



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

### I. Post Information

Job Title: **Education Specialist (Skills Development)**  
Supervisor Title/ Level: **Chief, Education/P4**  
Organizational Unit: Refugee Response  
**Programme**  
Post Location: **Warsaw, Poland**

Job Level: **Level 3**  
Job Profile No.:  
CCOG Code: **1F**  
Functional Code: **EDU**  
Job Classification Level: **Level 3**

### 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..

**Job organizational context:** The Education Specialist (Skills development) will be working under the supervision of the Chief Education as part of the overall Education team in Warsaw

**Purpose for the job:** Under the guidance and general supervision of **the Chief Education**, the Specialist leads the acceleration of programming on adolescents skills, employability and participation; supports the enhancement of more integrated and robust second decade programming in Poland; contributes to the development and preparation of the Education programmes and is responsible for managing, implementing, monitoring, evaluating and reporting the progress of education programmes/projects within the Poland programme. The Specialist provides technical guidance and management support throughout the programming processes to facilitate the administration and achievement of results on education programmes/projects to improve learning outcomes and equitable and inclusive education, including strong integrated adolescent programming at secondary-age education, STEM opportunities and alternative pathways, particularly for out-of-school adolescents.

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.

### III. Key functions, 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. Sector leadership, networking and partnership building**
- 5. Innovation, knowledge management and capacity building**

**1. Support to programme development and planning**

- Help supervisor set priorities, strategies, design and implementation plans. Keep abreast of development trends to enhance programme management, efficiency and delivery, with a focus on promotion of adolescents development.
- Participate in strategic programme discussion on the planning of education programmes. Formulate, design and prepare programme proposals for the sector, with a focus on adolescents.
- Establish specific goals, objectives, strategies and implementation plans for the sector and prepare required documentations for programme review and approval.
- 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.
- Lead the scaling up of innovative models related to alternative pathways for out-of-school adolescents.

**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 programmes.
- Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the government and other counterparts.
- Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management.
- Actively monitor programmes/projects through field visits and surveys, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems
- Monitor and verify the optimum and appropriate use of sectoral programme resources confirming compliance with organizational rules, regulations/procedures.
- Prepare regular/mandated relevant programme/project 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 and related issues to support programme management, implementation and delivery of results.
- 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 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.
- Strengthen partnerships and identify opportunities in the country focused on enhancing adolescent skills and employability (e.g. secondary education/tvet; school to work transition, learning to earning transitions, alternative pathways/non-formal education for out-of-school adolescents).
- Prepare communication and information materials for CO programme advocacy to promote awareness, establish partnerships and support fund raising for education programmes.

#### **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.
- Keep abreast, research, benchmark, and implement best practices in education management. Assess, institutionalize and share best practices and knowledge learned.
- Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programmes/projects.

### **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 with a strong focus on adolescents. 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. UNICEF values and competency Required (based on the updated Framework)**

### **i) Core Values**

- Care
- Respect
- Integrity
- Trust
- Accountability

### **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.

## **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, 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 programme management in education**, including programme design, costing, monitoring and evaluation and reporting.
- **Strong technical expertise in education, life skills work** and/or 21st century learning/interactive pedagogy
- **Ability to engage with a wide range of people**, including government partners, academic centres, formal and in-formal networks and collectives, NGOs/CSOs and technical experts if required to collate all relevant information.
- **Some understanding of gender and inequity issues** in relation to education and adolescents development and the application of gender / equity analysis to policy and planning in education.

## VII. Recruitment Qualifications

Education:	An advanced university degree in one of the following fields is required: education, economics, psychology, sociology, or another relevant technical field, with strong understanding of and expertise in learning, secondary age education, skills and employability
Experience:	<p>A minimum of five years of professional experience in programme planning, management, and/or research in education is required.</p> <p>Experience working in a developing country is considered as an asset.</p> <p>Relevant experience in a UN system agency or organization is considered as an asset.</p>
Language Requirements:	Fluency in English and Polish is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) is an asset.