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UNITED NATIONS CHILDREN'S FUND
JPO Request Form

Training and Learning Plan

- ✓ Participation in a one-week JPO Induction Programme in New York;
- ✓ Guidance and advice in relation to training opportunities within the field of expertise;
- ✓ Use of yearly JPO training funds for internal/external training opportunities;
- ✓ Participation in the Mentoring, Coaching, and Career Counselling and Career transition programmes;
- ✓ Encourage field mission and/or stretch assignment during and after the 2nd year

In addition, the JPO will benefit from the following specific learning opportunities in the receiving office:

- ✓ Participation in a series of regional and global conferences and virtual information sharing sessions around Foundational Literacy and Numeracy, Digital Learning and Learning Assessments
- ✓ A series of training opportunities particularly around programme management, humanitarian response and Education in Emergency
- ✓ Day-to-day exposure to all aspect of UNICEF works in education from national to community level (ECE, primary education, alternative and Education in Emergencies)

Please also mention the following:

- ✓ The education programme manages multiple multi-year programmes and opportunities are available for further career advancement within the programme and the country office:

- ✓ Direct Supervisor (Education Manager P4) has experiences in supporting 3 JPOs and other young professionals in different country offices.
- ✓ Chief of Education has extensive experiences in managing/leading large numbers of international professionals in humanitarian settings as well as at NYHQ level.

Information and living condition of Duty station: [For Filed Office locations only]	
General Information	Yangon is located in central Myanmar, the division is bordered by Bago Region to the north and east, the Gulf of Martaban to the south, and Ayeyarwady Region to the west. The division is the most developed region of the country and the main international gateway. Yangon served as the capital of Myanmar until 2006, when the military government relocated the administrative functions to the purpose-built capital city of Naypyidaw in north central Myanmar. With over 7 million people, Yangon is Myanmar's largest and most populous city. Yangon was founded by King Alaungpaya in 1775 on the site of a small settlement called Dagon. The name Yangon means "End of Strife" which was Anglicized to Rangoon after the British annexed Myanmar in 1885.
Security	Myanmar is now under the Level 2 (L2) Corporate Emergency Activation Procedures (CEAP) to address the humanitarian situation.
Housing	The Admin Section will advise you on the available appropriate accommodation for your initial stay in Yangon. There are good hotels in Yangon, and you will be required to stay in a hotel cleared by UNDSS. Prices vary at mid-range to up-market establishments range between $50.00 - $120.00 for a single room. Double rooms go for $110.00 - $180.00
Schools & Childcare	L2 non-family duty station. N/A.
Work for spouses & partners	L2 non-family duty station. N/A.

Reporting line of the JPO [Please insert an org chart that is showing the reporting line of the JPO]
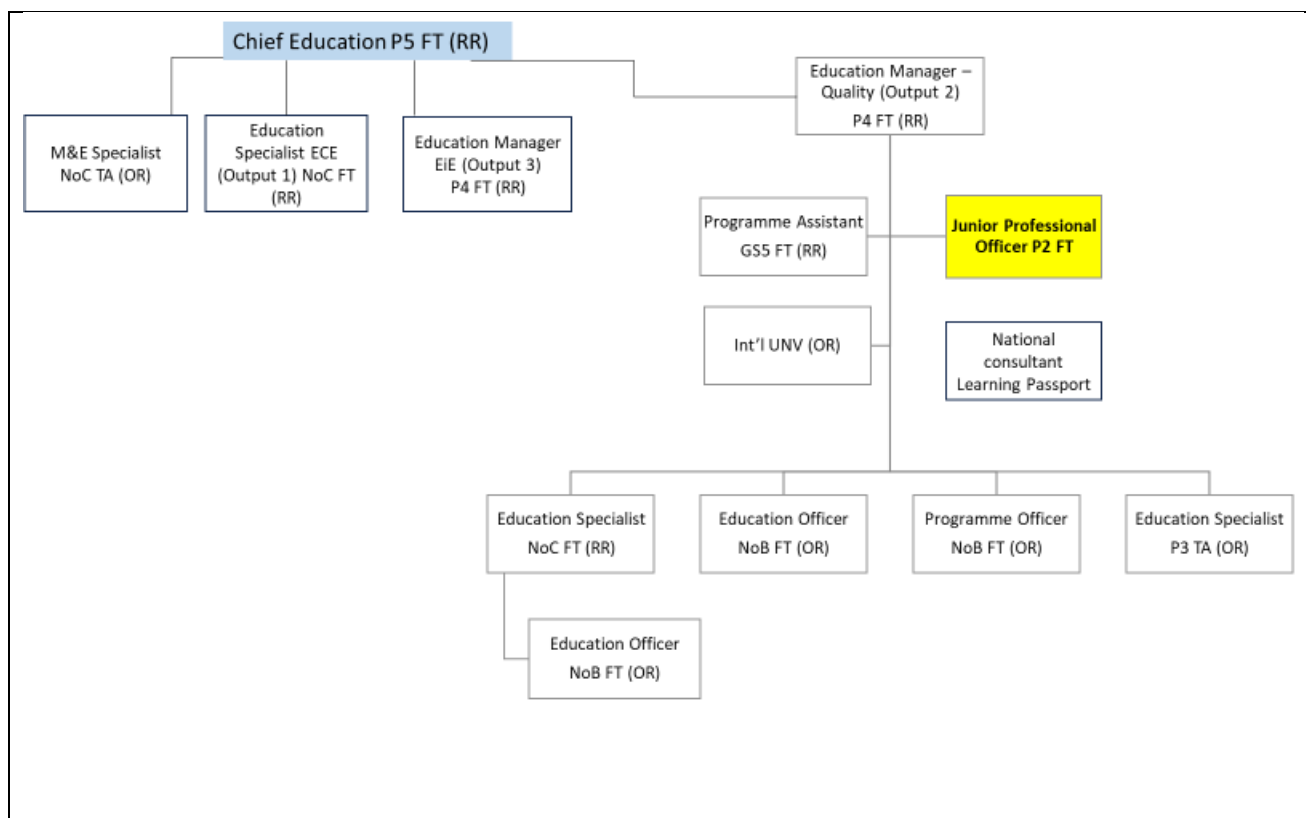
**UNITED NATIONS CHILDREN'S FUND
SPECIFIC JOB PROFILE**

