian IM products to support the sector and the sector partners to be produced in a periodical manner.
- Support the sector coordination team in organising of and participating in regular sector coordination meetings and information sharing to ensure appropriate coordination between all humanitarian nutrition partners.
- Update and maintain contact list regularly for Education sector.
- Circulate the sector meeting outputs, presentations & minutes.
- Maintenance of the Education Sector Management Information System (EMIS) and Education Sector Google Drive
  - Timely maintenance of the Education sector EMIS platform by ensuring key contributions of the Education sector partners' activities. Restructure and develop the platform as needed.
  - Maintenance of the Education Sector Google Drive and keep updated on the sector-relevant information.

**Core sector function 2: Informing strategic decision-making of the HC/HCT for the humanitarian response**

- Contribute to managing an inventory of relevant documents on the humanitarian situation (Education surveys, Education needs assessment, etc.).
- Support the development and analysis of needs assessment and monitoring programmes
- Provide information management leadership in assessments and monitoring, including joint assessments and training.
- Work with sector partners on reporting sex, age, and ability disaggregated data to inform Education Sector analysis.

- Maintain/streamline monthly & weekly collection of reporting from partners; Ensure that tools and reporting formats are adapted to Sector needs and partners' ability.
- Ensure the data quality of the information reported by partners, and work with them on ways to improve the completeness, reliability, accuracy, timeliness, and relevance of the data.
- Regular production and dissemination of synthetical information products: **Statistical reports, dashboards, charts, maps to inform on partners' activities and help the Sector Coordination team and partners' decision-making process.**
- Map production and geographic data management. Ensure the quality of the geographic information collected from partners, compile data and regularly publish the Education Sector referential dataset. Create maps promptly as needed to assist the education sector activities as well as partners and other stakeholders. Map products to be produced but not limited to:
  - Education Sector interventions coverage.
  - Partners' Presence / Catchment Areas / Priorities / Activities / Gap maps.
  - Survey coverage maps
  - Other maps as needed by partners or Education Sector Coordinators.
- Support ISGG in conducting the mapping of all current and potential actors– government, national and international humanitarian organisations as well as national institutions, the private sector through the provision of regular inputs/updates to the sector's 3/4/5 W's (Who, What, Where, When and for Whom) matrix, sector's priority response matrix and other tools;
- Facilitate information flow between the sector and programs through data analysis, particularly about identifying gaps geographically and programmatically.

### **Core sector function 3: Advocacy**

- Work with Sector partners to keep the database for Education Sector programming information -up to date. Make this information available to facilitate planning and measure impact by the sector and other stakeholders. Update the database and reporting tools structure as needed aligning with revisions of HRP/JRP;
- Together with the sector coordinator/co-coordinator, estimate both geographic and programmatic coverage of programmes and produce coverage maps. Update inputs for mapping formats as needed for the education evaluation and support of sector activities;
- Support preparation of sit-rep's IM inputs with emphasis on sector achievements by providing relevant and up to date information
- Compile regular inputs from the crisis-affected districts or camps, including but not limited to:
  - Sector meeting support material (e.g. maps, 5W data with analytics)
  - Sector bulletins/newsletter/dashboards
  - Education sector response matrix
  - Monthly/weekly summaries of education activities for required sitreps and programming.
  - Provide 5 W's and other data for ISCG as requested
- Support the education sector in developing regular outputs by providing Host Communities and camps level data and distribute it to stakeholders through a website or similar means, e.g. through dashboards and newsletters or bulletins.
- Assist in developing mechanisms to eliminate duplication of service delivery based on existing data and acquire that data from the relevant stakeholders.

	<ul style="list-style-type: none"> <li>• Support the sector coordination team in developing the monitoring and evaluation framework for the sector response plan.</li> </ul>
	<p><b>Core sector function 4: Monitoring and reporting the implementation of the sector strategy and results:</b></p> <ul style="list-style-type: none"> <li>• Ensure that sensitive information processes such as the collection and storage of learners' personal data are conducted in respect of the Data Protection Standards and Policies.</li> <li>• Maintenance of Data flow, Data Collection Procedures, and regular update of the guidelines for partners.</li> <li>• Undertake regular monitoring visits/responses/quality controls of partners reporting.</li> <li>• Jointly with Sector coordinators rectify any identified gaps in regular quality reporting against the Education Sector indicators of service delivery (quantity, quality, coverage, continuity and cost) through communication and discussions with sector partners and provision of technical support for timely and quality reporting;</li> <li>• Provide/Compile education response and survey data for analysis of the Education Sector in closing gaps and measuring interventions' impact.</li> </ul>
	<p><b>Core sector function 5: Training and capacity building of State/Sub-national Sector Focal Points, national and/or sub-national sector partners, Sub-National /local authorities and civil society:</b></p> <ul style="list-style-type: none"> <li>• Promote and support training and capacity building activities of the Education Sector partners for reporting, use of the IM outputs, etc.</li> </ul>

### 3. QUALIFICATION and COMPETENCIES (indicates the level of proficiency required for the job.)

**EDUCATION & OTHER SKILL:** Completed Bachelor's degree from an accredited academic institution preferably in Statistics, Economics, Computer Science, GIS, Information Systems, or relevant discipline from an accredited educational institution or equal experience

**WORK EXPERIENCE:** Minimum of two years professional experience in Information Management, including experience in emergency humanitarian operations.

