



UNITED NATIONS CHILDREN'S FUND JPO Request Form



© UNICEF/UNI470673/Benekire

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:

- ✓ *HQ EiE Induction*
- ✓ *EiE Online Trainings*
- ✓ *Structured feedback for job and career growth*

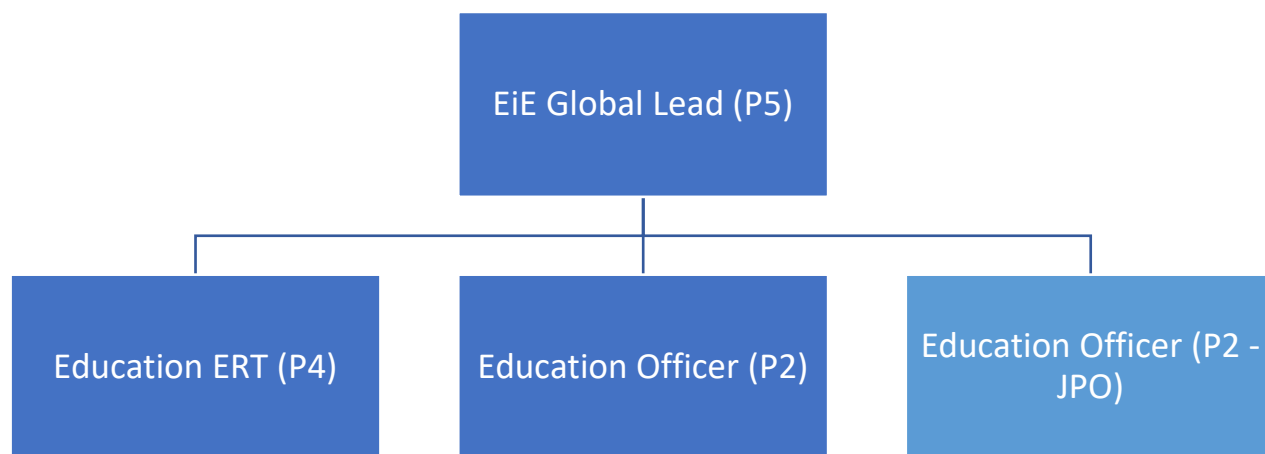
This position offers valuable career prospects. While retention varies depending on individual performance and organizational needs, gaining experience in this role significantly increases future career opportunities within UNICEF and the UN system.

The supervisor overseeing this position brings over 20 years of experience in managing professionals at various stages of their careers. They have a proven track record of coaching and developing young professionals, fostering both personal and professional growth to help individuals succeed in their roles.

| Information and living condition of Duty station: [For Filed Office locations only] | |
|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Information | Nairobi is the capital of Kenya, the largest city in East Africa, and one of the most prominent cities in Africa politically and financially. A city with abundant green landscapes and a moderate climate, Nairobi is an established hub for business and culture. It is home to thousands of Kenyan businesses and over 100 major international companies and organizations, including the United Nations Environment Programme (UNEP) and the headquarters for the UN in Africa, the United Nations Office in Nairobi (UNON), on which compound UNICEF's offices are located. |
| Security | The Security Level in Nairobi is classified as Moderate (Level 3) as per the UN security management system in Kenya. Terrorism is one of the security challenges to UN |

| | |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | operations in Nairobi. As in other large cities, Nairobi has its share of criminal elements, so staff are advised to exercise caution (i.e., walk in pairs, avoid walking on lonely streets, avoid wearing flashy and/or expensive jewelry, lock their car doors when in traffic, etc.). Kenya's roads are also a significant security threat as road traffic accidents kill more people in Kenya than malaria. There are occasional public demonstrations organized by political parties, students, hawkers, trade union organizations and civil societies. |
| Housing | Different types of long-term accommodation are available in Nairobi: standalone houses, houses or cottages in gated compounds, and apartments. These could be furnished and/or fully serviced, or unfurnished. A UNICEF "Guide for Newcomers" provides listings of convenient temporary housing options, as well as guidance and links for finding permanent accommodation. |
| Schools & Childcare | Most children of international staff 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 Nairobi which schools your compatriots prefer for their children. |
| Work for spouses & partners | Work opportunities for spouses/partners are limited. However, if hired by any organization a work permit must be applied for through the same hiring organisation. |

Reporting line of the JPO





UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

I. Post Information

Job Title: Education Officer - JPO
Supervisor Title/ Level: Senior Advisor Education/Global
Lead Education in Emergencies (EiE) / P5
Organizational Unit: Education
Post Location: Nairobi

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

II. Strategic Office Context and purpose for the job

Strategic office context:

UNICEF works to provide uninterrupted education for every child affected by humanitarian crisis – especially girls, children with disabilities, internally displaced children, refugees, and migrants. We help children develop skills to cope with the trauma of crisis, and supply them with learning spaces that are safe, child-friendly and equipped with water and sanitation facilities. Our work builds capacity by training teachers, supplying learning materials and supporting Governments to reduce the risk of disaster. Through all we do, UNICEF strongly advocates for a child's right to education and a protective learning environment, forging partnerships at the national and global levels to safeguard learning for every child. We also support Governments to strengthen their emergency responses in education through system strengthening.

