



## UNITED NATIONS CHILDREN'S FUND JPO Request Form



*Lower secondary school students collaborate to create a game app on climate change through the life skills education programme in Siem Reap Province, Cambodia. ©UNICEF Cambodia/2023/Nick Sells*

### 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 2<sup>nd</sup> year

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

- ✓ Participation in programmatic and administrative group training organized by Country or Regional Office
- ✓ Participation in thematic (education, ECD, adolescent development etc.) training and seminars organized by Country or Regional Office

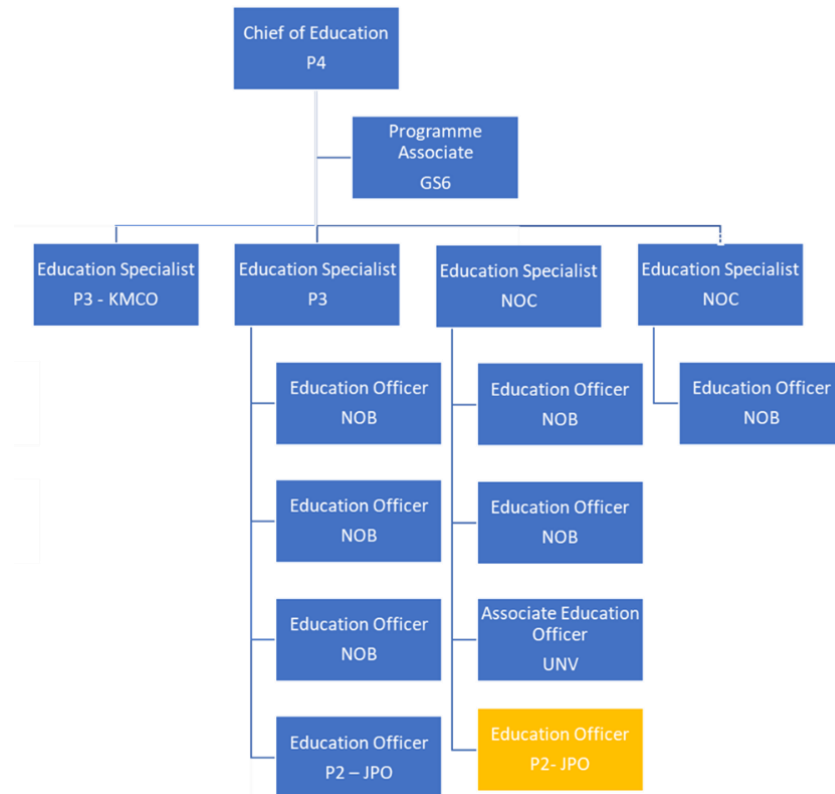
The Education Section of Cambodia Country Office (CCO) has a long history of hosting JPOs supported by different donor countries. Many JPOs have continued their career at UNICEF after completing JPO at CCO. The current Education Chief is a former JPO himself and has been playing a role of a global JPO mentor for a number of years and providing career coaching and support to JPOs.

### Information and living condition of Duty station: [For Filed Office locations only]

General Information	<p>The Kingdom of Cambodia, formerly Kampuchea, is a Southeast Asian nation that borders Thailand, Laos, Vietnam, and the Gulf of Thailand. The capital city is Phnom Penh, once known as the 'Pearl of Asia', is the capital and largest city in Cambodia. It is now a cultural, commercial, and political center that offers a unique blend of traditional charm and urban bustle.</p> <p>Today, Phnom Penh is a place of diverse economic and urban growth. A swift wave of development has brought in new high-rise buildings including a 30-storey business center, restaurants catering to every palate, and stylish hotels promising all levels of luxury. Contributing to this development are burgeoning culinary and nightlife scenes that can rival any other in the region.</p>
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Security	<p>The Security Level in Phnom Penh and across the country is classified as <b>minimal (Level 1)</b> as per the UN security management system in Cambodia.</p> <p>Threats to staff are considered low, however, incidents of petty crime, including theft, bag snatching, and pick pocketing are common, staff are advised to practice personal security awareness.</p>
Housing	<p>Phnom Penh offers plenty of options for housing, ranging from serviced apartments to individual houses or villas depending on your preferences and budget. The continuing construction boom has ensured that there are plenty of options on the market. Housing is in most cases easy to find and available on short notice, of course, depending to some extent on how particular your requirements are.</p>
Schools & Childcare	<p>There are several international schools in Phnom Penh. However, be vary of their quality and recognition outside of Cambodia. The five biggest and best known international schools are the English-language <a href="#">International School of Phnom Penh</a> (ISPP), Australian International School of Phnom Penh (AISPP), Canadian International School in Phnom Penh (CIS) and <a href="#">Northbridge International School Cambodia</a> (NISC), and the French-language Lycée Français René Descartes.</p> <p>Day-care options are plentifully available, and many staff also consider having a nanny to help with smaller children. You are advised to discuss with colleagues and HR upon your arrival for options and more details.</p>
Work for spouses & partners	<p>Work opportunities for spouses/partners are limited. However, if hired by any organization a work permit must be applied for through the same hiring organization.</p>

## Reporting line of the JPO





## UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

### I. Post Information

Job Title: Education Officer  
Supervisor Title/ Level: Chief Education / P4  
Organizational Unit: Education  
Post Location: Phnom Penh, Cambodia

Job Level: P2  
Job Profile No.:  
Job Classification Level:

### II. Strategic Office Context and purpose for the job

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does — in programs, 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 Education Programme contributes to ensuring that girls and boys, including adolescents, especially the most disadvantaged, acquire foundational and 21st century skills in an inclusive, equitable, safe, relevant and quality learning environment. UNICEF provides technical support to the Ministry of Education, Youth and Sport (MoEYS) at all levels to plan, execute and monitor results-based, gender-sensitive plans and budgets, in alignment with its Education Strategic Plan 2024-2028. The programme helps improve the capacity of preschool, primary and lower secondary school teachers and principals, supports scholarships, better learning environments and accelerated learning, and assists communities to demand accountability from local service providers. UNICEF also helps build capacity in emergency preparedness and response within the education sector. Through its Education Sector Working Group and Joint Technical Working Group for education leadership roles, UNICEF is placed in a strategic position that influences education policies and strategies at both national and sub-national levels. In this context, the JPO will have opportunities to directly engage in national education reform processes including strategic education planning and evaluation.

