**UNITED NATIONS CHILDREN'S FUND
JOB PROFILE**

I. Post Information

Job Title: **Education Sub-Cluster Co-Coordinator**	Job Level: P3
Supervisor Title/ Level: **Senior Emergency Coordinator (P-5)**	Job Profile No.:
	CCOG Code:
Organizational Unit: UNICEF	Functional Code:
Post Location: **Gaza, UNICEF**	Job Classification Level: **P3**

II. Organizational Context and Purpose for the job

Humanitarian action is of fundamental importance to UNICEF and encompasses interventions aimed at saving lives, alleviating suffering, maintaining human dignity, and protecting the rights of affected populations wherever there are humanitarian needs, as well as interventions addressing underlying risks and causes of vulnerability to disasters, fragility and conflict. UNICEF's humanitarian action is guided by the Core Commitments for Children in Humanitarian Action (CCCs) which set organizational, programmatic and operational commitments and benchmarks against which UNICEF holds itself accountable for the coverage, quality and equity of its humanitarian action and advocacy and which are mandatory for all UNICEF personnel.

Furthermore, UNICEF is committed to support humanitarian coordination through the cluster approach. Introduced as part of the humanitarian reform, the cluster approach, aims at ensuring clear leadership, predictability and accountability in international responses to humanitarian emergencies by clarifying the division of labor among organizations and better defining their roles and responsibilities within the different sectors involved in the response. As a member of the IASC, UNICEF work along with national and local stakeholders (including national and local authorities, CSOs, and communities) to support humanitarian coordination and to improve the collective impact of humanitarian response. Whether the cluster approach is activated or not, UNICEF plays a key role in both global and country-level interagency coordination for its areas of programmatic responsibility. As Cluster Lead Agency (CLA) for Nutrition, WASH, Education (co-led), and Child Protection Area of Responsibility (AoR) within the Protection Cluster, UNICEF is committed to fulfil the core functions defined by the IASC when the clusters are activated or when UNICEF is asked to support sectoral coordination.

A well-run Cluster Group coordination team is a formal deliverable of the Cluster Lead Agency and forms a part of the agency's work.

Job organizational context: The situation for Palestinians and especially children in Gaza is getting worse every day following the hostilities that started on the 7th of October. Since the 7th of October, there has been no access to education and a safe place for more than 625,000 students in Gaza. As of the 5th of December, over 1.9 million (nearly 85 percent of the population) in Gaza

are internally displaced. An estimated 1.1M people are sheltering in 145 UNRWA Schools, and more than 223K IDPs at 127 public schools.

Based on MoE, as of the 5th of December, more than 3,477 students and 203 educational staff were killed. More than 5,429 students and 507 teachers were injured in the Gaza Strip. UNRWA reports that since 7th October, 222 IDPs sheltering in UNRWA premises (majority are schools) have been killed and 911 have been injured.

Reports as of the 5th of December state that 342 school buildings sustained damages representing more than 69% of all school buildings in Gaza (8 schools fully damaged, 96 severely damaged, 110 with moderate damages, and 128 with minor damages). Of the 70 UNRWA-damaged schools, at least 56 serve as shelters for IDPs. Several schools including UNRWA schools in the Gaza Stirp were directly hit by Israeli strikes or tankshell. Please find attached infographic # 5 developed by the cluster on attacks on education in Gaza.

Several concerning reports, pictures, and videos, show that **schools are being used for military operations by Israeli Security Forces (ISF)** including use as detention, and interrogation centers, and military bases. UNRWA has been able to verify that 120 incidents have occurred at 85 UNRWA premises (**(including 70 schools)** since the beginning of the war.

