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| C:\Users\rnaveed\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\8RXOBJ5Q\unicef.gif | **UNITED NATIONS CHILDREN’S FUND**  **GENERIC JOB PROFILE (GJP)** |

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| **I. Post Information** | |
| Job Title: **Education Specialist**  Supervisor Title/ Level: **Education Manager**  **Level 4**  Organizational Unit: **Programme**  Post Location: **Cox’s Bazar, Bangladesh** | Job Level: **Level 3**  Job Profile No.:  CCOG Code: **1F**  Functional Code: **EDU**  Job Classification Level: **Level 3** |

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| 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 organisation does — in programmes, in advocacy and in operations. The equity strategy, emphasising 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 favouritism. 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 education, health 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 realising 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.   1. **Purpose of Assignment:**   Under the guidance and general supervision of the Education Manager (P4), the Specialist (P3) provides technical guidance and management support throughout the programming processes to facilitate the achievement of education programme results to improve learning outcomes and equitable and inclusive education, especially for children who are marginalised, disadvantaged and excluded in society.  The Specialist will be responsible for multi-year, multi-million institutional education donor grants and must ensure quality programme results are achieved, evidenced and funds are utilised according to donor requirements. The Specialist will plan, develop, implement, monitor, evaluate and report on education programmes and approaches within the Rohingya education response with linkages to national level interventions. The Specialist further leads monitoring and review processes for the entire education section, coordinating monitoring approaches, ensuring timely review, feedback and response to monitoring findings, completion of field monitoring action points and dissemination of learning and knowledge management products.  The Specialist provides technical guidance within UNICEF Cox’s Bazar Field Office, with Implementing Partners (IPs) and with the Education Sector, ideally having expertise in teacher professional development and/or Early Childhood Development. The Specialist contributes to achievement of results according to plans, funding allocations, results-based management approaches and methodology (RBM), as well as UNICEF’s Strategic Plans, standards of performance, and accountability framework. The Specialist will line manage 1-2 persons. |