#### **Purpose for the job:**

Under the supervision of Education Specialist, the JPO contributes to the UNICEF Cambodia Education Programme, with a particular focus on strengthening the institutionalisation of cross-sectoral programming aimed at promoting greater equity and inclusion. Key areas of work will be support for the implementation of activities associated with quality teaching and learning, including foundational learning, 21<sup>st</sup> century skill development, digital education and education in emergencies. Additionally, the JPO will assist in strengthening the gender-responsiveness of programme activities. As part of this work, the

JPO will support processes associated with the programme cycle, such as contribution to programme design, implementation, monitoring and reporting for results and budget monitoring. He/She will provide dedicated support to the Ministry of Education, Youth and Sports (MoEYS), particularly to the Primary and Secondary Education Departments, Special Education Department and Department of Information and Technology, and will also work with other partners, such as NGOs, research institutes and other sectoral development partners.

### **III. Key functions, accountabilities and related duties/tasks:**

1. Support to program development and planning
2. Program management, monitoring and delivery of results
3. Advocacy, networking and partnership building
4. Knowledge management and capacity building

#### **1. Support to program development and planning**

- Work closely and collaboratively with internal and external colleagues and partners to develop and plan for cross-sectoral programmes and activities, including foundational learning, 21st century skill development, digital education, and education in emergencies, including for program results, strategies and priority setting.
- Research and report on results and impacts of education interventions, drawing upon economic, social, and education data, as well as gender analysis. Use this research to inform program planning, development, and reporting.
- Conduct regular program field visits and surveys, and exchange information with partners/stakeholders to assist with program development, planning and budgeting.

#### **2. Program management, monitoring and delivery of results**

- Work closely and collaboratively with internal and external colleagues and partners to identify programme implementation issues and develop recommendations to overcome bottlenecks. As part of this work assist with work planning and budget monitoring.
- Contribute to identifying lessons learned associated with the implementation of cross-sectoral activities and across UNICEF's education programme more broadly; and assist in applying these lessons to optimise the delivery of results.
- Participate in monitoring and evaluation activities (including field visits), program reviews and annual reviews both within UNICEF and with government and other counterparts.
- Contribute to the reporting of results to donors and other partners.
- Contribute to the monitoring and reporting on the use of education program resources with reference to agreed results targets, and standards of accountability and integrity.
- 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.

#### **3. Advocacy, networking and partnership building**

- Build and sustain effective and close working partnerships with government counterparts and other education sector stakeholders through active sharing of information and knowledge to facilitate program implementation.
- Draft briefing materials relating to UNICEF's education program to be used for advocacy purposes.
- Establish partnership/alliances and support funds mobilisation for education, particularly to support equity and inclusive education interventions, including cross-cutting activities.

#### **4. Knowledge management and capacity building**

<ul style="list-style-type: none"> <li>▪ Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.</li> <li>▪ Promote good practice to support the implementation and delivery of concrete and sustainable program results, including by taking an explicit capacity building approach to programme management and implementation.</li> <li>▪ Research and report on best practices for development planning of knowledge products and systems to inform knowledge management and sharing in the education programme; and</li> <li>▪ Participate as resource person in capacity building initiatives to enhance the competencies of clients/stakeholders, and to assist in the achievement of sustainable results.</li> </ul>	
<b>IV. Impact of Results</b>	
<p>The efficiency and efficacy of support provided by the Education Officer to program preparation, planning, budgeting, and implementation of programs, will contribute to achievement of sustainable results to improve learning outcomes and to access to more equitable and inclusive basic education. Success in education programs in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide program services for mothers and children that promotes greater social equality in the country.</p>	
<b>V. Competencies and level of proficiency required</b>	
<p><b><u>Core Values attributes</u></b></p> <ul style="list-style-type: none"> <li>• Care</li> <li>• Respect</li> <li>• Integrity</li> <li>• Trust</li> <li>• Accountability</li> </ul> <p><b><u>Core competencies skills</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates Self Awareness and Ethical Awareness (2)</li> <li>• Works Collaboratively with others (2)</li> <li>• Builds and Maintains Partnerships (2)</li> <li>• Innovates and Embraces Change (2)</li> <li>• Thinks and Acts Strategically (2)</li> <li>• Drives to achieve impactful results (2)</li> <li>• Manages ambiguity and complexity (2)</li> </ul>	<p><b><u>Functional Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Analyzing (2)</li> <li>• Applying Technical Expertise (2)</li> <li>• Learning &amp; Researching (2)</li> <li>• Planning &amp; Organizing (2)</li> </ul>
<b>VI. Recruitment Qualifications</b>	
Education:	A master's degree in education, international development, economics or related field is required.
Experience:	A minimum of 2 years of professional experience in social development, planning and budgeting (including in the use of Excel) and management in education and related areas in an international context and/or in a developing country is required. Program/project development and management in a UN system agency or organization is an asset. Relevant professional work experience in education programming, including foundational learning, 21st century skill development, digital education and education in emergencies is an asset.
Language Requirements:	Fluency in English is required. Knowledge of another official UN language or local language of the duty station is considered as an asset.

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