



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:

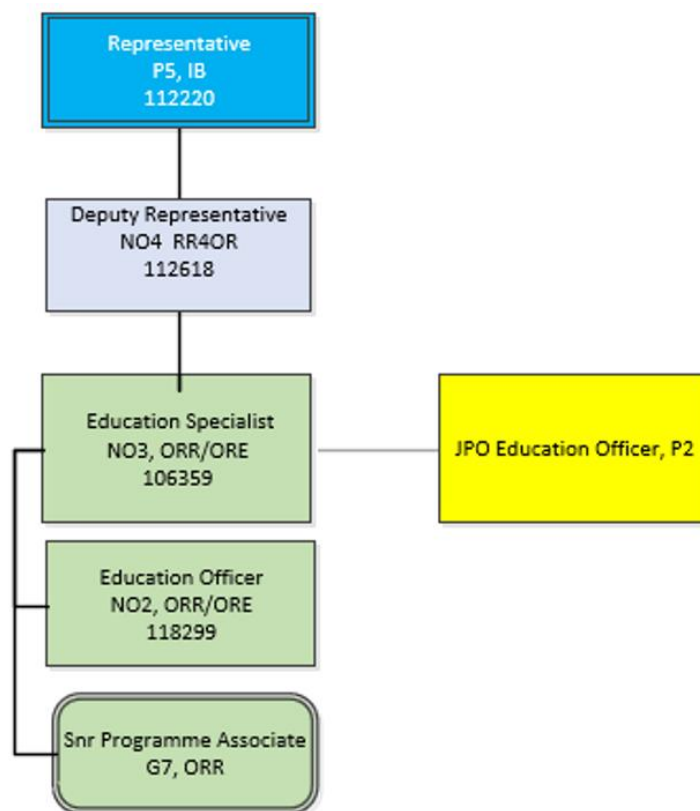
- ✓ Career guidance from experienced human resources UNICEF staff.
- ✓ Introduction to UNICEF's work in a High-Income Country and the Country Programme for Greece (2022-2026).
- ✓ Familiarization with UNICEF's collaboration with government counterparts and participation in technical meetings and high-level discussions.

- ✓ Supervision by an experienced Programme Manager / Head of Section. The current Head of the GCO Education Section who serves also as ECD focal person has a total of 10+ years of experience (including with UNICEF Innocenti, UNICEF Greece Country Office, Robert Schuman Research Center) supervising large and diverse teams, including providing supervisees (international and national staff, consultants, interns, UNVs – United Nations Volunteers) with job shadowing opportunities, individual development plans and career coaching.
- ✓ Opportunities for retention in the UNICEF Greece Country Office and wider UNICEF Europe and Central Asia Regional Office. The education / ECD portfolio of the recently established UNICEF Greece Country Office is recently rapidly expanding, from a focus to the refugee and migrant response to early childhood development and quality inclusive education for all children in the country. There are new initiatives launched, and in the pipeline, including on inclusive early childhood intervention (ECI), parenting support and access to education for children with a refugee and migrant background. It is therefore likely that additional positions are established under the GCO in the future, which would provide increased opportunities for the JPO to support the GCO education efforts in Greece.

Information and living condition of Duty station: [For Filed Office locations only]	
General Information	<p>Greece is located at the crossroads of Europe, Asia, and Africa. It is the southernmost country in Europe, situated on southern Balkan Peninsula. Greece is a member of the European Union since 1981, is a high-income country with a population of 10.72 million people including over two million children (equivalent to 19 percent of the population).</p> <p>Athens is the capital and largest city in Greece with a metro area population of about 3,5 million people. The main major sectors of the Greek economy are tourism, merchant shipping, industrial food production, textile, chemicals, metal products, mining and oil refining units. Greece is a developed country with an economy based on services (70%), industry (16%) and agriculture (4%).</p>
Security	The Security Level in Athens is classified as Low/Moderate as per the UN security management system.
Housing	Different types of long-term accommodation are available in Athens: standalone houses, apartments. These could be furnished and/or fully serviced, or unfurnished. Advertisements of rental opportunities are also posted www.xe.gr
Schools & Childcare	Most of international staff's children attend international schools with an academic system that is widely recognized abroad. International schools often include a kindergarten and pre-school classes (sometimes even a nursery) for younger kids. It is advisable to ask your embassy in Athens which schools your compatriots prefer for their kids.

