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|  | **UNITED NATIONS CHILDREN’S FUND****JOB PROFILE** |

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| II. Organizational Context and Purpose for the job |
| **General:** Humanitarian action is of fundamental importance to UNICEF and encompasses interventions aimed at saving lives, alleviating suffering, maintaining human dignity, and protecting the rights of affected populations wherever there are humanitarian needs, as well as interventions addressing underlying risks and causes of vulnerability to disasters, fragility and conflict. UNICEF’s humanitarian action is guided by the Core Commitments for Children in Humanitarian Action (CCCs) which set organizational, programmatic and operational commitments and benchmarks against which UNICEF holds itself accountable for the coverage, quality and equity of its humanitarian action and advocacy and which are mandatory for all UNICEF personnel. Furthermore, UNICEF is committed to support humanitarian coordination through the cluster approach. Introduced as part of the humanitarian reform, the cluster approach, aims at ensuring clear leadership, predictability and accountability in international responses to humanitarian emergencies by clarifying the division of labor among organizations and better defining their roles and responsibilities within the different sectors involved in the response. As a member of the IASC, UNICEF work along with national and local stakeholders (including national and local authorities, CSOs, and communities) to support humanitarian coordination and to improve the collective impact of humanitarian response. Whether the cluster approach is activated or not, UNICEF plays a key role in both global and country-level interagency coordination for its areas of programmatic responsibility. As Cluster Lead Agency (CLA) for Nutrition, WASH, Education (co-led), and Child Protection Area of Responsibility (AoR) within the Protection Cluster, UNICEF is committed to fulfil the core functions defined by the IASC when the clusters are activated or when UNICEF is asked to support sectoral coordination.**Lebanon Specific Context:** The position forms part of the UNICEF Lebanon’s scale up plan to respond to the ongoing situation In Lebanon, where there has been a significant increase in poverty and vulnerability as a consequence of the deepening economic crisis, exacerbated by COVID-19 situation. UNICEF Lebanon is scaling up its respond to emerging needs of children and women in this context, through immediate emergency response, expansion of cooperation program while strengthening the national capacity in the areas of Education, Social Protection, Nutrition, Health, WASH and Protection, and strong leadership in sector coordination.In such a fluid environment, a coherent, coordinated, and complementary education response is needed.  Within the national framework there has to be the immediate emergency response, which has to lead into a longer-term learning framework for all children. With increasing number of children not able to afford private education and private schools significantly affected by economic crisis, provision of services has fallen to both the national state institutions and the international community who are working through a large number of non- governmental organizations. The legal and regulatory frameworks for managing the response have had to be developed and are in many cases still being adjusted.In order to maximize the efficiency and effectiveness of the response it is essential that there are mechanisms in place to ensure horizontal and vertical information flows between regional, national, state and non state actors; to direct and support the management of shifts from humanitarian to resilience and development; to ensure coherence and to build the evidence base to better inform the policy and strategic planning processes.**Purpose of the job:** Under the overall direction and guidance of the Chief of Field Operations, P5, the Education Manager Cluster/ Sector Coordinator will provide leadership and representation of the Cluster/ Sector/ Working Group. They will facilitate the processes that will ensure a well-coordinated, strategic, adequate, coherent, and effective response by participants in the Cluster/ Sector/ Working Group that is accountable to those who are affected by the emergency. In their effort to provide an efficient and effective response to the humanitarian crisis, the Education Manager Cluster/ Sector Coordinator is responsible for building relationships with stakeholders, for securing the overall coordination of sectoral responses and for ensuring inter-sectoral collaboration.  |

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| III. Key function, accountabilities and related duties/tasks |
| The post holder is responsible for providing predictable, timely and strategic leadership and representation for the Cluster/ Sector/ Working Group to ensure a timely and effective Cluster/ Sector/ Working Group response. The post holder is responsible for leading multiple stakeholders, beyond their immediate team of direct reports, to work collectively towards the realization of a shared goal based on evidence in a complex humanitarian environment. The post holder's main tasks and responsibilities will include but not be limited to: **Coordination, representation and leadership*** Ensure, establish and maintain a coordination mechanism that facilitates the effective achievement of the cluster functions (as outlined by the IASC Reference Module) and the requirements of the HPC (HNO, HRP and CCPM) and which builds on pre-existing coordination structures where appropriate and furthers the development of current or future national and subnational coordination capacities,
* Oversee the functioning of any sub-national or hub Cluster/ Sector/ Working Group where they exist, ensuring alignment of work and priorities, effective communication, reporting, engagement and coordination between the levels,
* Supervise the Cluster/ Sector/ Working Group coordination team,
* Ensure appropriate coordination and build partnerships with all relevant sector stakeholders including government counterparts and national authorities, local, national and international organizations and affected populations,
* Build complementarity in co-leadership of Cluster/ Sector/ Working Group and of partner actions within the Cluster/ Sector/ Working Group, pro-actively negotiating with partners to avoid and resolve duplication and gaps,
* Coordinate, collaborate and represent the Cluster/ Sector/ Working Group with stakeholders across all sectors, including through inter-cluster coordination fora, developing cross-sectoral relationships to strengthen and improve the humanitarian response as appropriate.

