



**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 2<sup>nd</sup> year;
- ✓ Participation in the Education network meeting, if arranged by the Regional Office.

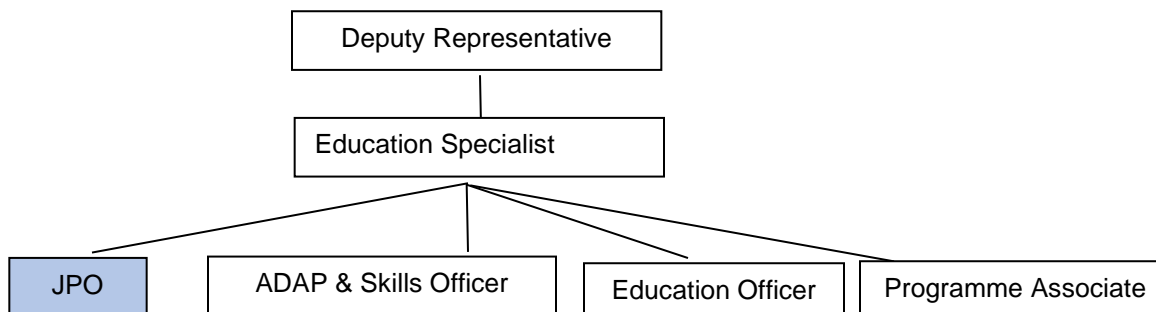
In addition, the JPO will benefit from the following specific learning opportunities in the receiving office:

- ✓ Individual coaching by the Education Specialist. The JPO's supervisor (Education Specialist) has extensive education experience, solid leading and mentoring capacity for her supervisees. Working in the Education team, the JPO will acquire strong knowledge and skills on critical education issues in the country context and UNICEF's positioning.
- ✓ Induction sessions to understand UNICEF Kazakhstan Country Programme priorities and strategic approaches

✓	Direct experience of UNICEF cross-sector work, through the engagement with other sections in social policy, protection, health and child rights monitoring and provision of essential support to UNICEF's various programme components and national counterparts
✓	Specific trainings or workshops organized by the Country Office and Regional Office
✓	Office will also encourage the JPO to use on-line learning resources provided for UNICEF staff
✓	Participation in field missions, conferences and events
✓	Participation in all capacity and staff/personal development opportunities organized by the office.
✓	Career prospects and potential for retention: The potential for retention at UNICEF Kazakhstan Country Office will largely depend on the availability of funding. Working with UNICEF Kazakhstan as an Education Officer, the Junior Professional Officer will gain the opportunity to develop his/her skill sets in education programming, which could be applicable in pursuing careers within UNICEF or other international organisations. The JPO will be provided with career management guidance and have an access to internal employment opportunities for retention and career growth.

Information and living condition of Duty station: [For Filed Office locations only]	
General Information	<p><b>Astana, Kazakhstan</b></p> <p>Astana is the capital of the Republic of Kazakhstan and located in the centre of the country in the steppe zone. The official population is more than 1,4 mln. The city consists of five districts: Almaty, Baikonyr, Nura, Saryarka and Yessil. The city's economy is based on trade, industrial production, transport, communication and construction. Astana accommodates numerous business centres, theatres, museums, art galleries, exhibition halls and entertainment complexes (movie theatres, nightclubs, parks, restaurants, cafes etc.)</p> <p><b>Medical services</b></p> <p>No special vaccination is required to travel to Astana, Kazakhstan. Medical services (including dental care) are provided at European standards. Clinics working 24 hours are available in the city. There are both private and state clinics and hospitals. Pharmacies (Kazakh: darikhana, Russian: apteka) all over Astana sell many Western medicines.</p> <p><b>Weather</b></p> <p>Please visit <a href="https://www.wunderground.com/weather/kz/nur-sultan">https://www.wunderground.com/weather/kz/nur-sultan</a> for an updated information.</p> <p><b>Language</b></p> <p>Official languages are Kazakh and Russian. English language is emerging as the third language of the instruction and communication.</p>
Security	<p>The Security Level is classified as Minimal (Level 1) as per the UN security management system. Astana is a safe town, but the usual precautions should still exercise.</p> <p>Emergency numbers: In case of emergency, please call "101" (Fire services), "102" (Police), "103" (Ambulance), "104" (Gas Service), "112" (Rescue service in emergency situations).</p>
Housing	<p>Different types of long-term accommodation are available in Astana: apartments, private houses, hotels, etc. These could be furnished and/or fully serviced, or unfurnished. <i>Advertisements of rental opportunities are also posted at rental market platform (in Russian language): Link to local e-platform on searching the accommodation for rent: <a href="https://krisha.kz/">https://krisha.kz/</a></i></p>
Schools & Childcare	<p>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. <i>It is advisable to ask your embassy in Astana which schools your compatriots prefer for their kids.</i></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