Work for spouses & partners	For working in Greece, a work permit is needed in case of a non-EU national status
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Reporting line of the JPO



UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

I. Post Information

Job Title: Education / ECD Officer
 Supervisor Title/ Level: Education Specialist (NOC)
 Job Level: P2
 Organizational Unit: Programme
 Post Location: Athens, Greece

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 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:

A high-income country and member of the European Union, Greece achieved notable progress in improving the well-being of its population in the period following the Second World War. However, socioeconomic gains were undermined by the financial crisis of 2008, which was followed by a decade of austerity. In 2017, Greece invested €1,623 per capita in health care – more than one-third less than the European Union average. Current expenditure on education, amounting to 4.2 per cent of the gross domestic product (GDP), is one of the lowest levels in the European Union. The value for money, adequacy and equitability of spending, especially, through a child-focused lens, are difficult to assess, as there has been limited budget performance evaluation and parliamentary and citizens' engagement in the budget process is low. The pandemic-induced 8.2 per cent GDP contraction in 2020 is likely to further exacerbate economic hardship.

UNICEF Greece is currently implementing the Country Programme for the period 2022-2026. The Country Programme (CP) consists of the following four components: i) Social policy and child-rights monitoring; ii) Quality and inclusive education for all; iii) Child Protection and iv) Youth empowerment. The CP marks a shift of UNICEF from humanitarian to development programming and is the first full-fledged programme of cooperation between UNICEF and the Government of Greece.

Challenges in early childhood development (ECD) and early childhood identification (ECI) in Greece stem from gaps in screening and early intervention systems. There is a lack of consistent developmental monitoring protocols, which means that delays in identifying children with developmental difficulties often lead to late interventions. Health care providers are not always trained in contemporary ECI models, and there is insufficient integration between the health and education sectors to ensure continuous monitoring. Additionally, limited access to specialized services, especially in rural areas, and a shortage of trained professionals in developmental assessment create barriers to timely identification and support for vulnerable children. Early childhood education in Greece also faces several challenges, including limited access to quality care services, particularly for children under 4 years old. Fragmented service delivery, a lack of coordination between sectors like health, education, and social welfare, and insufficient funding further exacerbate the situation. Additionally, disparities in access exist, especially for marginalized groups such as children with disabilities and migrant families. These challenges hinder the full potential of early childhood education in promoting equitable development and long-term societal benefits.

The education system of Greece accommodates about 1.2 million children. The 11 years of compulsory schooling include two years of preschool/kindergarten, with the current enrolment of children aged 4 to 6 years at 75 per cent, well behind the 2020 European Union target of 95 per cent. Both primary and secondary education lack teaching capacity; schools in areas difficult to access, remain under-resourced. School curricula and teaching methods insufficiently promote practical and adaptive skills and competencies that match labor-market needs. Learning outcomes need strengthening, with over 30 per cent of children aged 15 years underachieving in mathematics, reading and science; in the latter two subjects, student performance has been declining since 2005. Children with low socioeconomic status or from migrant communities and rural areas demonstrate weaker performance.

School enrolment data for Roma children, estimated at 63 per cent, and attendance data for refugee and migrant children, estimated at 75%, show the need for a greater focus on inclusive education. In the period 2020–2022, approximately 80,000 students with disabilities and/or special education needs attended mainstream schools, while 11,000 were in special schools. However, the monitoring of inclusive education policies is hindered by the absence of comprehensive data. Non-inclusive practices are perpetuated by school regulations, as well as the attitudes of education professionals, parents, and communities.

Since 2015, Greece has received more than 1 million refugees and migrants from Africa, Asia and the Middle East. By the end of 2022, the refugee and migrant population hosted by Greece was estimated at 147,000 including 22,000 children; about 1,775 of them (the majority boys) were registered as unaccompanied asylum-seeking children (UASC). UNICEF has been providing humanitarian support to families and children on the move in Greece since early 2016 through an outposted team from the Regional Office of Europe and Central Asia. As part of these efforts, the Ministry of Education, Religious Affairs and Sports (MoERAs), the Ministry of Migration and Asylum (MoMA) and UNICEF Greece launched, in September 2021, a three-year national programme to enable all refugee and migrant children to access quality learning. *All Children in Education* (ACE) ensures a pathway to formal education for all school-age refugee and migrant children and aims to not only increase access to public schools but also provide the necessary retention support once children are enrolled – ultimately improving future outcomes and integration into Greek society. The programme was successfully handed over to the authorities in June 2024 and will continue under state management in 2025, with UNICEF providing technical support.

