



UNITED NATIONS CHILDREN'S FUND GENERIC JOB PROFILE (GJP)

I. Post Information

Job Title: **Education Officer**
Supervisor Title/ Level: **Education Specialist
Level 3**
Organizational Unit: **Programme**
Post Location: **Bogotá Colombia**

Job Level: **Level 1**
Job Profile No.:
CCOG Code: **1F**
Functional Code: **EDU**
Job Classification Level: **Level 1**

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 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.

Job organizational context: The Education Officer GJP is to be used in a Country Office (CO) where the Education Programme is a component of the Country Programme (or UNDAF). The Officer reports to the Education Specialist who is at **Level 3**.

Purpose for the job: The Education Officer reports to the Education Specialist for close guidance and supervision. The main purpose is to support the area of Education in UNICEF in the design and implementation of the proposed strategic sector plan for the response to the situation generated by the migratory flow of Venezuelans to Colombia.

The Education Officer provides professional technical, operational and administrative assistance throughout the programming process for the education programmes/projects through the application of theoretical and technical skills in researching, collecting, analyzing and presenting technical programme information while learning organizational rules, regulations and procedures to support the development and formulation of the Education Programme within the Country Programme.

III. Key function, accountabilities and related duties/tasks

Summary of key functions/accountabilities:

- 1. Support to programme development and planning**
- 2. Programme management, monitoring and delivery of results**
- 3. Technical and operational support to programme implementation**
- 4. Networking and partnership building**
- 5. Innovation, knowledge management and capacity building**

1. Support to programme development and planning

- Advise the education area in the design and implementation of a strategic plan for the education sector to respond to the situation generated by the migration crisis in the country and other protracted crisis and emergencies.
- Coordinate the response in the territory of the education area, articulating the emergency humanitarian response as the longer-term actions, and in conjunction with the other areas of UNICEF that are acting to respond to the migratory flow and other emergencies
- Represent UNICEF and provide technical assistance for the implementation of the National Emergency Education Board Plan. Respond to the requirements of the coordination of the technical table and coordinate actions with the support of the Education team.
- Represent UNICEF in the humanitarian Inter cluster of the country.
- Research and analyze regional and national political, health, social and economic development trends. Collect, analyze, verify, and synthesize information to facilitate programme development, design and preparation.
- Support preparation of technical reports and provide inputs for programme preparation and documentation ensuring accuracy, timeliness and relevancy of information.
- Contribute to the development/establishment of sectoral programme goals, objectives, strategies, and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and priority and goal setting.
- Provide technical and administrative support throughout all stages of programming processes by executing and administering a variety of technical programme transactions, preparing materials and documentations, and complying with organizational processes and management systems, to support programme planning, results-based planning (RBM) and monitoring and evaluation of results.
- Prepare required documentations and materials to facilitate the programme review and approval process.

2. Programme management, monitoring and delivery of results.

- Work closely and collaboratively with internal colleagues and partners to collect, analyze and share information on implementation issues.
- Suggest solutions on routine programme implementation and submit reports to alert appropriate officials and stakeholders for higher-level intervention and/or decisions. Keep record of reports and assessments for easy reference and/or to capture and institutionalize lessons learned.
- Participate in monitoring and evaluation exercises, programme reviews and annual

sectoral reviews with government and other counterparts and prepare minutes/reports on results for follow up action by higher management and other stakeholders.

- Monitor and report on the use of sectoral programme resources (financial, administrative and other assets), verify compliance with approved allocation, organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity. Report on issues identified to ensure timely resolution by management/stakeholders. Follow up on unresolved issues to ensure resolution.
- Prepare draft inputs for programme/donor reporting.

3. Technical and operational support to programme implementation

- Undertake field visits and surveys and share information with stakeholders to assess progress and refer to relevant officials for resolution. Report on critical issues, bottlenecks and potential problems for timely action to achieve results.
- Provide technical and operational support to government counterparts, NGO partners, UN system partners and other country office partners/donors on the application and understanding of UNICEF policies, strategies, processes and best practices on water, sanitation, hygiene and related issues to support programme implementation, operations and delivery of results.

4. Networking and partnership building

- Build and sustain effective close working partnerships with government counterparts and national stakeholders through active sharing of information and knowledge to facilitate programme implementation and build capacity of stakeholders to achieve and sustain results on education programmes.
- Draft communication and information materials for CO programme advocacy to promote awareness, establish partnerships and alliances, and support fund raising for education programmes.
- Participate in appropriate inter-agency (UNCT) meetings and events on programming to collaborate with inter-agency partners on UNDAF operational planning and preparation of education programmes/projects and to integrate and harmonize UNICEF's position and strategies with the UNDAF development and planning process.
- Research information on potential donors and prepare resource mobilization materials and briefs for fund raising and partnership development purposes.

5. Innovation, knowledge management and capacity building

- Provide support in identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
- Apply innovative approaches and promote good practices to support the implementation and delivery of concrete and sustainable programme results.
- Research, benchmark and report on best and cutting-edge practices for development planning of knowledge products and systems.
- Participate as a resource person in capacity building initiatives to enhance the competencies of clients and stakeholders.

IV. Impact of Results

The efficiency and efficacy of support provided by the Education Officer 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.

V. Competencies and level of proficiency required (based on UNICEF Professional Competency Profiles)

Core Values

- Commitment
- Diversity and inclusion
- Integrity

Core competencies

- Communication (II)
- Working with people (I)
- Drive for results (I)

Functional Competencies:

- Formulating strategies and concepts (I)
- Analyzing (II)
- Applying technical expertise (II)
- Learning and researching (II)
- Planning and organizing (II)

VI. Recruitment Qualifications

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| Education: | A university degree in one of the following fields is required: education, psychology, sociology, |
| Experience: | <p>A minimum of one year of professional experience in programme planning, management, and/or research in education is required. Experience in the education sector on issues related to education in emergencies, education sensitive to conflict. Preferably with knowledge or experience in migration or forced displacement issues. Extensive knowledge of the public sector in education at the national level and preferably at the territorial level.</p> <p>Experience working in a developing country is considered as an asset.</p> |
| Language Requirements: | Fluency in English is required. Knowledge of another official UN language is considered as an asset. |