Knowledge of, UN System and NGO humanitarian community

**LANGUAGE PROFICIENCY:** Fluency in spoken and written Bangla and English

#### **Programmatic (humanitarian) Competencies:**

- Understands the rationale behind Humanitarian Reform, its main components and recent developments, including the Transformative Agenda.
- Understands, uses and adapts the tools, mechanisms and processes developed as part of Humanitarian Reform
- Demonstrates commitment to Humanitarian Principles - [https://docs.unocha.org/sites/dms/Documents/OOM-humanitarianprinciples\\_eng\\_June12.pdf](https://docs.unocha.org/sites/dms/Documents/OOM-humanitarianprinciples_eng_June12.pdf)
- Demonstrates commitment to Principles of Partnership - <http://www.globalhumanitarianplatform.org/doc00003804.doc>
- Communicates, works and networks effectively with a wide range of people to reach a broad consensus on a well-coordinated response and demonstrates leadership where required
- Thinks and acts strategically and ensures that sector activities are prioritised and aligned within an agreed strategy
- Demonstrates commitment to the sector and independence from employing organisation
- Motivate and lead an information management team

- Delivers optimally within defined resource parameters, correctly applies knowledge of specialised disciplines, anticipates and prepares response to changing needs of the relevant organisational unit, delivers on set objectives in hardship situations;
- Effectively coordinates actions with other implementing partners, works effectively with local authorities, stakeholders, beneficiaries and the broader community to advance country or regional objectives.

**Technical Competencies:**

- Understands key technical issues for the sector sufficiently well enough to be able to: engage with sector participants and understand their information management needs.
- Advanced MS Excel skills (Advanced usage of formulas, Pivot tables, Lookup functions).
- Proven experience in data processing and analysis.
- Proven technical expertise for managing data capture and storage, for analysing diverse datasets, and presenting information in understandable tables, charts, and reports.
- Proven experience in the use of GIS and map-making packages such as ArcGIS.
- Proven experience with Adobe creative suite (Illustrator, In Design) for creation of dashboards, and Information products.
- Advanced skills in R or Python highly desirable.
- Experience in web design and creation of interactive dashboards (HTML, CSS, JS, PHP) highly desirable.
- Strong understanding of sampling methodologies and statistical analysis.
- Expertise in data visualisation for analysis of patterns and trends using tools like Tableau or Power Bi.
- Experience in using different mobile device data collection tool such as KOBO, ONA, ODK, EPI collect.
- Knowledge of establishing and managing basic websites (e.g., UNOCHA's Humanitarian Response platform);

**COMPETENCIES/SKILLS: UNICEF foundational/functional competencies**

<b><u>Core Values</u></b>	<b><u>Core competencies</u></b>	<b><u>Functional Competencies:</u></b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Care</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Integrity</li> <li><input type="checkbox"/> Trust</li> <li><input type="checkbox"/> Accountability</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Nurtures, Leads and Manages People (1)</li> <li><input type="checkbox"/> Demonstrates Self Awareness and Ethical Awareness (2)</li> <li><input type="checkbox"/> Works Collaboratively with others (2)</li> <li><input type="checkbox"/> Builds and Maintains Partnerships (2)</li> <li><input type="checkbox"/> Innovates and Embraces Change (2)</li> <li><input type="checkbox"/> Thinks and Acts Strategically (2)</li> <li><input type="checkbox"/> Drives to achieve impactful results (2)</li> <li><input type="checkbox"/> Manages ambiguity and complexity (2)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Analysing (2)</li> <li><input type="checkbox"/> Applying technical expertise (2)</li> <li><input type="checkbox"/> Learning and researching (2)</li> <li><input type="checkbox"/> Planning and organizing (2)</li> </ul>

**Child Safeguarding Certification**  
(to be completed by Supervisor of the post)

Child Safeguarding refers to proactive measures taken to limit direct and indirect collateral risks of harm to children, arising from UNICEF's work or UNICEF personnel. Effective 01 January 2021, Child Safeguarding Certification is required for all recruitments.

<p>1. Is this position considered as "elevated risk role" from a child safeguarding perspective? * If yes, check all that apply below.</p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>2a. Is this a Direct* contact role?</p> <p>2b. If yes, in a typical month, will the post incumbent spend <u>more than 5 hours</u> of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.</p> <p><i>*"Direct" contact that is either face-to-face, or by remote communicate, but it does not include communication that is moderated and relayed by another person.</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>3a. Is this a Child data role? *:</p> <p>3b. If yes, in a typical month, will the incumbent spend <u>more than 5 hours</u> manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos)</p> <p><i>* "Personally-identifiable information", in this context, means any information relating to a child who can be identified, directly or indirectly, by an identifier like a name, ID number, location data, photograph, etc. This is a "child data role".</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <hr/> <p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>4. Is this a Safeguarding response role*</p> <p><i>*Representative; Deputy representative; Chief of Field Office; the most senior Child Protection role in the office; any focal point that the office designated for Child Safeguarding; Investigator (Office of Internal Audit and Investigations)</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>
<p>5. Is this an Assessed risk role*?</p> <p><i>*The incumbent will engage with particularly vulnerable children<sup>1</sup>; or Measures to manage other safeguarding risks are considered unlikely to be effective<sup>2</sup>.</i></p>	<p><input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p>

<sup>1</sup> Common sources or signals of additional vulnerability may include but are not limited to: age of the child (very young children); disability of the child; criminal victimization of the child; children who committed offences; harmful conduct by the children to themselves or others; lack of adequate parental care of the children; exposure of the children to domestic violence; a humanitarian context; a migrant (refugee/asylum-seeking/IDP) context. No 'baseline' vulnerability will be set. Hiring Managers will need to use judgment, taking into consideration the implications that follow from an assessed risk role (additional vetting scrutiny, training).

<sup>2</sup> i.e. the role-risk will be compounded by other residual risks.