



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.
- ✓ Encouraged participation in field missions and/or stretch assignments during and after the second year.

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

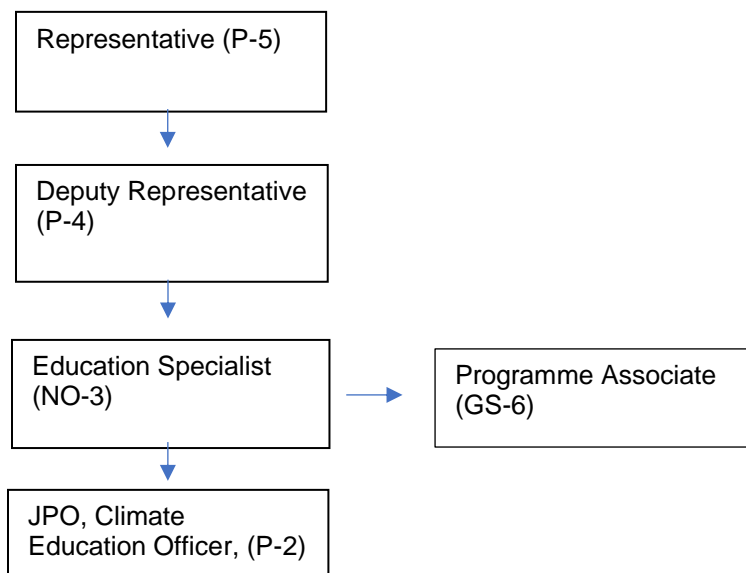
- **Understanding UNICEF Operations:** Exposure to UNICEF's full **work spectrum**, including planning, workplan development, implementation, monitoring, and reporting.
- **Working in Development Settings:** Experience in both **development settings**, including working with diverse, multi-cultural teams, interactions with high-level government officials, and UN agencies.
- **Career Prospects and Retention:** Potential to continue supporting UNICEF's programme planning for the **2026-2030 Country Programme**, with the opportunity for retention to strengthen country office capacity. Participation in all required training, both online and in-person (e.g.: Results-Based Monitoring (RBM), Prevention of Sexual Exploitation and Abuse (PSEA), eWorkplanning, etc.).
- **UNICEF Climate Action strategies and best practices:** understanding UNICEF's corporate policies, requirements and best practices in Climate Education and Green Skills.

Supervisor's Experience: Direct supervision from a supervisor with extensive experience in coaching and managing multi-cultural, providing strong mentorship and developmental opportunities.

Information and living condition of duty station:

General Information	Azerbaijan is a country of contrasts, where modern cities like Baku offer a comfortable lifestyle with good services, while rural areas face more challenges like limited access to healthcare and jobs. The country's oil wealth has boosted development, currently, the country is considered among upper-middle-income countries.
Security	The country is considered generally secure and safe. UNICEF Country Office is located in the centre of Baku in a safe area. Overall commuting within and outside of the city is safe. To avoid traffic jams, it is recommended to rent an apartment close to the office in Sabail, Nizami and Yasamal districts of Baku.
Housing	Decent housing is available, and the UNDSS provides advice and clearance on housing for international staff. Apartments are available for short- and long-term rent. All new residential buildings have hot and cold water, electricity, central heating or an individual combi heating system. In some older buildings residents can experience shortages in water, gas and electricity supplies. The average monthly fee for a one-bedroom apartment is 700 – 1000 AZN (400-600 USD). Further details and support will be provided by Admin prior to arrival in the duty station.
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.
Work for spouses & partners	UNICEF encourages and promotes spouse or partner employment including within UNICEF and supports job searching, if a suitable position is available.

Reporting Line of the JPO: Climate Education Officer (P2) will report to Education Specialist (NO3)





UNITED NATIONS CHILDREN'S FUND GENERIC JOB PROFILE (GJP)

I. Post Information

Job Title: JPO Climate Education Officer
Supervisor Title/ Level: Education Specialist, NO3
Organizational Unit: Programme
Post Location: Baku, Azerbaijan Country Office

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

II. Strategic Office Context and purpose for the job

Strategic office context:

To effectively address the multi-faceted climate crisis affecting all aspects of life, it is vital to integrate climate change mitigation and adaptation and interrelated environmental considerations into all aspects of the national education system. Comprehensive climate change curriculum, learning and teaching, from ECE to secondary level, are critical for developing the knowledge, skills, attitudes and dispositions enabling children as they emerge into adulthood to play a proactive and constructive role in responding to the climate challenge. Learning needs to be infused with a strong local and community action component, so underlining the need for action-oriented and learner-centred pedagogies that spill out of the classroom and into both school and community. But working only on the curriculum is not enough. Climate change mitigation and adaptation components need to be integrated into every aspect of school life and into the whole education system.

As one of the essential areas of the UNICEF Country Programme in Azerbaijan and within the framework of the bi-lateral cooperation for COP29 and beyond, advocacy and technical assistance is provided to the Ministry of Science and Education of Azerbaijan in strengthening the climate education and green skills at all pillars of education, including pre-primary, primary and secondary education to effectively integrate it in the curriculum and teacher training at a national scale. Moreover, UNICEF advocates for incorporating a strong focus on education and training into Azerbaijan's NDC 3.0 and will explore opportunities to provide holistic support to the national partners in implementation of the NDC commitments, including in climate education and green skills.

Purpose for the job: Under the supervision of the Education Specialist, the Education Officer provides professional technical, operational and administrative assistance throughout the programming process for climate education programmes/projects 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.

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

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 <ul style="list-style-type: none"> Contribute to the preparation and updating of the situation analysis for the development, design and management of climate education related programmes/projects. Research and report on development trends (economic, social, health etc.) 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. <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 climate education related issues to support programme implementation, operations and delivery of results.
4.	Networking and partnership building <ul style="list-style-type: none"> 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 climate education interventions. Draft communication and information materials for CO programme advocacy to promote awareness, establish partnerships and alliances, and support fund raising for climate education interventions and results. 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 <ul style="list-style-type: none"> 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.

IV. Impact of Results

The efficiency and efficacy of support provided by the Education Officer to programme preparation, planning and implementation, contributes to the achievement of sustainable results to improve climate awareness and responsible behaviors of children, adolescents and young people and strengthen capacities of the national education system for the climate-smart planning and action in Azerbaijan.

V. Competencies and level of proficiency required

Core Values attributes

- Care
- Respect
- Integrity
- Trust
- Accountability

Core competencies and 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)
- Drive 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:	A university degree in one of the following fields is required: education, environmental management, psychology, sociology or another relevant technical field.
Experience:	A minimum of two years of professional experience in one or more of the following areas is required. Relevant experience in a UN system agency or organization is considered as an asset.
Language Requirements:	Fluency in English is required. Knowledge of Azerbaijani language or another official UN language (Russian) is considered as an asset.