Job organizational context: the Education Officer - JPO would report to the Education in Emergencies (EiE) Senior Advisor Education/Global Lead who is at P5 level and outposted to Nairobi, Kenya. The EiE team is situated in the Education Team in Programme Group.

Purpose for the job: Under the overall guidance and direction of the EiE Global Lead, the Education Officer - JPO supports the EiE Lead in developing, implementing, monitoring and evaluating UNICEF's emergency preparedness and response in activities and results related to education and the continuation of learning; ensuring overall efficiency, effectiveness and delivery of results in accordance with UNICEF's Core Commitments for Children (CCCs) in Humanitarian Action as well as national and international humanitarian standards. The JPO will implement a variety of technical and programme tasks to demonstrate UNICEF's global role in EiE with key stakeholders. This includes working with Headquarter, Regional and Country offices in developing plans and activities to strengthen UNICEF's capacity to deliver effective education support in emergency situations; provision of technical assistance to Regional Offices and Country Offices both in addressing acute emergencies and in programming to mitigate the education impact of chronic and complex emergencies; and contributing to improved approaches and systems for emergency education response within UNICEF. The primary focus of technical support will be in Level 3 and 2 emergencies. Additionally, the JPO will engage in external representation in global EiE networks and with other key actors; partnership development and resource mobilization; contribution to global public goods and advocacy; and knowledge management and thought leadership.

By sponsoring a JPO in this role, governments will contribute to strengthening global education in emergencies, a critical area where UNICEF leads. Their support will enable the JPO to play a key role in advancing systemic solutions for education during crises, creating long-term, sustainable impact for children, particularly those most in need. This is an investment in the future of millions of children and in stronger, more resilient education systems globally.

Under direct supervisor of the EiE Global Lead the JPO will be responsible for the following 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.

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

Support to programme development and planning

- Contribute to the preparation and updating of the situation analysis for the development, design, and management of education related programmes/projects. Research and report on humanitarian and 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 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 humanitarian programme systems, to support programme planning, results-based planning (RBM) and monitoring and evaluation of results.

Programme management, monitoring and delivery of results.

- Work closely and collaboratively with internal colleagues and partners to collect, analyze, and share information on EiE specifically related to L3 and L2 Emergencies.
- 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 inputs for programme/donor reporting.

Technical and operational support to programme implementation

- Liaise with Regional and Country Offices regarding EiE programming roll out and implementation. Where needed, 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 education related issues to support programme implementation, operations and delivery of results.

Networking and partnership building

- Build and sustain effective close working partnerships with Regional and Country offices, government counterparts, private sector 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 operational planning and preparation of education programmes/projects and to integrate and harmonize UNICEF's position and strategies with the development and planning process.
- Research information on potential donors and prepare resource mobilization materials and briefs for fund raising and partnership development purposes.

Innovation, knowledge management and capacity building

- Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders in EiE.
- 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 strategic and effective advocacy, planning and formulation of education in emergencies programmes/projects and the achievement of sustainable results, contributes to the achievement of goals and objectives to improve learning outcomes and universal access to quality, equitable and inclusive education for children in crisis contexts. Achievements in education in emergencies programmes and projects in turn contributes to maintaining/enhancing the credibility and ability of UNICEF to provide programme services for children in emergencies that contributes to immediate support, recovery and development.

V. Competencies and level of proficiency required

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><u>Core Values attributes</u></p> <ul style="list-style-type: none"> • Care • Respect • Integrity • Trust • Accountability <p><u>Core competencies skills</u></p> <ul style="list-style-type: none"> • Nurtures, Leads and Manages People (potentially interns or junior consultants) (1) • Demonstrates Self Awareness and Ethical Awareness (2) • Works Collaboratively with others (2) • Builds and Maintains Partnerships (2) • Innovates and Embraces Change (2) • Thinks and Acts Strategically (2) • Drives to achieve impactful results (2) • Manages ambiguity and complexity (2) | <p><u>Functional Competencies</u></p> <ul style="list-style-type: none"> • 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, economics, psychology, sociology, or another relevant technical field. |
| Experience: | <p><i>A minimum of two years of professional experience in one or more of the following areas is required:</i></p> <ul style="list-style-type: none"> • experience at the national and international levels in Education programme planning, management, monitoring, and evaluation and/or research in education. • Experience working in Country Offices that are in Level 3 or Level 2 emergencies or Regional Offices supporting Country Offices is highly desirable. • Experience with working for and with children is desirable. <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 another official UN language is considered as an asset. |

Approved:


 Sarah Ng'inja (OIC for Pia Britto, Director)

Date: 4 Oct. 2024