



UNITED NATIONS CHILDREN'S FUND
JPO (EDUCATION OFFICER – CLIMATE SMART EDUCATION) Request Form



Training and Learning Plan

- ✓ Participation in a one-week JPO (EDUCATION OFFICER – CLIMATE SMART EDUCATION) Induction Programme in New York;
- ✓ Guidance and advice in relation to training opportunities within the field of expertise;
- ✓ Use of yearly JPO (EDUCATION OFFICER – CLIMATE SMART EDUCATION) 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

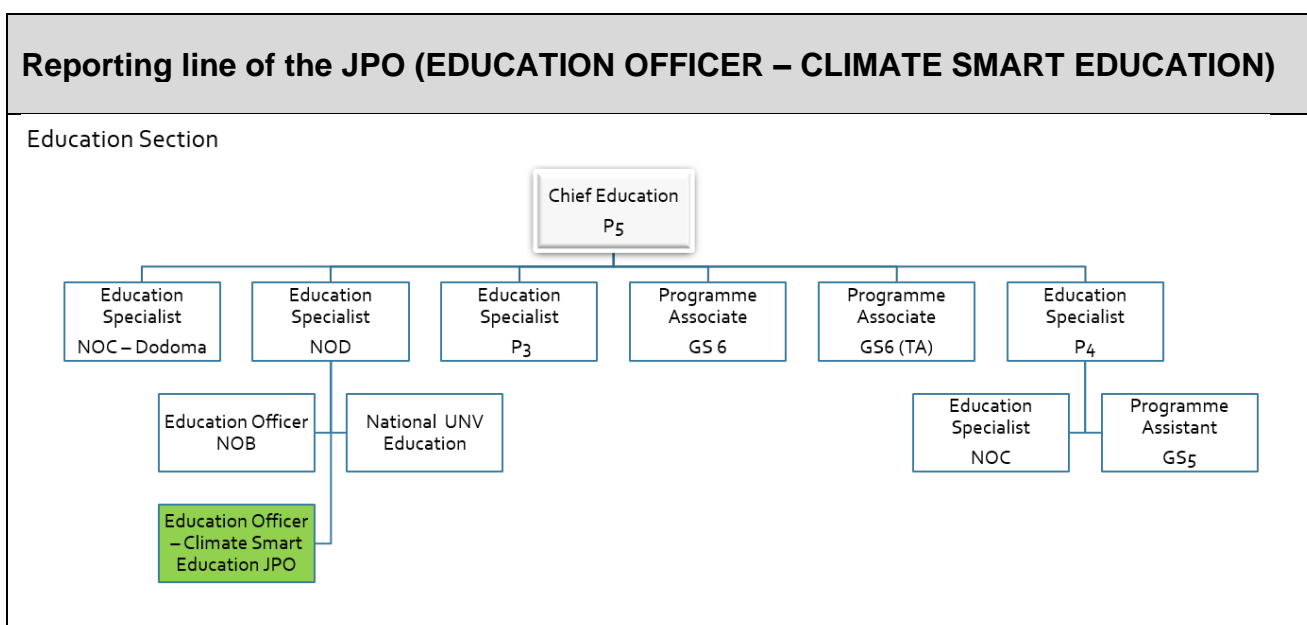
In addition, the JPO (EDUCATION OFFICER – CLIMATE SMART EDUCATION) will benefit from the following specific learning opportunities in the receiving office:

- ✓ Provided with an opportunity to contribute to the mandate of UNICEF and the implementation of a cutting-edge Climate-Smart Education programme in Tanzania;
- ✓ Expand exposure with and learn from adolescents and young climate champions in Tanzania;
- ✓ Be part of a vibrant and innovative team of young and senior professionals
- ✓ Receive coaching from a senior supervisor experienced in supporting and promoting young professionals.

Information and living condition of Duty station: [For Filed Office locations only]