I. Post Information

Job Title: Education Officer (Foundational Learning) Supervisor Title/ Level: Education Manager P4 Organizational Unit: UNICEF Myanmar Post Location: Yangon	Job Level: P2 Job Profile No.: Job Classification Level:

II. Strategic Office Context and purpose for the job

Strategic office context:

Since the military takeover in February 2021, Myanmar has been in a state of emergency, with persistent political, economic and security challenges. UNICEF and its partners have continuously assessed the situation and explored alternative modalities for the programme's implementation. Despite the reopening of basic education schools (including non-formal education centers) in June 2022 after a closure of over two years due to the COVID-19 pandemic, a staggering 3.7 million[1] children remained with very limited or no access to schooling. Many of these children had been out-of-school prior to the COVID-19 pandemic. In addition, the recent Cyclone Mocha and its historic landfall has severely affected Myanmar, partially or totally damaging over 1,200 schools. Myanmar is still in a state of emergency, with persistent political, economic and security challenges.

Given this situation, and in alignment with the United Nations Country Team Guidelines on engagement with the government after the military takeover, UNICEF Myanmar education programme has strengthened the implementation through partnership with civil society organizations (CSOs) and community mobilisation and capacity strengthening. UNICEF supports the provision of flexible learning options at community level based on the needs of children in different contexts/situations while ensuring minimum acceptable quality and meaningful learning experiences/gains for children including children with disabilities and vulnerable children. Furthermore the programme continues to strengthen different alternative learning options with strong focus on digital learning and digitalisation of high quality learning contents with aim of providing quality learning contents and opportunities for children on the move within and out of country and disadvantaged children (CwDs, different ethnic groups etc.)

This JPO post will play a crucial role in strengthening the provision of foundational learning, in particular, numeracy, literacy and digital learning. The JPO will also supports large-scale learning assessment exercise as well as the analysis of its results to inform the programme and strategies. The JPO will be exposed to day-to-day operations and management of UNICEF education programme, and will be actively assigned to different Country Office's functions in order for him/her to prepare for the future career with UNICEF or other UN and development agencies.

Purpose for the job:

Under direct supervisor of the Education Manager the JPO will be responsible for the following key functions:

- Technically contribute and strengthen Foundational Learning interventions in one of the flagship education programme which support the disadvantaged and hard-to-reach children through community learning spaces.
- Technically lead the enhancement of digital learning contents and platform with the aim to make them friendly, exciting and accessible for the most disadvantaged children.
- Technically contribute and support the strengtheing the monitoring and evaluatin of the flagship education programme with focus on children's learning progress (learning assessment).
- Support continuous capacity building to implementing parnters and grassroot stakeholders in the areas of foundational learning, digital learning and programme monitoring.

III. Key functions, accountabilities and related duties/tasks *(Standard Generic Job Descriptions P2 Education Officer)*

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 in education sector 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.

V. Competencies and level of proficiency required

Core Values attributes	Functional Competencies
• Care • Respect • Integrity • Trust • Accountability **Core competencies skills** • 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)	• Persuading and influencing (1) • Applying technical expertise (2) • Learning and researching (2) • Planning and organizing (2)

VI. Recruitment Qualifications

Education:	A university degree in one of the following fields is required: Education, Economics, Mathematics, Statistics, Psychology and other relevant social science fields
Experience:	*A minimum of two years of professional experience in one or more of the following areas is required* - Programme planning, management and programme monitoring/data analysis, in particular those of education programmes is considered as asset - Relevant experience in a UN system agency or organization is considered as an asset. - Experience working in a developing country is considered as asset - Experience in working/developing/supporting digital learning (contents and platforms) is considered as an asset
Language Requirements:	Fluency in English (both in speaking and writing) is required. Knowledge of another official UN language or local language of the duty station is considered as an asset.