\*\*\*You may use the GJP or use the Specific JD for the below sections\*\*\*



## UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

### I. Post Information

Job Title: **JPO – Education Officer**  
 Supervisor Title/ Level: **Education Lead/NOC**  
 Organizational Unit: **Education**  
 Post Location: **Astana, Kazakhstan**

Job Level: **Level 2**  
 Job Profile No.:  
 Job Classification Level:

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

#### Strategic office context:

UNICEF Kazakhstan Country Office (KCO) is operating in an upper-middle-income country context. The KCO cooperates with government organizations, as well as with civil society organizations, independent human rights institutions, the private sector and the media. The overall vision of the current Country Programme is that all boys and girls, including the most vulnerable, grow up healthy and resilient, have the skills and knowledge to prepare them for adult life as citizens in the 21<sup>st</sup> century Kazakhstan, and are protected from violence, abuse, neglect and abject poverty. To achieve our vision and goal, UNICEF's main programming components focus on equitable and quality health and nutrition services, adolescents' mental health, environment and climate change, quality and inclusive education, youth skills building, child protection and social protection.

Leveraging its comparative advantage as a source of technical expertise in line with international standards and an advocate for children's rights, UNICEF contributes to strengthening government policies and service delivery systems. These efforts, including advocacy, technical support, capacity development, innovations and partnership-building, are complemented by communication for behavioral and social change to address the social

norms that help to perpetuate practices that deny children their rights, and increased investment in evidence generation.

UNICEF Kazakhstan Country Office is seeking donor support for the funding of a JPO position for 2025-2026, that will provide support for the accelerated implementation of the Education component of the UNICEF and Government of Kazakhstan Country Programme and support national efforts to ensure children and adolescents acquire quality inclusive education for successful transition to adulthood, in close cooperation with Ministries of Education, Digital Development, Higher Education and Science, and Culture & Information.

While Kazakhstan has achieved nearly universal coverage in primary and secondary education, only 36% of girls and boys at the end of lower secondary are achieving at least a minimum proficiency level in reading, 50% - in mathematics, and only 1% of students were top performers in science. Kazakhstan benchmark educational performance against leading economies through OECD's Programme for International Student Assessment (PISA) in 2022 has shown that 3 in 5 youth in secondary education are not on track to attain secondary level-reading, math skills, life skills, & digital skills. Students in Kazakhstan scored less than the OECD average in mathematics, reading and science. In Kazakhstan, a total of 137,434 children ages 6-18 were registered with disabilities (2023) and 188,144 children with special education needs (SEN) (2022). Only 65% of them are mainstreamed in regular schools. A recent evaluation of inclusive education national programmes in Kazakhstan has shown not only access issues but also quality issues.

In its new National Development Plan 2029 the Government has prioritized human capital development, with priority attention to quality education. The Ministry of Education in Kazakhstan is accelerating efforts to improve inclusive education, learning outcomes, comprehensive schools' safety for every child and adolescent, address disparities between regions, rural/urban areas, and meet the targets for children and youth to form the 2030 Generation.

Kazakhstan is a highly digitalized country, driving innovation and digital transformation across different sectors. Digital education is one of the priorities for the Ministry of Education to further strengthen inclusion, quality learning, advance digital skills and literacy among children and youth, and overall skills building. UNICEF is advocating and providing technical support to Government for developing and implementing a more comprehensive approach, with special attention to digital divide in the country, digital education platforms, edutech, teachers' skills, and child online safety.

Particular support is needed for updating inclusive and digital education policies, procedures, and tools, including focus on early interventions, mainstream approach of inclusive and digital education, assistive technologies and edtech, teachers training systems, guidelines for child centered approaches, especially for children and adolescents with special educational needs, and addressing stigma and exclusion linked to disability and special education needs.

The JPO will join the UNICEF education programme section, contributing to technical excellence, innovative solutions and quality programming with national counterparts to help addressing key bottlenecks for enhanced inclusive and digital education system that will lead to improved learning outcomes and skills for every girl and boy in Kazakhstan.