Purpose of the job:
Under the guidance and general supervision of the Senior Emergency Coordinator (P-5) and in consultation with the national Education cluster coordinator, the Education sub cluster co-coordinator for Gaza works in close collaboration with the Education cluster team and partners to support the effective and efficient education in emergencies response in Gaza.
They will facilitate the processes that will ensure a well-coordinated, strategic, adequate, coherent, and effective response by participants in the sub-national Cluster that is accountable to those who are affected by the emergency. In their effort to provide an efficient and effective response to the humanitarian crisis, the Education Specialist Cluster is responsible for building relationships with stakeholders, for securing the overall coordination of education cluster responses and for ensuring inter-sectoral collaboration at the sub-national level and for ensuring adequate coordination with the national level.

III. Key function, accountabilities and related duties/tasks

The post holder has joint responsibility with the Cluster Lead Agency, resourcing partners and all cluster participants at the national and sub-national level for the efficient management and functioning of the Education Cluster including but not limited to:

- Support the Gaza sub-cluster coordinator in maintaining an appropriate humanitarian coordination mechanism;
- Identify and contact relevant stakeholders including national/sub-national authorities, national and international organizations and representatives of affected populations in Gaza.
- Strengthen pre-existing sectoral coordination through increased predictability and accountability;
- Ensure appropriate distribution of responsibilities amongst the cluster partners, with designated focal points and working groups for specific issues as necessary.
- Ensure complementary of partner actions, avoiding duplication and gaps;
- Ensure adequate resources are mobilized and are equitably allocated for the effective functioning of the cluster and its response;
- Effective and comprehensive integration of relevant cross-cutting issues, including age, gender, disability inclusion;
- Effectively use and transfer information to, from and between cluster participants and other stakeholders and contribute towards cluster's analysis and management of information, identification of gaps and response strategies.

- Maintain appropriate inter and intra-cluster coordination mechanisms, humanitarian actors, government counterparts, and relevant authorities for operational planning, engagement and active contribution of operational partners, in line with the SoP cluster coordination strategies
- Provide leadership and direction to sub-cluster partners in developing and submitting proposals for inclusion in the HPC, Flash Appeals, CERF, HF and such other funding processes, in line with the agreed national level SoP strategic objectives and priorities for the Education response.
- Ensure that the sub-cluster partners use common and agreed standards and tools for information and data management including needs assessment and monitoring.
- Facilitate joint, intra-cluster and/or education needs assessments and analyses with a focus on Gaza.
- Identify core advocacy concerns for the cluster/sector and contribute the key messages to the broader advocacy initiatives of the HC and other actors in scope with UNICEF policies.
- Be accountable to the affected population through effective and inclusive consultative and feedback mechanisms;
- Monitor performance of the core cluster functions;
- Ensure that there is effective communication, reporting, engagement and coordination with the national Education cluster coordination team, as well as coherence between operational plans, strategies and approaches

IV. Impact of Results

Working in partnership with sub-national Cluster participants, the Education sub-Cluster Coordinator provides leadership and representation for the sub-national Cluster. This contributes to the predictability and accountability of humanitarian action, in line with the aims of the cluster approach and IASC principles, and ensures that the humanitarian response is well-coordinated, strategic, adequate, coherent, effective and builds the resilience of the affected population. It also contributes to maintaining and enhancing the credibility and ability of UNICEF to fulfil its commitments as Cluster Lead Agency, in line with the CCCs.

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 (2)
- 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)

Coordination Competencies

- Applies Humanitarian Principles, Standards and Guidelines (1)
- Applies Key EiE Concepts and Tools (1)
- Manages Education Programmes (1)
- Operates Safely and Securely (1)
- Demonstrates Commitment to a Coordinated Response (1)
- Promotes Cooperation and Collaboration (1)
- Demonstrates Accountability (1)
- Promotes Inclusion (1)
- Provides Influential and Strategic Leadership (1)
- Analyses and Communicates Information (1)
- Supports Resource Mobilization (1)
- Advocates for Improved Educational Outcomes (1)
- Monitors the Response (1)
- Strengthens National Capacity to Respond and Lead (1)

(See the GEC Competency Framework for Cluster Coordination for more information on the Coordination Competencies.)