General Information	<p><i>Dar es Salaam, the largest city and economic hub of Tanzania, is a dynamic coastal metropolis situated along the Indian Ocean. As a essential gateway for regional trade and home to the UNICEF office, it offers a unique blend of economic opportunity, cultural diversity, and political significance. The city's strategic location as a major port facilitates international collaboration, while its rich history and vibrant arts scene provide a captivating backdrop for your work with UNICEF. The warm and welcoming people of Tanzania, known for their hospitality and friendly nature, will undoubtedly enrich your personal and professional experience as you embark on your journey with UNICEF in this culturally diverse and vibrant city. Dar es Salaam's stunning beaches and diverse culinary offerings further make it a compelling destination for both growth and fulfillment.</i></p>
Security	<p><i>The security level in Dar es Salaam is classified as Low (2) according to the UN Travel advisory.</i></p> <p><i>The General security situation is relatively calm in Tanzania. Unrest is rare, however, can occur around elections. The most common threat against UN personnel is petty crime like bag- snatching of pedestrians walking along the streets or waiting by the roadside. This is mostly perpetrated from passing vehicles (motorcycle or car). This can lead to serious injuries if the victim tries to hold on to her/ his belongings. Break-in and theft sometimes occur. These incidents are rarely violent, and burglars usually target computers, electronics, and small, portable items they can carry. In tourist locations such as Zanzibar, petty crime and pickpocketing are not unusual. Another safety threat is road traffic accidents. When driving, keep your windows rolled up as it is common for thieves to reach into your vehicle and make off with your belongings while you wait in traffic. Theft of mirrors and other car parts while stopped in traffic or parked in downtown also occur.</i></p>
Housing	<p><i>In Dar es Salaam, various types of long-term accommodation options are readily accessible, including standalone houses, residences within gated compounds, and apartments. These accommodations can be found in both furnished and/or fully serviced configurations, as well as as unfurnished options.</i></p> <p><i>The most popular areas for international staff are Masaki, Msasani Peninsula and Oysterbay, collectively called "the Peninsula". All are at the coast and centrally located nearby shopping centers, schools, restaurants, hotels, and UN offices. There is a wide variety of housing options: high-rise and low-rise apartments, townhouses, and stand-alone houses. Rental prices start from USD 1,200 per month for an apartment and from USD 3,000 per month for a house – depending on the number of bedrooms and the requirements. Contact the CO for more details on the housing options.</i></p>
Schools & Childcare	<p><i>If you plan to have your children educated in Tanzania, it is crucial to plan as soon as possible. It is also worth bearing in mind that a place for your child at an institution providing an internationally competitive/ credentialed education can be expensive – more than the cost of university in many European countries. Preschools are also costly. Contact the CO for more details on the list of options available.</i></p> <p><i>If you choose to hire a domestic staff, which is common in Tanzania, the agreement that you enter with your housekeeper, nanny (ayah), gardener, driver, or guard (askari) must conform to The Employment and Labor Relations Act 2004.</i></p> <p><i>In a nutshell, domestic workers can be employed for eight hours a day (overtime rates apply beyond that) for six days a week. They are entitled to paid medical, maternity, paternity and annual leave, and a fixed notice period before termination of employment. You will need to contribute to the pension fund as well.</i></p> <p><i>Anyone that you employ must be provided with a written contract which includes the name, age, permanent address and sex of the employee, a job description, the duration of the agreement, the place and hours of work, and details on remuneration and any other benefits.</i></p>

Work for spouses & partners	For foreigners not employed by the UN or in a diplomatic capacity, the process to secure permission to work in Tanzania is relatively complex, can be expensive and varies from case to case. If a prospective employer cannot help, one option is to contact the Ministry of Home Affairs ; you will find partial guidelines on their website in the Immigration Service section. You can also ask assistance and guidance from your office.
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UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

I. Post Information

Job Title: JPO Education Officer – Climate Smart Education
Supervisor Title/ Level: Education Specialist (NOD)
Organizational Unit: Education Section, Programmes
Post Location: Dar es Salaam, Tanzania

Job Level: P2
Job Profile No.:
Job Classification Level:

II. Strategic Office Context and purpose for the job

Strategic office context: [\[Office Context and JPO Contribution to the Organization\]](#)

Tanzania is one of the most vulnerable countries to devastating impacts of climate change. Tanzania's increasing electricity demand has led to significant increase in highly polluting coal-fired power generation. By 2030 coal is targeted to take up a majority of electricity generation in the country and the current fossil-fuel dependent energy systems will make it very challenging for Tanzania to pursue a sustainable development path that is aligned with the Paris Climate Agreement goals. Also, for Tanzania to achieve its NDCs, scaling up investments in clean energy is of utmost importance. There is an urgent need for Tanzania to transition towards a low carbon and climate resilient path for current and future generations .

There is a momentum growing for nation-wide solar adoption, if a viable financial model is demonstrated, and if the public sector demonstrates a strong example. There are more than 18,000 schools in Tanzania that have potential for clean energy transition in one way or another, particularly by applying the Rooftop Solar System (RTS). The implementation of RTS in schools in the country will not only provide additional energy resource, but also contribute to raising awareness of children in using clean energy. However, the implementation of RTS in schools in Tanzania is quite limited due to the lack of a mechanism to scaling up RTS. Schools in Tanzania are publicly funded by the state budget for their operation activities and thus, have the limited ability (or lack thereof) to pay for the heavy capital investment of the RTS systems upfront, which leads to lack of solar adoption by schools. A timely intervention is called for to strengthen the financial model for RTS to further bring down the key barriers for RTS.