**Needs assessment and analysis*** Lead the planning and implementation of needs assessment and analysis, including representing the Cluster/ Sector/ Working Group in multi-sectoral needs assessments and joint analysis of needs, at national and subnational levels,
* Analyse needs assessment data and work collaboratively with the Cluster/ Sector/ Working Group partners to create analytical products, including an HNO based on evidence-based information,
* Advocate for the funding and implementation of needs assessments and analysis by the Cluster, partners and inter-cluster/agency working groups.

**Strategic response planning*** Lead and coordinate strategic planning, response prioritization and the development of the sectoral response plan that is based on the HNO and aligned with national priorities, policies and plans,
* Ensure all programme delivery modalities (in-kind, cash, voucher and services) are given equal consideration in the strategic response planning and establish and implement systematic measures for supporting their consideration and use,
* Provide technical expertise and advice to Cluster/ Sector/ Working Group partners to ensure activities are relevant, appropriate and in line with national priorities and communities' needs,
* Ensure that the Cluster/ Sector/ Working Group response plan is updated regularly according to evolving needs and that it establishes indicators by which performance of the cluster can be measured,
* Engage with OCHA and other AoRs/ Clusters/ Sectors/ Working Groups to contribute to the development of the HRP, advocating for a response that reflects and addresses the concerns of the Cluster/ Sector/ Working Group.

**Resource mobilization and advocacy*** Support and coordinate the mobilization of adequate resources to ensure the effective functioning of the Cluster/ Sector/ Working Group and its response and subsequent handing over and establishment of medium to long term capacities when the cluster approach is deactivated,
* Monitor, analyse and communicate information about the Cluster/ Sector/ Working Group’s financial situation and resource mobilization and identify appropriate actions to address gaps or constraints,
* Advocate for improved sectoral outcomes, by developing an advocacy strategy, networking with advocacy allies, influencing stakeholders' decision-making.

**Implementation and monitoring*** Monitor, evaluate and report on the coverage, equity, quality and progress of the response against the Cluster/ Sector/ Working Group strategy, priorities and agreed results,
* Plan and support gap and coverage analysis to identify spatial and temporal gaps, overlaps and coverage of the Cluster/ Sector/ Working Group humanitarian response,
* Monitor Cluster/ Sector/ Working Group adherence to IASC cluster approach principles, relevant humanitarian and sectoral agreements, standards, initiatives and guidelines and support partners to make improvements.

**Operational peer review and evaluation*** Lead the annual cluster coordination performance monitoring (CCPM) exercise and annual review and contribute to other sectoral and humanitarian evaluations as appropriate.

**Accountability to affected populations*** Be accountable to the affected population by establishing inclusive and consultative feedback mechanisms, creating meaningful opportunities for the involvement of the affected population in the response and encouraging partners to operate accountably,
* Ensure the inclusion of cross cutting issues (age, child protection, disability, gender, gender-based violence (GBV) mitigation and response and HIV & AIDS) in Cluster/ Sector/ Working Group activities throughout the HPC,
* Establish and implement systematic measures for supporting inclusive work practices and processes,
* Adhere to child safeguarding and PSEA policies including procedures for challenging and reporting incidents and ensure other members of the coordination team comply.

**Strengthen national and local capacity*** Encourage participation of local and national actors in Cluster/ Sector/ Working Group activities and strategic decision-making, removing barriers to access,
* Lead the development of a capacity assessment and capacity strengthening strategy for Cluster/ Sector/ Working Group members and oversee implementation and harmonization of initiatives,
* Lead early warning, contingency planning, and emergency preparedness efforts for the Cluster/ Sector/ Working Group, ensuring adequate cluster participation in inter-cluster early warning, contingency planning and emergency preparedness activities.
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| IV. Impact of Results |
| Working in partnership with Cluster/ Sector/ Working Group participants, the Education Manager Cluster/ Sector Coordinator provides leadership and representation for the Cluster/ Sector/ Working Group. This contributes to the predictability and accountability of humanitarian action, in line with the aims of the cluster approach and IASC principles, and ensures that the humanitarian response is well-coordinated, strategic, adequate, coherent, effective and builds the resilience of the affected population. It also contributes to maintaining and enhancing the credibility and ability of UNICEF to fulfil its commitments as Cluster Lead Agency, in line with the CCCs.  By identifying opportunities from the onset and throughout the humanitarian response to build resilience of the affected population, for programming and coordination capacity and leadership, the Education Manager Cluster/ Sector Coordinator also contributes to a smooth phasing out of the internationally led Cluster/ Sector/ Working Group Leadership. |