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| III. Key functions, accountabilities and related duties/tasks |
| **Summary of key functions/accountabilities:**   1. **Support to programme development and planning including utilisation of monitoring findings for learning and adaptation** 2. **Programme management, monitoring and delivery of results** 3. **Technical and operational support for evidence-driven, quality programme implementation** 4. **Networking and partnership building** 5. **Innovation, knowledge management and capacity building** |
| 1. **Support to programme development and planning including utilisation of monitoring findings for learning and adaptation**  * Support the preparation, design and implementation of education programmes including the use and application of monitoring findings. This includes guiding UNICEF’s strategic policy, advocacy, intervention and development efforts on education programmes, with a focus on inclusion and equity. * Help the supervisor set priorities, strategies, design and implementation plans which incorporate monitoring findings and other learning, to strengthen pedagogical approaches, inclusion, education administration, parental engagement and gender equity. Keep abreast of development trends to enhance programme management, efficiency and delivery and maintain current technical knowledge on the creation, use and dissemination of knowledge management products. * Participate in strategic programme discussions on the planning of education programmes, reviewing and documenting learning. Formulate, design and prepare programme proposals for the Education Section in Cox’s Bazar, and contribute to the Education Sector coordination platforms as required, 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 refugee and host community education programmes using results-based planning terminology and methodology (RBM). Prepare required documentation for programme review and approval which are aligned with UNICEF’s policies and governmental approvals. Work closely and collaboratively with internal and external colleagues and partners (including the Education Sector and with Implementing Partners) to discuss strategies and methodologies, and to determine priorities to ensure the achievement of concrete and sustainable results for student learning and gender equity in education in the camps and host community. * Provide technical and operational support throughout all stages of programming processes and to ensure integration, coherence and harmonisation of programmes/projects with other UNICEF sectors and integration of data and monitoring & evaluating processes to support achievement of results as planned. |
| 1. **Programme management, monitoring and delivery of results**  * Plan and collaborate with internal colleagues and external partners including implementing 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 education programmes. * Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the UNICEF Education and PMR teams, with Implementing Partners, the Cox’s Bazar Education Sector, government, and other counterparts to assess progress and to determine required action/interventions to achieve results with a focus on children’s learning and the quality of teaching. * Be the technical lead for knowledge management and learning within the Cox Bazar Education Section, pushing forward the learning agenda and the prioritisation of knowledge management within the section. * Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management. * Identify lessons learned and emerging evidence and use knowledge gained for planning timely intervention to achieve goals. * Actively monitor programmes/projects through field visits, surveys, focus group discussions and classroom observations 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. * When requested, lead on donor and media visits to the camps and host community working closely with the Communications Team. This includes writing briefing notes, coordinating with partners, going on pre-visit recces and facilitating the actual visit, reporting back key discussion points and recommendations to the Education Team and Cox Bazar Office. * Monitor and verify the optimum and appropriate use of programme resources (financial, administrative and other assets) confirming compliance with organisational 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 and of the recommendations from monitoring findings to strengthen programme results. |
| 1. **Technical and operational support for evidence-driven, quality programme implementation**  * Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners and donors to support monitoring, learning and knowledge management especially related to improving teaching and learning in the classroom. Additional guidance should be given on the application and understanding of UNICEF policies, strategies, processes and best practices to support inclusive, quality teaching and learning in education and on programme management, implementation and delivery of results. * Arrange/coordinate availability of technical experts with Country Office/Regional Office to ensure timely and appropriate support throughout the programming process. * Develop and execute implementation plans by identifying resources within UNICEF, field-based implementing partners, and selected technical partners or consultants. * Participate in education programme meetings including on the Myanmar Curriculum, teaching & learning, programme development, knowledge management & data and contingency planning to provide technical and operational information, advice and support. * Draft Terms of Reference, Guidance Notes, Implementation Frameworks and knowledge management products to support the quality delivery of interventions and dissemination of best practices in the Rohingya education response. * Manage the contract with the third-party monitoring firm, keeping in regular contact, collecting feedback from the Education Team on reports produced, drafting new surveys as per the need and supporting business procedures. * Advise on, draft and incorporate monitoring, analysis and learning approaches, alongside teacher professional development and early childhood development approaches in donor funding proposals, considering the strategic direction of the Rohingya education response, and host community programmes, over the next 1-5 years. |
| 1. **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, information and knowledge management materials for programme advocacy to promote awareness, establish partnerships and support fund raising for education programmes. * Participate and/or represent UNICEF in appropriate inter-agency discussions on education and related issues to collaborate with inter-agency partners/colleagues on JRP and HAC planning, and preparation of programmes/projects ensuring organisational position, interests and priorities are fully considered and integrated in the planning and agenda setting. * Establish and lead a knowledge management working group for UNICEF’s education partners focusing on the quality of teaching and children’s learning. Ensure timely leadership and support to partners. |
| 1. **Innovation, knowledge management and capacity building**  * Pilot and apply 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. * Keep abreast of research, innovations and benchmarks to implement best practices in education programming including on teacher professional development, early childhood development and knowledge management. Assess, institutionalise and share best practices and knowledge learned. * Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of response programmes and projects spanning the humanitarian-development nexus. * Organise and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results in education and related programmes/projects. |

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| IV. Impact of Results |
| The efficiency and efficacy of support provided by the Education Specialist to programme preparation, planning and implementation, contributes to the achievement of sustainable results to improve learning outcomes and universal access to quality, equitable and inclusive education. Success in education programmes and projects in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide programme services for mothers and children that promotes greater social equality in the country. |

