



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
- ✓ Any group training which will be locally available for Tajikistan CO staff

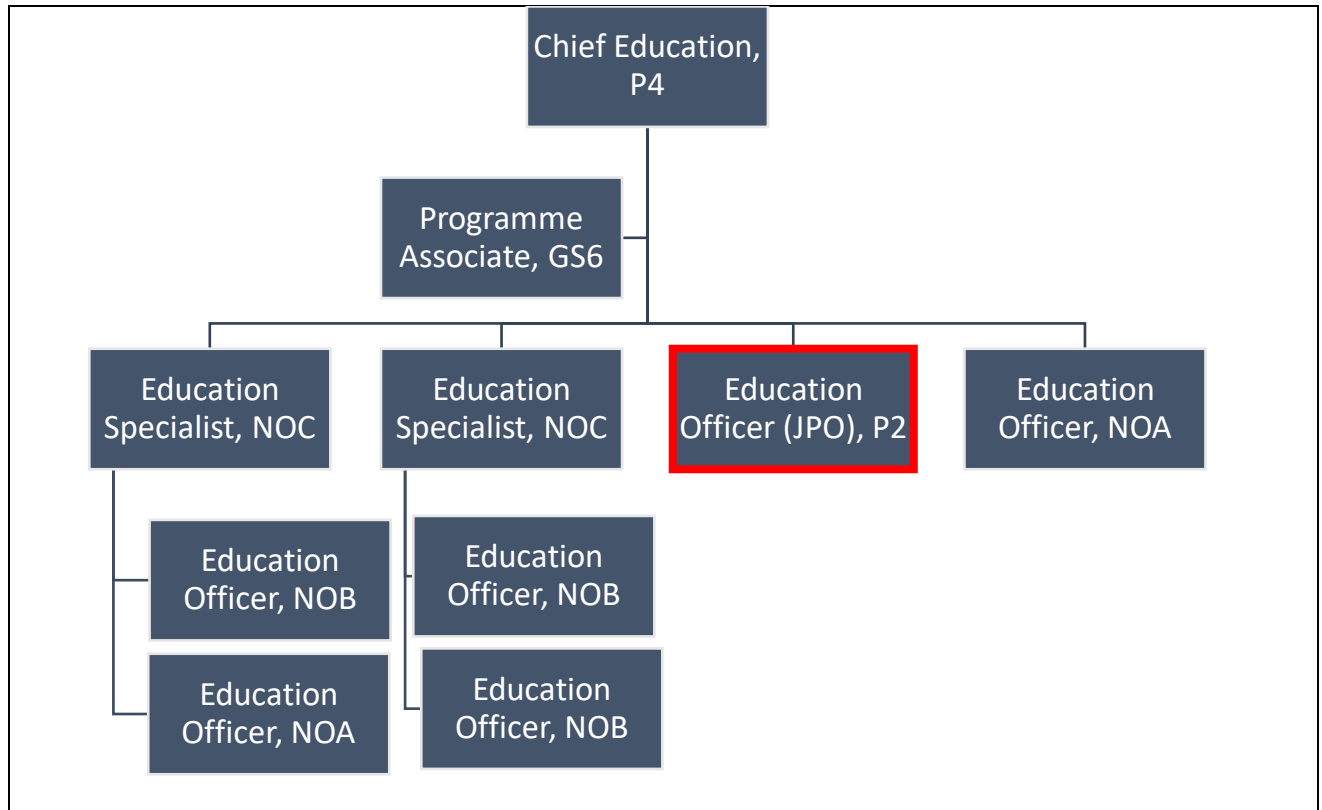
Career prospects and potential for retention and supervisor's experience in coaching and development of young professionals:

- ✓ Learning on the key education challenges affecting children and women, the drivers of inequities, and how to address these;
- ✓ Practical experience in implementing education programme and activities aimed at improving learning;
- ✓ Solid learning experience in the process of programme planning, implementation and monitoring of at least one annual cycle in UNICEF Country Office to understand how the country office system works;
- ✓ Guided experience in an assessment/study, education data collection and management, and contribution to the development of assessment/study protocol and monitoring and evaluation plans;
- ✓ Hands on experience in working with the government, and influencing their budgets, plans and policies.
- ✓ Career prospects and potential for retention: Solid knowledge of the process of programme planning, implementation, monitoring and reporting of the education programme within the Country Programme and of UNICEF's vision, policies, strategies and procedures will provide the JPO with useful exposure to UNICEF programming and systems and better prospects for career development within UNICEF. The JPO's overall supervisor (Chief of Education) will provide advice and mentoring support for her/his career development. Throughout her/his JPO tenure, the Education team will continue its resource mobilization efforts.

- ✓ Supervisor's experience in coaching and development of young professionals: the JPO will receive overall supervision and support from the Chief of Education who is an experienced people-manager and mentor, with managerial experience at P4 level in various country offices, including development and humanitarian settings. She is currently providing similar mentoring and guidance for a newly graduate on internship from Institute of Education at University of London.

