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

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| **I. Post Information** | |
| Job Title: **Education Specialist (REAL Project Coordination)**  Supervisor Title/ Level: **Education Manager P4**  Organizational Unit: **Programme**  Post Location: **Yemen Country Office** | Job Level: **Level 4**  Job Profile No.:  CCOG Code: **1F**  Functional Code: **EDU**  Job Classification Level: **Level 4** |

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| II. Organizational Context and Purpose for the job |
| Nearly five years after the start of the conflict, Yemen remains the largest emergency globally, with 24 million people out of the population of 30.5 million in need of humanitarian assistance. The conflict has left 3.6 million people, including 2 million children, internally displaced, and at least 500,000 public sector workers have been without salaries for three years, including estimated two third of teachers. Humanitarian access to vulnerable populations remains severely constrained. The damage and closure of schools are threatening children's access to education, rendering them vulnerable to serious protection concerns. At least 2 million children in Yemen are estimated to be out of school. While an estimated 46 per cent of girls and 54 per cent of boys are enrolled in school, secondary-level girls are more likely to drop out due to security issues, lack of female teachers and the lack of appropriate WASH facilities. The emerging crisis has an impact on the overall Education system and limits current and future opportunities for children in Yemen to access learning. UNICEF is working with multiple partners to improve access to quality education for every child in Yemen. Whilst focusing on ensuring immediate humanitarian support to the education sector, UNICEF is also working with partners to improve the quality of education.  UNICEF, in partnership with the World Bank, WFP, and Save the Children, is developing Yemen’s largest ever project for the Education sector.  This new project, entitled Restoring Education and Learning (REAL), represents a much-needed investment of 153 million USD into the education sector. The project financing will be provided jointly by the World Bank/International Development Association (100 million) and Global Partnership for Education (53 million), and the project overall will be managed by the World Bank.  This four-year project will focus on ensuring continued school functioning through a package of support for schools that will benefit from the project, alongside upstream capacity development and support for alternative learning across Yemen. UNICEF, WFP, and Save the Children will work jointly to implement the project, with each agency taking responsibility for different components of the project – UNICEF will provide teacher incentives and allowances, educational supplies, school rehabilitation services, and capacity development; WFP will implement a school feeding program, and Save the Children will focus on teacher training, the production, printing and distribution of learning materials, and capacity development for school principals and administrative staff.  **Job organizational context**  The Education Specialist is to be based in the Yemen Country Office (CO) where the Representative is at the D2 level and the Education Programme is a component of the Country Programme. The Education Specialist reports to the Education Manager who is at P4 level.  **Purpose for the job**  Under the direct supervision of the Education Manager and the overall supervision of the chief of Education and in collaboration with other development and humanitarian organizations in the country, the Education Specialist is responsible for providing technical and operational leadership in the management, coordination, and implementation of the UNICEF implemented activities within the REAL project. The Education Specialist contributes to the achievement of concrete and sustainable results in line with UNICEF’s, results based-management approaches and methodology (RBM), as well as UNICEF’s Strategic Plans, standards of performance and accountability framework. S/he is responsible for the timely and effective implementation of the project through the establishment of appropriate systems and procedures, the leadership of the project team, and responsible for monitoring progress and impact and reporting on it. The REAL project is implemented in coordination with Ministry of Education (MoE), the education authorities, the Local Education Group, and the Education Cluster.  While the project is being implemented with UNICEF, Save the children, and WFP, UNICEF has a coordination role between the partners and will lead the consolidation of regular technical progress report, management of the project Third Party Monitoring Agency (TPMA), and project wide coordination on the social and environmental safeguards work. Therefore, the Education Specialist will need to play an important role in ensuring good communication and coordination among varied stakeholders across different provinces and countries. |

