



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

I. Post Information

Job Title: **Education Specialist (Early Childhood Care and Development)**
Position ID: **5859**
Job Level: **NO-C**
Supervisor Title/ Level: **Chief of Education P-4, Post #: 11298**
Organizational Unit: **Programme**
Post Location: Zambia **Country Office**

Job Profile No.:
CCOG Code:
Functional Code:
Job Classification Level: (For non GJP)

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 organisation does — in programs, in advocacy and in operations. The equity strategy, emphasising 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 realising 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 Specialist GJP is to be used in a Country Office (CO) where the Education Program is a **major or key** component of the Country Program (or UNSDCF). The Specialist reports to the Chief, Education Section who is at Level 4.

Purpose for the job: Under the guidance and general supervision of **the Chief, Education Section P4**, the Specialist supports the development and preparation of the Early Childhood Development (ECD) and Early Childhood Education (ECE) programs/projects and their management, implementation, monitoring, evaluation and reporting of progress . The Specialist provides technical guidance and management support throughout the programming processes to facilitate the administration and achievement of results in ECD and ECE programs/projects, so as to improve quality and equitable and inclusive education especially for young children who are marginalised, disadvantaged and excluded. Internally, the Specialist leads the cross-sectoral coordination around Early Childhood Development within the Zambia Country Office, and externally - engages with a series of line ministries and partners to support institutional capacity building and an enabling environment for the provision of optimal holistic development of young children.

The Specialist contributes to achievement of results according to plans, allocation, results based-management approaches and methodology (RBM) and UNICEF's Strategic Plans, standards of performance and accountability framework.

III. Key function, accountabilities and related duties/tasks

Summary of key functions/accountabilities:

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

1. Support to program/project development and planning

- Support the preparation/design and conduct/update the situation analysis for ECD and ECE programs/projects and/or the sector, to ensure that current and comprehensive evidence based data is available to guide UNICEF's strategic policy advocacy, priority setting, strategies and interventions. Keep abreast of development trends to enhance program management, efficiency and delivery.
- Participate in strategic program discussions on the planning of education programs/projects. Formulate, design and prepare programs/projects proposal for the sector, ensuring alignment with the overall UNICEF's Strategic Plans and Country Program and coherence/integration with UN Sustainable Development Cooperation Framework (UNSDCF), regional strategies and national priorities, plans and competencies.
- Establish specific goals, objectives and strategies and implementation plans in coordination with relevant sectors, for Early Childhood Development and Education, using results-based planning terminology and methodology (RBM). Prepare required documentations for program review and approval.
- Work closely and collaboratively with internal and external colleagues and partners to discuss strategies and methodologies and to determine national priorities/competencies to ensure the achievement of concrete and sustainable results.
- Provide technical and operational support throughout all stages of programming processes and to ensure integration, coherence and harmonisation of programs/projects with other UNICEF sectors and achievement of results as planned and allocated.

2. Program management, monitoring and delivery of results

- Plan and/or collaborate with internal and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators and measurement to assess/strengthen performance accountability, coherence and delivery of concrete and sustainable results for the assigned sector on education programs.
- Participate in monitoring and evaluation exercises, program reviews and annual reviews with government and other counterparts to assess progress and to determine required action/interventions to achieve results.
- Prepare/assess monitoring and evaluation reports to identify gaps, strengths/weaknesses in program and management, identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.
- Actively monitor programs/projects through field visits, surveys and/or exchange of information with partners/stakeholders to assess progress, identify bottlenecks and

potential problems and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.

- Monitor and verify the optimum/appropriate use of sectoral program resources (financial, administrative and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity and ensuring timely reporting and liquidation of resources.
- Prepare regular/mandated program/project reports for management, donors and partners to keep them informed of program progress.

3. Technical and operational support to program implementation

- Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners/donors on interpretation, application and understanding of policies, strategies, processes and best practices and approaches on Early Childhood Development and Education and related issues to support program management, implementation and delivery of results.
- Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely/appropriate support throughout the programming/projects process.
- Participate in education program meetings including program development and contingency planning to provide technical and operational information, advice and support.
- Draft policy papers, briefs and other strategic program materials for management use, information and/or consideration.

4. Networking and partnership building

- Establish partnership/alliances and build and sustain close working partnerships with relevant government counterparts, national stakeholders and global partners/allies/donors/academia in relevant sectors through active networking, advocacy and effective communication to build capacity, exchange knowledge/expertise and to reinforce cooperation to achieve sustainable and broad results.
- Support fund raising for Early Childhood Development and Education programs by developing investment cases, communication and information materials on Early Childhood Development and Education
- Participate and/or represent UNICEF in appropriate inter-agency discussions and planning on education and related issues to collaborate with inter-agency partners/colleagues

Support internal coordination across sectors on ECD programming to ensure synergies and avoid overlaps across all planning and implementation stages.

5. Innovation, knowledge management and capacity building

- Apply/introduce innovative approaches and good practice to build the capacity of partners and stakeholders and to support the implementation and delivery of concrete and sustainable program results.
- Keep abreast of research and implement best practices in education and Early Childhood Development programme management. Assess, institutionalise and share best practices and knowledge learned.
- Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of sustainable programs and projects.
- Organise and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programs/projects.

IV. Impact of Results

The strategic and effective advocacy, planning and formulation of education programs/projects and the achievement of sustainable results, contribute to achievement of goals and objectives to improve learning outcomes and equitable, inclusive and universal access to education in the country. Achievements in education programs and projects in turn contribute to maintaining/enhancing the credibility and ability of UNICEF to provide program 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 (II)
- Drive for results (II)

Functional Competencies:

- Leading and supervising (I)
- Formulating strategies and concepts (II)
- Analyzing (III)
- Relating and networking (II)
- Deciding and Initiating action (II)
- Applying technical expertise (III)

VI. Technical Competencies

Technical competencies must be demonstrated in the following areas:

- **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).
- **Good knowledge of global developments in Early Childhood Development and Education** and international engagement strategies, including the application of the equity lens and human rights perspectives to programming.
- **Ability to support policy dialogue**: translation of analytical findings and evidence into development programmes and policy discussions around equity and learning with partners, including government, development partners, CSOs and academia in Early Childhood Development and Education and other 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, indicators, tools for analysis of equity, determinants of student access and learning, budget, cost and financing, education system management, political economy and application to education policy and strategic planning.

- **Good programme management in Early Childhood Development and Education**, including programme design, costing, monitoring, programme data analysis, financial management and evaluation and reporting. Strong writing skills required for a series of programme and donor reporting.
- **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 such as in ECD), as well as networking with other key partners.
- **Some 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.
- For CO and RO based post and where relevant, **some understanding of policies and strategies to address issues related to resilience**: risk analysis and risk management, education in conflict situations, natural disasters, and recovery.

VII. Recruitment Qualifications

Education:	An Advanced University Degree in education, economics, psychology, sociology or other social science field is required.
Experience:	A minimum of 5 years of professional experience in social development planning and management in education, especially Early Childhood Education and Development and related areas at the national and/or international level, some of which preferably in a developing country is required. Relevant experience in a UN system agency or organisation is an asset.
Language Requirements:	Fluency in English is required. Knowledge of another official UN language or a local language is an asset.