Information and living condition of Duty station: [For Filed Office locations only]	
General Information	<p>The Republic of Tajikistan is located in the south-east of Central Asia. The total territory is 143.1 thousand square kilometers. The population is around 10 million people. The currency unit is Somoni introduced in October 2000.</p> <p>The geography of the Republic of Tajikistan is mountainous with heights above sea level varying between 300 and 7495 meters. Mountains belonging to the highest ranges of Central Asia make up 93% of the total area of the country.</p> <p>UNICEF operates from Dushanbe, the national capital of Tajikistan, located along the Varzob River in the Gissar valley, in the southwest of the country. Dushanbe has a population of about 1 million inhabitants. It is a family friendly duty station. Official language is Tajik (a variant of Persian; Farsi), while Russian is widely used.</p> <p>Dushanbe is a clean, European-style city. The city is located at 820 meters above sea level and has wide tree-lined streets with plenty of cafés to enjoy coffee or tea with local sweets. Dushanbe is the financial, political, administrative, and cultural capital of Tajikistan. All Government offices and Embassies are located in Dushanbe.</p>
Security	<p>The overall Security Level for Tajikistan, including Dushanbe where UN personnel resided is low. The threat rating of the Crime category is moderate. The general crime situation is assessed as moderate and is under control by law enforcement agencies. The number of registered crimes in Tajikistan during the current year decreased by 6.8% from the corresponding period of the previous year (2022).</p>
Housing	<p>Different types of long-term accommodation are available in Dushanbe: standalone houses and apartments are most common housing. The price for monthly rent varying depending on location, size and condition. It is recommended to choose an apartment that has secure doors and windows, and limits access to the building at the main entrances. The physical security aspects of housing are important such as having grills on lower floor windows, having functional CCTV system, ensuring well-illuminated streets and entrances, and choosing residences in good neighborhoods. Local Admin team will support international staff in identifying the most suitable option.</p>
Schools & Childcare	<p>Most of UNICEF international staff's children attend international schools with an academic system that is widely recognized abroad.</p> <p>There are few international schools available in Dushanbe: QSI International (dushanbe.qsi.org), Contofield International (https://contofield.com/), Modern International School (https://mistj.edupage.org/). There is number of childcare and pre-school institutions available for children under the school age. Local Admin team will support international staff in identifying the most suitable option.</p>
Work for spouses & partners	<p>Work opportunities for spouses/partners are limited. UNICEF, to the extent possible, assist spouses of international staff members seeking employment in UNICEF or other UN agencies. A spouse of an international staff member may be recruited to fill a vacant post provided that: a) his/her qualifications meet the requirements of the vacant post; b) his/her qualifications are substantially equal to those of competing external candidates; c) the fullest regard has been given to the qualifications and experience of staff already in service; d) he/she will not be assigned to serve in a position: which is superior or subordinate in line of authority to his/her spouse; and/or where it could be perceived that there is a conflict of interest because of the nature of the work.</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: **Education Officer**
 Supervisor Title/ Level: **Chief, Education/
 Level 4**
 Organizational Unit: **Programme**
 Post Location: **Country Office**

Job Level: **Level 2**

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.

UNICEF Tajikistan Education programme focuses on improving the enabling environment for learning and skills by enhancing the Government's ability to strengthen national systems at central and district levels. The education programme leads the education sector coordination forum and supports the establishment of data management systems, building key stakeholders' capacity to collect, analyze and use disaggregated data on issues pertaining to children and young people. The Education programme also supports the implementation, funding and monitoring of the Youth Strategy, as well as a regulatory framework for early childhood education.

At the supply level, the education programme ensures that children and young people, especially girls, enjoy quality, inclusive and transformative competency-based learning, enabling them to gain market-aligned skills and the capacity to facilitate transition to working lives. Innovative platforms and mechanisms will be created to make ICT available to children and young people. UNICEF works with the Government to foster innovative programming approaches, using new technologies, social media and volunteerism to promote the civic engagement of adolescents as agents of change for their communities. Online and student councils are supported to provide opportunities and safe spaces for meaningful participation. The capacity of centres for Additional Education is developed to build young people's transferable skills. Gender-sensitive career guidance and counselling will be developed and scaled up.

The Education programme aims to boost demand for quality and inclusive learning, skills development at institutional and community levels, and the empowerment of children and young people to voice their concerns and participate meaningfully in decision-making that affects them. The Education programme supports young people and communities to increase their knowledge and understanding of peacebuilding, social cohesion and resilience to disasters and climate change. The Education programme promotes parental support guidance and community feedback mechanisms focusing on early learning, school readiness, and safeguarding in formal

and additional education. Media campaigns and community mobilization will focus on girls' education and transition to work life.

