TERMS OF REFERENCE- Temporary Appointment

Summary

Post Title	Education Officer
Proposed level	NOB
Location	Gedaref, Sudan
Duration	364 days
Supervisor	Gedaref Emergency Coordinator
WBS & Grant	

Background

In early November 2020, the UN recorded an influx of asylum seekers at border entry points in East Sudan from Ethiopia, following military confrontations between the Ethiopian Defence Force (EDF) and Tigray Regional Security Forces (TRSF). As of September 2021, there are currently 48,321 refugees (28,374 refugees, including 12,690 children, reside in camps; 9,947 refugees, including 3,283 children, reside out of camps). Fighting along the Sudan-Ethiopian border continues. The existing inter-agency emergency refugee response plan (Nov. 2020 – Dec 2021) foresees an influx of up to 120,000 refugees from Ethiopia, including some 100,000 refugees of Tigray ethnicity into Kassala/Gedaref States.

The State Government of Gedaref, represented by the Commission of Refugees (COR), is leading the overall humanitarian response. UNHCR, in close collaboration with and under the leadership of COR, leads the overall coordination efforts across the response. UNICEF and UNHCR co-lead WASH and Education, Child Protection Sub-Working Groups. The H&N Working Group (WG) is co-led by COR and UNHCR under the overall leadership of State Ministry of Health. UNICEF. UNICEF programming approach to this response has aimed to build capacities of the government institutors at the state and locality level. Most of the programme interventions are implemented through the state ministries and line departments and address the needs of both refugees and host communities. The response interventions aim to provide a strong basis for longer term development of the local populations through system and capacity development.

Purpose

Under the supervision and direction of the Gedaref Emergency Coordinator, in coordination with the Chief of Field Office Kassala, and Chief of Education, the Education Officer provides professional technical, operational and administrative assistance throughout the programming process for education programmes/projects within the Country Programme from development planning to delivery of results, preparing, executing, managing and implementing a variety of technical and administrative programme tasks to facilitate programme development, implementation, programme progress monitoring, evaluating and reporting.

MAIN DUTIES AND RESPONSIBILITIES

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. **Networking and partnership building**
5. **Innovation, knowledge management and capacity building**

1. **Support to programme development and planning**
   - Contribute to the preparation and updating of the situation analysis for the development, design and management of education related programmes/projects. Research and report on development trends (economic, social, health etc.) and data for use in programme development, management, monitoring, evaluation and delivery of results.
   - Contribute to the development and establishment of sectoral programme goals, objectives and strategies and results-based planning through research, collection, analysis and reporting of education and other related information for development planning 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.

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 education 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**

- Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.

- Apply innovative approaches and promote good practice to support the implementation and delivery of concrete and sustainable programme results.

- Research 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/stakeholders.

Expected background and Experience

Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

ii)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. Recruitment Qualifications	
Education:	A university degree in one of the following fields is required: education, psychology, sociology or another relevant technical field.
Experience:	A minimum of two years of professional experience in programme planning, management, and/or research in education is required. Experience working in a developing country is considered as 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 another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset.

Duty Station and Travel

Gedaref, Sudan

Prepared by:

Date:

Reviewed by:

Date:

Certified by:

Date:

Approved by:

Date: