

| <b>TEMPORARY APPOINTMENT (TA): Education Specialist (Education in Emergencies (EiE)), NOC</b>   |  |
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| UNICEF Malawi is seeking to engage a temporary appointment to provide technical support and advice to the development, implementation, monitoring, evaluation and reporting of the UNICEF supported education in emergency programme. |  |
| <b>Post Level</b>   | NOC  |
| <b>Location</b>   | UNICEF Malawi Office in Lilongwe, with frequent field travel to the emergency affected districts, communities and schools for planning, implementation, monitoring, and reporting UNICEF supported education in emergency interventions. |
| <b>Duration</b>   | 364 days   |
| <b>Supervisor (Title)</b>   | Direct supervisor: Education Specialist (System Strengthening)<br>Matrix supervisor: Chief Humanitarian Action & Resilience  |

## 1. ORGANIZATIONAL CONTEXT

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. 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 realizing 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.

**Strategic office context:** The UNICEF Malawi Country Programme (2024-2028) works through a One-UN approach based on the new United Nations Sustainable Development Cooperation Framework (UNSCDF) Strategic Priorities (2024-2028). All four strategic priorities of the UNSCDF 2024-2028 hold significance to UNICEF and the priorities identified for children: i) Economic Development, ii) Governance, iii) Human Capital Development, and iv) Climate Change. UNICEF co-leads the further elaboration and results in developing the Human Capital Development strategic priority. The intent of the UNICEF CPD 2024-2028 is fully aligned with these priorities, which are also directly linked to the pillars of Malawi Vision 2063, and the Malawi Implementation Plan (MIP, 2030).

The UNICEF-supported Education and Adolescent Development and Participation (EADP) results are, i.e., Outcome 2, emphasizes that “Girls and boys, including adolescents - especially those who are vulnerable - learn in safe, healthy, and inclusive environments across pre-primary, primary, secondary, and alternative education.” It highlights the importance of equipping children and adolescents with

transferable skills while ensuring access to gender-responsive, equitable, and inclusive child protection services, including during emergencies.

Education in Emergencies (EiE) is one of the core components under UNICEF Malawi EADP programme Output 1 (System Strengthening). In partnership with MoE, District Education Offices and Schools as well as NGO partners UNICEF has been supporting the provision of education services for out-of-school children and adolescents in emergency-affected areas across the country, with focus on children with multiple vulnerabilities. UNICEF's EiE assistance focuses on integrated education and child protection approach which aims at creating a safe space that provides children with a chance to learn, to be safe, and gain a particular set of skills for pre-primary, primary and secondary school-age children, including adolescents. However, in Malawi, the realization of this strategic outcome faces significant challenges due to multiple crises.

Malawi's increasing vulnerability to climate change has resulted in frequent and severe climate shocks, including erratic rainfall, floods, tropical cyclones, droughts, prolonged dry spells, and strong winds. These environmental challenges have severely disrupted the education sector, damaging infrastructure, and teaching materials. As a result, many school-aged children experience interruptions in their learning. Climate-related school closures, coupled with health emergencies, further hinder educational continuity.

To address these challenges, there is an urgent need to enhance the resilience and disaster risk management capacity of Malawi's Ministry of Education at national, sub-national, and district levels. This preparation is critical, especially with the cyclone season approaching, to ensure the continuity and quality of education services with a strong focus on equity and inclusion.

## **2. PURPOSE OF THE JOB**

The Education Specialist (EiE) is expected to provide technical guidance, operational support and coordination throughout all stages of programming to facilitate the planning, management and delivery of results for children's education by enhancing the EiE preparedness and response capacities, ensuring effective coordination, monitoring, and reporting of EiE programmes and activities. This will include technical assistance in Disaster Risk Management (DRM), resilience building and climate change adaptation. The Education Specialist (EiE) will focus on strengthening education systems to ensure the continuity and resumption of education services before, during, and after major humanitarian emergencies.

For successful delivery of the proposed EiE interventions, the Education Specialist (EiE) is expected to collaboratively work with several partners such as Ministry of Education (MoE), Department of Disaster Management Affairs (DODMA), Civil Society Organizations (CSOs)/Non-Governmental Organizations (NGOs), UN Agencies, Development Partners, etc. To enhance the benefits of cross-sectoral programme collaboration and integration in Emergency Preparedness and Response within UNICEF, the Education Specialist (EiE) will work closely with the Chief of Humanitarian Action & Resilience (HAR), who will serve as the matrix supervisor, in particular and with other emergency specialists/officers/focal points, in general.

### 3. KEY FUNCTIONS, ACCOUNTABILITIES AND RELATED DUTIES/TASKS

Under overall guidance of the Chief of Education and Adolescent Development and Participation Section (P4), and day-to day supervision and strategic technical guidance of the Education Specialist for System Strengthening as the direct supervisor and Chief of HAR as the matrix supervisor, the Education Specialist (EiE) will take responsibilities for the following core areas of work:

#### **Support for EiE Programme Development and Coordination:**

- Ensure that a robust Education Cluster Coordination structure and system is strengthened/ established and functioning effectively at national, sub-national, and district levels as needed.
- Assist in preparing and updating situation analyses for EiE to ensure comprehensive data guides UNICEF's strategic efforts for resumption and continuity of learning.
- Mobilize resources by creating coherent project proposals that include evidence, frameworks, and budgets.
- Provide technical and operational support to ensure EiE programme coherence and integration across UNICEF sectors.
- Work with the Ministry of Education and other stakeholders to ensure that EiE is integrated into strategic programme documents, including education sector analyses.
- Engage in strategic discussions internally within UNICEF and externally with government and donor partners on effective EiE planning and multi-year resource mobilization.

#### **Monitoring and Evaluation UNICEF Support for EiE:**

- Collaborate with Education Specialists and partners to set monitoring benchmarks and performance indicators to enhance accountability and results for the EiE response.
- Engage in (end-user) monitoring, evaluation, and programme reviews with government and partners to assess progress and needed interventions.
- Ensure that an EiE data and information management system is established, including regular updates and maintenance of a 5W database for tracking EiE outputs and results for reporting.
- Analyze monitoring reports to identify programme management strengths and weaknesses.
- Conduct field visits to assess programme implementation, identify challenges, document lessons learned and support stakeholders and prepare periodic reports for donors including SitReps as needed.
- Ensure proper use of EiE resources, compliance with regulations, and timely reporting.
- Participate in programme review meetings to offer EiE-related advice and support.

#### **Partnership Building and Advocacy for Education in Emergencies:**

- Foster partnerships with government, stakeholders, donors, and academia through networking and advocacy to enhance capacity and cooperation for sustainable education results in emergencies.
- Develop communication materials for the UNICEF Malawi EiE programme to raise awareness, establish partnerships, and support fundraising.
- Organize and lead stakeholder workshops to engage government officials, NGOs, and donors in collaborative discussions that share data from UNICEF's EiE programmes, identify gaps, and develop advocacy strategies to mobilize resources.
- Represent UNICEF in inter-agency discussions on EiE issues to ensure alignment with UNICEF's priorities.

- Collaborate with data, monitoring, and evaluation specialists for coordinated monitoring and reporting activities.

**Capacity Building, Disaster Risk Reduction and Best Practices in Education in Emergencies:**

- Strengthen the disaster risk reduction and resilience capacity of the education sector by supporting the Education Cluster, conducting a thorough risk assessment of educational institutions, and organizing, technical training for relevant EiE staff.
- Introduce innovative approaches to enhance the capacity of partners and stakeholders for sustainable EiE results.
- Research and implement best practices in emergency education management including documentation of and sharing of lessons learned from EiE implementation.
- Collaborate with humanitarian partners on capacity-building strategies to enhance stakeholder competencies in DRR, resilience building, EIE preparedness and response.
- Employ various skill-building methods, including self-learning and workshops, to ensure UNICEF and Government staff understand new EiE programmes, policies, strategies and tools.
- Seek partnerships with knowledge institutions to identify capacity gaps and develop local solutions.

#### 4. QUALIFICATIONS

**Education:**

- An advanced university degree in one of the following fields is required: Education, Social Sciences, International Development, Statistics, Economics, and any other related fields.
- \*A first University Degree in a relevant field combined with 2 additional years of professional experience may be accepted in lieu of an advanced university degree.

**Experience:**

- A minimum of five years of progressively responsible professional work experience in education programming in emergency contexts is required.
- Experience in disaster risk reduction, education cluster coordination, EiE data and information management, climate change adaptation, and education sector planning is required.
- Proven ability to coordinate with multiple stakeholders, including government agencies, UN agencies, and NGOs is required.
- Experience working in a developing country is considered as a strong asset.
- Background and/or familiarity with gender-responsive programming is considered as an asset.

**Expected technical knowledge and skills:**

- Strong technical knowledge of education, with a specific focus on policy work, financial analysis, costing, and awareness of the Malawi Education system context. Strong analytical and conceptual thinking and knowledge in the development of strategic frameworks is required.
- Strong analytical, communication, and advocacy skills is required.
- Ability to develop new and nurture existing internal and external networks, partnerships, and relationships which deliver results is required.
- Ability to work effectively in a diverse and multi-cultural team to achieve goals is required.
- Excellent writing, communication, and presentation skills with stakeholders is required.
- Ability to analyse information, solve problems and make decisions in various contexts is required.
- Good analytic and report-writing skills is required.

- Good reputation in capacity development of government counterparts, including facilitation of structured group work and activities is required.
- Ability to work under pressure and commitment to work within a tight timeframe is required.
- The highest levels of personal integrity and commitment to adhering to required standards of conduct is required.

**Language:**

- Fluency in English and Chichewa, both strong verbal and written skills are essential.

**5. COMPETENCIES**

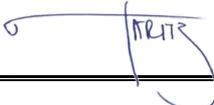
**Core Values**

- Care, Respect, Integrity, Trust, Accountability and Sustainability (CRITAS).

**Core Competencies**

(1) Builds and maintains partnerships (2) Demonstrates self-awareness and ethical awareness (3) Drive to achieve results for impact (4) Innovates and embraces change (5) Manages ambiguity and complexity (6) Thinks and acts strategically (7) Works collaboratively with others.

**6. ENDORSEMENT OF TERMS OF REFERENCE:**

| Function           | Name   | Signature  | Date        |
|--------------------|--|--|-------------|
| <b>Prepared by</b> | Shumye Molla<br>Education Specialist<br>(System Strengthening)                                 |  | 31 Oct 2024 |
| <b>Reviewed by</b> | Ronelle Sasser<br>Human Resource Specialist  |  | 31 Oct 24   |
|                    | Simon Jan Molendijk<br>Chief Education &<br>Adolescent Development<br>and Participation (EADP) | <i>Simon Jan Molendijk</i>   | 31-10-2024  |
| <b>Endorsed by</b> | Gerrit Maritz<br>Deputy Representative,<br>Programme   |  | 4.11.2024   |