Strategic office context:

The Learning/Education Section at UNICEF Tajikistan is seeking donor support for the funding of a JPO position for 2025-2026 that will provide critical support for the accelerated implementation of the current Education portfolio of Tajikistan CO. The JPO will support the Education Section's ability to ensure the technical excellence and quality of programmatic work on education portfolio including improving quality of education through reforms such as competency based education as cross-cutting theme (e.g. gender transformation, inclusive education), while also supporting the knowledge interchange on best practices in these areas across UNICEF and inter-agency collaboration on planning for the implementation of the quality education, through Development Coordination Council (DCC) and Local Education group (LEG) to support the Sustainable Development Goals (SDG) framework. The JPO will also support the section in expanding its portfolio on climate education.

Overall, the funding of this position will provide much-needed support for the organization's strengthened commitment to the promotion of quality of education and to reach the most vulnerable children, and also generate evidence to support such advocacy.

Purpose for the job:

The Education Officer reports to the Chief of Education (L4) for overall supervision. The Officer provides professional technical, operational and administrative assistance throughout the programming process for the nutrition programme 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, monitoring, evaluating and reporting of results. Top three responsibilities/deliverables for the JPO include:

1. To work alongside UNICEF and Ministry counterparts in implementing education reform agenda such as competency based education (CBE) under the joint IsDB/ISFD-GPE-OFID project for support to implementation of the national education development strategy of the republic of Tajikistan (phase II): component 2, improving the quality and efficiency of education services.
2. To contribute to UNICEF's role as a sector convener by providing support to the Chief of Education in coordinating partners and finding opportunities for leveraging efforts in the education reform agenda to better support the Ministry. Particular thematic areas of coordination will include themes such as CBE, climate education.
3. To contribute to the knowledge management of the Education programme across the programme portfolios to ensure improved tracking, recording, transparency and visibility of the Education programme's results and a strengthened evidence base for education internally and externally. To contribute to the development of proposals for resource mobilizations (e.g. climate education).

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

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

- Support the 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.
- Help supervisor set priorities, strategies, design and implementation plans. Keep abreast of development trends to enhance programme management, efficiency and delivery.
- Participate in strategic programme discussion on the planning of education programmes. Formulate, design and prepare programme proposals for the sector, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Development Assistance Framework (UNDAF), regional strategies and national priorities, plans and competencies.
- Establish specific goals, objectives, strategies and implementation plans for the sector using results-based planning terminology and methodology (RBM). Prepare required documentations for programme review and approval.
- Work closely and collaboratively with internal colleagues and partners to discuss strategies and methodologies, and to determine national priorities to ensure the achievement of concrete and sustainable results.
- Provide technical and operational support throughout all stages of programming processes and to ensure integration, coherence and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.

2. Programme management, monitoring and delivery of results

- Plan and collaborate with internal colleagues and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators to assess/strengthen performance accountability, coherence and delivery of concrete and sustainable results for the assigned sector on education programmes.
- Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the government and other counterparts to assess progress and to determine required action/interventions to achieve results.
- Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management.
- Identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.
- Actively monitor programmes/projects through field visits and surveys, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.
- Monitor and verify the optimum and appropriate use of sectoral programme resources (financial, administrative and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity, ensuring timely reporting and liquidation of resources.
- Prepare regular and mandated programme reports for management, donors and partners to keep them informed of programme progress.

3. Technical and operational support to programme implementation

- Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners and donors on interpretation, application and understanding of UNICEF policies, strategies, processes and best practices and approaches on education and related issues to support programme management, implementation and delivery of results.
- Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely and appropriate support throughout the programming process.
- Participate in education programme meetings including programme development and contingency planning to provide technical and operational information, advice and support.
- Draft policy papers, briefs and other strategic programme materials for management use.

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/ADAP programmes.
- Draft communication and information materials for Country Office (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 United Nations Sustainable Development Cooperation Framework (UNSDCF) operational planning and preparation of education/ADAP programmes/projects and to integrate and harmonize UNICEF's position and strategies with the UNSDCF development and planning process.
- Research information on potential donors and prepare resource mobilization materials (e.g., proposals) and briefs for fund raising and partnership development purposes.

5. Innovation, knowledge management and capacity building

- Apply and introduce innovative approaches and good practices to build the capacity of partners and stakeholders and to support the implementation and delivery of concrete and sustainable programme results.
- Keep abreast, research, benchmark, and implement best practices in education management. Assess, institutionalize and share best practices and knowledge learned.
- Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of sustainable programmes and projects.
- Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programmes/projects.

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 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 mothers and children that promotes greater social equality in the country.

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)

VI. Recruitment Qualifications

Education:	A university degree in one of the following fields is required: education, economics, psychology, sociology, or another relevant technical field.
Experience:	<p>A minimum of two years of professional experience in one or more of the following areas is required: education, social development, programme planning, communication for development, public advocacy or another related area.</p> <p>Relevant experience in a UN system agency or international organization is considered as an asset.</p> <p>Experience working in a developing country is considered as an asset.</p>
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.