In July 2024, UNICEF Greece signed a programmatic agreement with the Ministry of Health to promote child and family health. The first pillar of this initiative focuses on developing a toolkit for pediatricians aimed at the early detection of parental anxiety, depression, and developmental disorders in children. Once the screening tools are adapted to the Greek context, a concise guide will be created to help pediatricians interpret results accurately from these questionnaires. In addition, an educational package will be developed to raise awareness about the importance of early detection and to familiarize pediatricians with the toolkit. This will include a training plan for 10 pediatrician trainers and the broader pediatric community, ensuring they are well-equipped to use the early detection tools effectively.

The Early Childhood Development (ECD) taskforce of the UNICEF Greece Country Office is also working to organize technical roundtables aimed at developing a curriculum for children aged 0-4 and strengthening the connections between daycares and pre-primary education. In 2025, with support from the regional office, a series of capacity-building and knowledge-sharing events will be implemented. These will include best practice conferences and study visits, among others. The goal is to bring together the various ministries involved in Early Childhood Care and Education (ECCE) to promote a whole-of-government approach, addressing system fragmentation and ensuring continuity of care and quality services for children aged 0-6.

Considering the above, the JPO is expected to support UNICEF Greece CO by providing professional technical and operational assistance, facilitating knowledge exchange in quality ECD and inclusive education programming, and collaborating with state and CSO partners to plan and implement ECD and education goals and targets outlined in the country programme.

Purpose for the job - Please outline the overall responsibility of this position

Under the direct supervision of the **Education Specialist** and GCO **ECD focal point**, the Education/ECD Officer will promote the implementation of ECD and inclusive education initiatives that appeal to all children in Greece, including the most marginalized. The incumbent will provide professional, technical, operational and administrative assistance throughout the programming process for education / ECD programmes within the Country Programme from development planning to delivery of results, preparing, executing, managing and implementing a variety of technical and administrative programme tasks to facilitate programme development, implementation, programme progress monitoring, evaluating and reporting. In particular, the incumbent will:

- (a) Support the implementation of the 'All Children in Education – ACE' programme in partnership with the competent Ministry of Migration and Asylum, the Ministry of Education, Religious Affairs and Sports and all other relevant stakeholders and partners.
- (b) Extend technical expertise to the Ministry of Health with the goal of supporting the development, adaptation, and implementation of a toolkit for pediatricians to enable the early detection of parental anxiety, depression, and developmental disorders in children, in collaboration with academic partners.
- (c) Support the ECD taskforce of the UNICEF Greece Country Office to organize technical roundtables, best practice exchange workshops, and conferences on ECD in order to increase awareness on the need for the development of a national curriculum for children aged 0-4 and strengthen linkage between daycare centers and pre-primary education.
- (d) Support partnership building, awareness raising, and fundraising on ECD and quality inclusive education.

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

1. *Support the implementation of the 'All Children in Education – ACE' programme in partnership with the competent Ministry of Migration and Asylum, the Ministry of Education, Religious Affairs and Sports and all other relevant stakeholders and partners.*

- Facilitate partnership and collaboration with internal and external counterparts, including UN Agencies and Ministries
- Provide operational support and technical advice to implementing partners and ensure visibility of the 'All Children in Education – ACE' project goals
- Provide government authorities with technical assistance and support in planning and organizing training programmes for the purpose of capacity building and project sustainability
- Design / tailor specialized training programs and workshops for educators and support staff within the Ministry of Education, Religious Affairs, and Sports
- Provide guidance on curriculum modifications to accommodate the unique learning styles and abilities of refugees, Roma children, and children with disabilities.
- Serve as a technical advisor and consultant to the Ministry of Education, Religious Affairs, and Sports on matters related to cultural mediation and the integration of marginalized student populations.