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| **V. UNICEF values and competency Required (based on the updated Framework)** |
| **i) Core Values**   * Care * Respect * Integrity * Trust * Accountability * Sustainability   **ii) Core Competencies (For Staff with Supervisory Responsibilities) \***   * 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) * Drive to achieve impactful results (2) * Manages ambiguity and complexity (2)   or  **Core Competencies (For Staff without Supervisory Responsibilities) \***   * Demonstrates Self Awareness and Ethical Awareness (1) * Works Collaboratively with others (1) * Builds and Maintains Partnerships (1) * Innovates and Embraces Change (1) * Thinks and Acts Strategically (1) * Drive to achieve impactful results (1) * Manages ambiguity and complexity (1)   **\***The 7 core competencies are applicable to all employees. However, the competency Nurtures, Leads and Managers people is only applicable to staff who supervise others. |

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| VI. Technical Competencies |
| Technical competencies must be demonstrated in the following areas:   * **Some 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). * **Some knowledge of global developments in education** and international engagement strategies, including the application of the equity lens and human rights perspectives to programming. * **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, 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. * **Programme management in education (essential)**, including programme design, costing, monitoring and evaluation and reporting. * **Documented results related to institutional donor management** including in monitoring and evaluation, financial management & knowledge management and learning will be considered an asset. * **Ability to support engagement with partners** e.g., with the Education Sector, inter-sectoral partnerships such as on Early Childhood Development or Teacher Professional Development, with donors including KfW and the Government of Japan, with Implementing Partners, as well as networking. * **Demonstrated experience in teacher professional development or Early Childhood Development** is advantageous. * **Understanding of gender and inequity issues** in relation to education in the Rohingya response and the application of gender responsive programming. Knowledge of gender / equity analysis to support planning and policy in education is advantageous. * **Some understanding of policies and strategies to address issues related to resilience:** risk analysis and risk management, education in conflict situations, natural disasters, and recovery.   . |

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| **VII. Recruitment Qualifications** | |
| Education: | An advanced university degree in one of the following fields is required: education, teaching, or another relevant technical field. |
| Experience: | A minimum of five years of professional experience in education programme planning, education programme management, monitoring and evaluation or as an education adviser or researcher in education is required.  Experience working in a developing country is essential and in the Rohingya response is considered an asset.  Relevant experience in a UN system agency or organization is considered as an asset. |
| Language Requirements: | Fluency in English is required. Knowledge of Burmese or Bangla is an asset. |

**Child Safeguarding Certification**

**(to be completed by Supervisor of the post)**

[Child Safeguarding](https://unicef.sharepoint.com/teams/DHR-TalentAcquisition/DocumentLibrary1/Forms/AllItems.aspx?id=/teams/DHR-TalentAcquisition/DocumentLibrary1/Child%20Safeguarding%20Risk%20Roles%20Assessment_finalversion.pdf&parent=/teams/DHR-TalentAcquisition/DocumentLibrary1) 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.

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| 1.Is this position considered as "elevated risk role" from a child safeguarding perspective?\* If yes, check all that apply below. | Yes ☐ No |
| 2a. Is this a Direct\* contact role?  2b. If yes, in a typical month, will the post incumbent spend more than 5 hours of direct interpersonal contact with children, or work in their immediate physical proximity, with limited supervision by a more senior member of personnel.  *\*“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.* | Yes ☐ No  ☐ Yes  No |
| 3a. Is this a Child data role? \*:  3b. If yes, in a typical month, will the incumbent spend more than 5 hours manipulating or transmitting personal-identifiable information of children (names, national ID, location data, photos)  *\* “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”.* | Yes ☐ No  ☐ Yes  No |
| 4. Is this a Safeguarding response role\*  *\*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* | ☐ Yes  No |
| 5. Is this an Assessed risk role\*?  *\*The incumbent will engage with particularly vulnerable children[[1]](#footnote-1); or Measures to manage other safeguarding risks are considered unlikely to be effective[[2]](#footnote-2).* | ☐ Yes  No |

1. 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). [↑](#footnote-ref-1)
2. i.e. the role-risk will be compounded by other residual risks. [↑](#footnote-ref-2)