As there is a lack of a mechanisms to support the scaling up of RTS in schools, UNICEF will be working towards the development of an innovative blended finance mechanism and public private partnership models in order to support the transformation of 18,000 schools towards cleaner energy. UNICEF Tanzania's work towards a climate-smart education system is a key priority and as such embedded in the CPD.

Purpose for the job:

As part of the Education team of UNICEF Tanzania and under the direct supervision of the Chief of Education, the JPO (EDUCATION OFFICER – CLIMATE SMART EDUCATION) is to support the development of innovative climate solutions for schools in Tanzania. The focus will be on addressing climate and environment

related risks to children - including to their learning outcomes-, and supporting evidence-based policy development and advocacy for innovative solutions to mitigate those risks. This will include the provision of support in the development of partnerships, evidence generation to support the scaling up clean energy for schools across the country, and the development policy guidance to address climate and environmental risks to children. Involving children and adolescents, including those with disabilities as climate change actors and advocates will be an important component of this work. UNICEF supported actions are to align to and inform SDG implementation in country, Tanzania's participation to COP objectives, as well as the UNICEF Strategic Plan and Core Corporate Commitments for Children in Humanitarian Action.

Each component of UNICEF's work presents opportunities to act on climate, energy and/or the environmental issues in order to deliver more sustainable results, inherent is to apply both equity and gender equality lenses. Promoting cross-sectorial programming is therefore essential.

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

- Program Development(30%)
 - Contribute to the further development, design and management of the climate and environment Programme of the section, with a special focus on renewable energy solutions in schools, including solar technologies.
 - Lead strategic planning, coordination and implementation of UNICEF supported climate change mitigation interventions.
 - Identify and support evidence generation activities and research to enhance understanding on how climate change and environmental degradation are affecting children in Tanzania and inform advocacy and child friendly policy and legislation to mitigate climate, and environmental risks on children's learning, development and wellbeing
 - Contribute to identifying new strategic programming opportunities and partnerships in the area of low emission climate resilient development.
 - Support the development of strategic UNICEF policy position papers and internal briefing notes on climate change and environmental issues.
 - Enhance climate change mainstreaming in UNICEF Tanzania Country Office' portfolio & programming.
- Program Management (35%)
 - Support the experimentation of innovative climate solution in schools and undertake regular on-the-sight monitoring of the progresses made.
 - Provide day to day oversight of climate change, environmental issues and climate smart school portfolio of the section
 - Proper project work planning and project management and review processes (such as development/review of the section's Annual Work Plan)
 - Regular tracking of the various climate smart indicators in the AWP of the section
 - Communication and reporting on progress and outcomes in a timely manner.
- Partnership and Resource Mobilization (35%)
 - Preparation of funding proposals and briefing documents for donors to mobilize investments for climate smart schools in Tanzania.
 - Ensuring strategic partnerships with government and national institutions, donors, UN and non-UN system organizations.
 - Linkage to the Regional Programme Knowledge Network to ensure the availability of current and accurate programme data.
 - Maintain collaboration with Regional Advisers and HQ Officers for effective overall coordination on programmes.

IV. Impact of Results

The expected result is that UNICEF supported innovative climate and/or renewable energy solutions in schools will be brought to scale and allowing their replication across Tanzania, for which the JPO will have developed proof of concepts and field testing for climate-smart solutions, including solar technologies in schools.

V. Competencies and level of proficiency required

(Please base on UNICEF Competency Framework)

Core Values attributes

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

Core competencies skills (please make sure to adjust competency levels depending on supervisory responsibilities)

- Nurtures, Leads and Manages People (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)

Functional Competencies (please use GJP as reference):

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

VI. Recruitment Qualifications

Education:

A university degree in Social Sciences, Educational Science, International Relations, Government, Public Administration, Public Policy, Social Policy, Social Development, Community Development, or other relevant disciplines. Preferable with environmental or climate change specific studies.

Experience:	<p><i>A minimum of two years of professional experience in Education programmes, including experience in Climate Change & Environment projects.</i></p> <p><i>Background/familiarity with partnership and resource mobilization an asset.</i></p> <p><i>Relevant experience in a UN system agency or organization is considered as an asset.</i></p>
Language Requirements:	<p><i>Fluency in English is required. Knowledge of another official UN language or local language of the duty station is considered as an asset.</i></p>