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| **VI. Recruitment Qualifications** |
| Education: | An advanced university degree in one of the following fields is required: education, pedagogy, psychology, sociology, international development, management, social sciences or another relevant technical field. |
| Experience: | A minimum of 8 years of professional experience in humanitarian coordination including education programme planning, coordination and management and/ or research is required with experience at international level. Experience (minimum of two years) in Emergency Education and/or Education Cluster/ Sector/ Working Group coordination is required. Relevant experience in programme management in humanitarian coordination in a UN system agency or organization is considered an asset.Experience of working in a senior management role or in cluster coordination within a complex country programme in an emergency response or protracted crisis, including experience in first phase emergency response, is strongly desirable.Experience in effective leadership and management of teams to deliver results in high stress/risk environments is desirable.Experience in humanitarian contexts is required with experience in developing contexts an added advantage. |
| Language Requirements: | Fluency in English is required. Knowledge of Arabic is highly desirable. Knowledge of other UN languages is considered an asset. |

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| **VII. Technical requirements** |
| The post holder must demonstrate strong knowledge and skills in the following areas: **Humanitarian architecture, cluster approach and core functions*** Key process and features of the humanitarian programme cycle (HNO, HRP and CCPM), the humanitarian reform process and the transformative agenda, the Humanitarian-Development Nexus and the Grand Bargain Commitments,
* IASC Guidance Note on Strengthening Participation, Representation and Leadership of Local and National Actors in IASC Humanitarian Coordination Mechanisms, IASC Results Group 1 on Operational Response, (2021),
* IASC Reference Module for Cluster Coordination at Country Level (2015),
* IASC Guidance Note on Using the Cluster Approach to Strengthen Humanitarian Response (2006).

**Humanitarian principles, standards and guidelines** * Core Commitments for Children in Humanitarian Action, (2020), UNICEF,
* The Sphere Handbook, (2018), Sphere,
* Core Humanitarian Standard on Quality and Accountability, (2014), CHSA,
* Code of Conduct for the International Red Cross and Red Crescent Movement and Non-Governmental Organizations (NGOs) in Disaster Relief, (1994), ICRC,
* Accountability to Affected Populations: The Operational Framework, (2013), IASC,
* Principles of Partnership: A Statement of Commitment, (2007), ICVA,
* Availability, Accessibility, Acceptability, Quality (AAAQ) framework: A tool to identify potential barriers in accessing services in humanitarian settings, (2019), UNICEF,
* Statement on the Centrality of Protection in Humanitarian Action, (2013), IASC,
* Special Measures for Protection from Sexual Exploitation and Sexual Abuse, (2008), Secretary General Bulletin,
* Guidelines for Integrating Gender-Based Violence Interventions in Humanitarian Action, (2015), IASC.

**Education in Emergencies principles, standards, concepts, tools and resources*** Inter-Agency Network for Education in Emergencies Minimum Standards for Education: Preparedness, Response and Recovery, (2010), (INEE),
* Global Education Cluster Toolkit for effective cluster coordination and information management during all phases of the Humanitarian Programme Cycle,
* Emergency scenarios, their impact on children, education systems and communities,
* Rationale for EiE as a first response,
* Elements of a quality EiE response in all phases of emergencies including preparedness and DRR, access and learning environments, teaching and learning, teachers and other education personnel and education policy,
* Key issues related to student learning and well-being including curriculum selection, psychosocial needs of learners, language needs of learners, certification and recognition of learning, teacher support,
* Key issues related to access to and quality of education and the learning environment including common barriers to education, identification and support of vulnerable groups and out of school children, facilitating access to inclusive and safe learning environments and accessing cross-sectoral services and referrals,
* The role of teachers and education personnel in delivering quality EIE response, and strategies to include their voices in assessment and planning processes and to support teacher management (including pay), professional development and well-being in a coordinated manner,
* Inter-sections and overlaps with other clusters, sectors, approaches,
* Linkages with normative frameworks and policies relating to accountability to affected populations, inclusion and cross-cutting issues including age, disability, gender and gender-identity, the centrality of protection and SGBV,
* EiE linkages with the education sector, its position in the humanitarian-development nexus and with key development concepts and agreements including Sustainable Development Goals, Goal 4: Quality Education,
* Education sector analysis and planning including the range of modalities for delivering education and linkages between different sub-sectors.
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