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| III. Key functions, accountabilities and related duties/tasks *(Please outline the key accountabilities for this position and underneath each accountability, the duties that describe how they are delivered. Please limit to four to seven accountabilities)* |
| **Summary of key functions/accountabilities:**  The post holder, under the direct supervision of the Education Manager and leadership of the Chief of Education, is responsible for the efficient management of the education REAL project implementation as follows:  **Planning, Monitoring, Implementation and Reporting for the REAL Project Management**   * Prepare the annual work plan including a procurement plan, the development of strategies for successful implementation and determining priorities/targets and performance measurements. Coordinate work progress monitoring and ensure results are achieved according to schedule and performance standards and report on critical issues for timely action. * Provide technical leadership to the project team on all aspects of REAL project implementation to enable colleagues to achieve program/performance objectives. * Ensure high level of accountability towards REAL project monitoring and reporting of activities in collaboration with all the stakeholders including the World Bank (WB), UNICEF staff, project partners, government counterparts.   **Establishment and maintenance of effective coordination mechanisms**   * Establish and lead the Project Steering Committee and project specific technical working group. * Lead UNICEF’s coordination with project partners (Save the Children International (SCI) and World Food Programme (WFP)) across all activities to ensure a harmonized approach to planning implementation, monitoring, grievance redressal and reporting. * Contribute to Inter-agency Working Groups, clusters and other relevant fora in formulating and articulating project plans and outcomes and in disseminating key results and lessons learned. * Interact with designated focal points so that they can provide detailed, clear and up-to-date information, as well as make the corresponding follow-up, referrals, according to established protocols. * Facilitate regular coordination with and update to the Education cluster, local Education Group, and development partners group. Establish and manage temporary technical working groups for the undertaking of specific tasks * Ensure strong donor relations and coordination, especially with the World Bank (WB), Global Partnership for Education (GPE), and REAL project partners including facilitating high level meetings and remote missions. * Ensure strong coordination with relevant cross sectoral networks including for protection against Sexual Exploitation and Abuse (PSEA), Gender Based Violence (GBV), and Global Coalition to Protect Education from Attach (GCPEA)   **Preparedness and capacity-development**   * Lead early warning, contingency planning, and emergency preparedness efforts for the project; ensure the REAL project risk management procedures are kept up to date. * Undertake capacity mapping and gap identification exercises to develop relevant capacity-development strategies for the project * Identify the training needs of Ministry of Education (MoE) and other partners and implement capacity building activities as required under the project.   **Needs assessment, analysis, prioritization and planning**   * Organize joint field missions (including remote missions), needs assessments and analysis among project partners. * Participate in joint needs assessment exercises as appropriate to ensure that identified project’s needs, gaps and priorities are as evidence-based as possible. * Co-lead on the design of appropriate transition strategies for the project to ensure continuity between the humanitarian response, recovery and development phases and disaster risk reduction initiatives.   **Support to project planning and implementation**   * Ensure timely distribution and Third-Party Monitoring (TPM), end-user monitoring of all the project activities in collaboration with the Ministry of Education (MoE) and education authorities, partners, staff, engineers, and contractors * Advise the Chief of Education and Education Manager in setting priorities, strategies, design and implementation plans. Keep abreast of development trends to enhance project management, efficiency and delivery. * Establish specific goals, objectives, strategies and implementation plans for the project using results-based planning terminology and methodology (RBM). Prepare required documentations for review and approval. * Ensure all partnership activities are carried out in accordance with UNICEF’s partnership agreements. * Ensure strong collaboration with UNICEF sections for project response (particularly WASH, Emergency, Communication for Development, Construction, supply and PMU) to meet the expected project outcome. * Ensure compliance with all UNICEF procedures for activity level approval, e.g. Government Partnership Review Committee (GPRC). * Supervise the project team including at the section and field office levels. * Provide technical and operational support throughout all stages of REAL project processes and to ensure integration, coherence and harmonization with other UNICEF sectors and achievement of results as planned and allocated. * Provide timely input on relevant internal UNICEF reports (Country Office Annual Report (COAR), Results Assessment Module (RAM), Strategic Monitoring Questions (SMQ) reports). * Facilitate the development and use of harmonized tools and standards for the project, such as minimum data fields across various mechanisms, recording and compilation of data received through different models, sex and age disaggregated data.   **Innovation, knowledge management and capacity building**   * Promote critical thinking and innovative approaches and good practices for sustainable project initiatives through advocacy and technical advisory services. * Keep abreast, research, benchmark, introduce and implement best and cutting-edge practices on project management and information systems. Institutionalize and disseminate best practices and knowledge learned. * Contribute to the development of policies and procedures and introduce innovation and best practices to ensure optimum efficiency and efficacy of sustainable projects. * Organize/plan/implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results. |

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| IV. Impact of Results |
| The strategic and effective advocacy, planning and implementation of the REAL Project to the achievement of goals and objectives to improve learning outcomes and universal access to quality, equitable and inclusive education in Yemen. Achievements in education programmes and projects in turn contribute to maintaining/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. Competencies and level of proficiency required | |
| **Core Values**   * Care * Respect * Integrity * Trust * Accountability   **Core Competencies**   * 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) * Drives to achieve impactful results (2) * Manages ambiguity and complexity (2) | **Functional Competencies:**   * Analyzing (3) * Applying technical expertise (3) * Deciding and Initiating action (2) |

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| **VI. Recruitment Qualifications** | |
| Education: | * An advanced university degree in one of the following fields is required: education, economics, psychology, sociology or another relevant technical field. |
| Experience: | * Minimum of 8 years of progressively responsible relevant work experience in programme planning, management, and/or research in education at the international level. * Previous experience coordinating UNICEF Education project activities with the World Bank (WB)/ Global Partnership for Education (GPE) and/or managing UNICEF education activities funded by WB/GPE grants Experience working in a humanitarian and emergency context is strongly desirable. * Previous experience working with UNICEF/another UN agency is strongly desirable. |
| Knowledge and skills | * Solid knowledge of World Bank (WB) and Global Partnership for Education (GPE) project design, coordination and implementation processes. * Advance knowledge of participative and community-based approaches, practices and applications. * Good 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). * Strong knowledge of global developments in education and international engagement strategies, including the application of the equity lens and human rights perspectives to programming. * Good 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. * Good education sector planning knowledge/ability, including the range of modalities for delivering education, cost-effectiveness and efficiency issues, key institutional structures, components and processes, as well as governance issues. * Good 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. * Good ability to support engagement with partners e.g. Sector Wide Approaches, Global Partnership for Education, Education in Emergency Clusters, Education Provider Forums, Delivering as One, Inter-sectoral partnerships, as well as networking with other key partners. * Good understanding of gender and inequity issues in relation to education and development and the application of gender / equity analysis to policy and planning in education. * Good understanding of policies and strategies to address issues related to resilience: risk analysis and risk management, education in conflict situations, natural disasters, and recovery for CO and RO based post and where relevant. |
| Language Requirements: | Fluency in English as a working language. Knowledge of Arabic is an asset. |

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| **VII. Signatures- Job Description Certification** |
| Name: Andrea Berther Signature Date |
| Title: Chief Education  Name Philippe Duamelle Signature Date |
| Title: Representative |