<ul style="list-style-type: none"> ▪ Offer guidance on policy development and implementation strategies to enhance educational inclusion and social cohesion.
<p>2. <i>Extend technical expertise to the Ministry of Health with the goal of supporting the development, adaptation, and implementation of a toolkit for pediatricians to enable the early detection of parental anxiety, depression, and developmental disorders in children, in collaboration with academic partners.</i></p> <ul style="list-style-type: none"> ▪ Work with academic institutions to design and quality assure a comprehensive CEI toolkit tailored for pediatricians. This toolkit should focus on evidence-based methods for detecting parental anxiety, depression, and developmental disorders in children. ▪ Ensure that the toolkit fits the specific needs of pediatricians, ensuring it is user-friendly, practical for clinical settings, and aligns with local health care practices and guidelines. ▪ Support the organization and delivery training workshops for pediatricians on the use of the toolkit, providing them with the necessary skills to effectively identify early signs of parental anxiety, depression, and developmental disorders. ▪ Support the setting up a system to track the toolkit's usage in clinical settings, gathering feedback from pediatricians and continuously improving the toolkit based on its effectiveness in early detection.
<p>3. <i>Support the ECD taskforce of the UNICEF Greece Country Office to organize technical roundtables, best practice exchange workshops, and conferences on ECD in order to increase awareness on the need for the development of a national curriculum for children aged 0-4 and strengthen linkage between daycare centers and pre-primary education.</i></p> <ul style="list-style-type: none"> ▪ Coordinate and facilitate technical roundtables with key stakeholders, including government officials, experts, and educators, to discuss the need for a national curriculum for children aged 0-4 and gather input for its development. ▪ Arrange workshops that bring together local and international experts to share best practices on early childhood development and effective models for linking daycare centers with pre-primary education systems. ▪ Support the organization of national conferences to raise awareness among policymakers, educators, and the public about the importance of early childhood education and care with a focus on establishing a cohesive national curriculum. ▪ Facilitate collaboration between daycare centers, pre-primary schools, and relevant ministries through targeted networking sessions, fostering partnerships that support a smooth transition for children from daycare to formal pre-primary education.
<p>4. <i>Support partnership building, awareness raising, and fundraising</i></p> <ul style="list-style-type: none"> • Collaborate with stakeholders, including NGOs and community organizations, to build partnerships that support the holistic development and educational integration of students from diverse backgrounds. • Act as the focal point for the Communications Section for the provision of inputs on inclusive, quality education messaging around key world days and events • Provide inputs to or lead resource mobilization proposals highlighting inclusive education

IV. Impact of Results

The efficiency and efficacy of support provided by the Education/ECD Officer to programme planning and implementation will contribute to the achievement of sustainable results to improve learning outcomes and access to quality, equitable and inclusive education for the most marginalized children in Greece.

V. Competencies and level of proficiency required

Core Values attributes

- Care
- Respect
- Integrity
- Trust
- Accountability
- Sustainability

Core competencies skills

- Demonstrates Self Awareness and Ethical Awareness (1)
- Works Collaboratively with others (1)
- Builds and Maintains Partnerships (1)
- Innovates and Embraces Change (1)
- Thinks and Acts Strategically (1)
- Drives to achieve impactful results (1)
- Manages ambiguity and complexity (1)

Functional Competencies

- Persuading and influencing (1)
- Applying technical expertise (1)
- Learning and researching (2)
- Planning and organizing (2)

VI. Recruitment Qualifications

Education:

Minimum Qualification: A university degree is required in one of the following fields:

- Early Childhood Education
- Education
- Social Sciences
- Child Development
- Education Psychology
- Another relevant technical field related to early childhood development and education.

	Preferred Qualifications: <ul style="list-style-type: none"> - Advanced degree (Master's or higher) in Education, Early Childhood Development, or a related field. - Specialized training or certification in early childhood education, child psychology, or educational policy development.
Experience:	<p>A minimum of two years of professional experience in one or more of the following areas: programme planning, management, and/or research in education</p> <p>Relevant experience in a UN system agency or organization is considered as an asset.</p>
Language Requirements:	Fluency in English is required. Knowledge of Greek is considered an asset.