**Purpose for the job:**

UNICEF Kazakhstan Country office presents an enticing prospect for individuals seeking to embark on a dynamic journey within our Education programme section, where the position of the Education Officer awaits. This role bears the distinguished responsibility of making significant contributions to the accelerating agenda for mainstream education and digital learning for every child in the country, especially those with special educational needs and disability, aligning with principles of the Convention on the Rights of the Child and other international principles and standards, while embracing a forward-thinking, innovative mindset. The period 2025/2026 will be of particular interest as the Country Office is terminating the current Programme cycle, and launching the next one which will accompany the country for the last miles towards 2030 SDG achievement, with unique needs in terms of evidence building, advocacy and technical assistance to Government for accelerating progress in quality inclusive education, digital learning and skills building.

The Junior Professional Officer (JPO) will work under the supervision of the Education Specialist. In this capacity,

he/she will play an instrumental role in supporting the design and implementation of UNICEF Country Office's work plan on Education.

This role entails support to the planning, design, and implementation of programme initiatives, underscored by comprehensive data compilation and analysis drawn from diverse sources. Moreover, the position calls for the exploration of cutting-edge approaches which could be used to advance mainstream education and digital learning in the present country context. Beyond these core functions, the JPO will also take part in fostering collaborative relationships with esteemed development partners such as the World Bank, EU, UN agencies, business, academia and CSOs. Furthermore, the JPO will contribute to strengthening partnerships with private sector to help advancing teaching and learning methods, skills building approaches, innovative edtech and assistive technologies, positive and responsive social norms pertaining to child's right to education.

The funding of this position will provide much-needed support for the organization's strengthened commitment to leaving no child behind.

Under direct supervision of the Education Specialist, the JPO will ensure:

1. Support to programme development and planning
2. Programme management, monitoring and delivery of results
3. Networking and partnership building
4. Innovation, knowledge management and capacity building

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

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

- Provide support in preparation, design and updating of the situation analysis for the education programmes to ensure that current and comprehensive data on education issues is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes.
- Participate in strategic programme discussion on the planning of education programme. Provide inputs into the formulation, design and preparation of programme proposals and workplans for the sector, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Development Sustainable Development Cooperation Framework (UNSDCF), regional strategies and national priorities, plans and competencies.

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

- Work collaboratively with other teams and partners to implement research and analysis in inclusive and digital education, as well as collect, analyze and share information on programme implementation.
- Provide support to strengthening of education legislation and concepts with the focus on early interventions, mainstream approach of education, digital learning, edtech and assistive technologies.
- Prepare and share international examples of policies, procedures, monitoring and accountability mechanisms to improve quality inclusive education and digital learning in schools to support advocacy, policy dialogue and programming with Government.
- Collect information and support UNICEF dialogue with national counterparts for the integration of teachers' digital and inclusion competencies framework<sup>1</sup> into pre- and in-service training curricula.
- Review international practices in relation to edtech, AI and assistive technologies in education, support needs assessment and UNICEF policy dialogue with national counterparts.
- 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.
- Participate in field visits, conduct 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.
- Prepare draft inputs for programme/donor reporting.

<sup>1</sup> <https://www.unicef.org/eca/media/32711/file/Changing%20perceptions%20Empowering%20teachers.pdf>

### 3. 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 meetings and events on programming to collaborate with inter-agency partners on UNSDCF operational planning and preparation of education programmes/projects and to integrate and harmonize UNICEF's position and strategies with the UNSDCF planning and implementation process.
- Research information on potential donors and prepare resource mobilization materials and briefs for fund raising and partnership development purposes.

### 4. Innovation, knowledge management and capacity building

- Provide support in identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
- Apply innovative approaches and promote good practices to support the implementation and delivery of concrete and sustainable programme results.

## IV. Impact of Results

The efficiency and efficacy of support provided by the JPO – Education Officer to programme preparation, planning and implementation, contributes to the achievement of sustainable results to improve learning outcomes and universal access to quality, equitable and inclusive education. Success in education programmes and projects in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide programme services for the most excluded groups of children that promotes greater social equality and advance human capital development in the country.

## V. Competencies and level of proficiency required

### Core Values attributes

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

### Core Competencies

- 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 (1)
- Planning and organizing (1)

## VI. Recruitment Qualifications

Education:	A university degree in one of the following fields is required: education, digital learning, psychology, sociology, or another relevant technical field.
Experience:	<p>A minimum of two years of professional experience in programme planning, management, and/or research in education is required.</p> <p>Experience working in an upper middle level or high income country is considered as an asset.</p>
Language Requirements:	Fluency in English. Knowledge of Russian or Kazakh language is considered as an asset.