VI. Recruitment Qualifications	
Education:	An advanced university degree in one of the following fields is required: education, economics, pedagogy, psychology, sociology, international development, management social sciences or another relevant technical field.
Experience:	A minimum of 5 years of professional experience in education programme planning, coordination and management, and/or research is required. Relevant experience in a UN system agency or organization, or in cluster coordination, is considered an asset. Experience of working in the humanitarian coordination system is desirable. Experience of working in a senior management role or in cluster coordination within a complex country programme in an emergency response or protracted crisis, including experience in first phase emergency response, is desirable. Experience in effective management of human resources/teams in high stress/risk environments is an advantage. Experience in humanitarian contexts is required with experience in development contexts an added advantage.
Language Requirements:	Fluency in English and the official UN language of the duty station are required. Knowledge of Arabic is considered an asset.

VII. Technical requirements

The post holder must demonstrate good knowledge and skills in the following areas:

Humanitarian architecture, cluster approach and core functions

- Key process and features of the humanitarian programme cycle (HNO, HRP and CCPM), the humanitarian reform process and the transformative agenda, the Humanitarian-Development Nexus and the Grand Bargain Commitments,
- IASC Guidance Note on Strengthening Participation, Representation and Leadership of Local and National Actors in IASC Humanitarian Coordination Mechanisms, IASC Results Group 1 on Operational Response, (2021),
- IASC Reference Module for Cluster Coordination at Country Level (2015),
- IASC Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response (2006).

Humanitarian principles, standards and guidelines

- Core Commitments for Children in Humanitarian Action, (2020), UNICEF,
- The Sphere Handbook, (2018), Sphere,
- Core Humanitarian Standard on Quality and Accountability, (2014), CHSA,
- Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations (NGOs) in Disaster Relief, (1994), ICRC,
- Accountability to Affected Populations: The Operational Framework, (2013), IASC,
- Principles of Partnership: A Statement of Commitment, (2007), ICVA,
- Availability, Accessibility, Acceptability, Quality (AAAQ) framework: A tool to identify potential barriers in accessing services in humanitarian settings, (2019), UNICEF,
- Statement on the Centrality of Protection in Humanitarian Action, (2013), IASC,
- Special Measures for Protection from Sexual Exploitation and Sexual Abuse, (2008), Secretary General Bulletin,
- Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action, (2015), IASC.

Education in Emergencies principles, standards, concepts, tools and resources

- Inter-Agency Network for Education in Emergencies Minimum Standards for Education: Preparedness, Response and Recovery, (2020), (INEE),
- Global Education Cluster Toolkit for effective cluster coordination and information management during all phases of the Humanitarian Programme Cycle,
- Emergency scenarios, their impact on children, education systems and communities,
- Rationale for EiE as a first response,
- Elements of a quality EiE response in all phases of emergencies including preparedness and DRR, access and learning environments, teaching and learning, teachers and other education personnel and education policy,
- Key issues related to student learning and well-being including curriculum selection, psychosocial needs of learners, language needs of learners, certification and recognition of learning, teacher support,
- Key issues related to access to and quality of education and the learning environment including common barriers to education, identification and support of vulnerable groups

and out of school children, facilitating access to inclusive and safe learning environments and accessing cross-sectoral services and referrals,

- The role of teachers and education personnel in delivering quality EIE response, and strategies to include their voices in assessment and planning processes and to support teacher management (including pay), professional development and well-being in a coordinated manner,
- Inter-sections and overlaps with other clusters, sectors, approaches,
- Linkages with normative frameworks and policies relating to accountability to affected populations, inclusion and cross-cutting issues including age, disability, gender and gender-identity, the centrality of protection and SGBV,
- EiE linkages with the education sector, its position in the humanitarian-development nexus and with key development concepts and agreements including Sustainable Development Goals, Goal 4: Quality Education,
- Education sector analysis and planning including the range of modalities for delivering education and linkages between different sub-sectors.