



**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

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

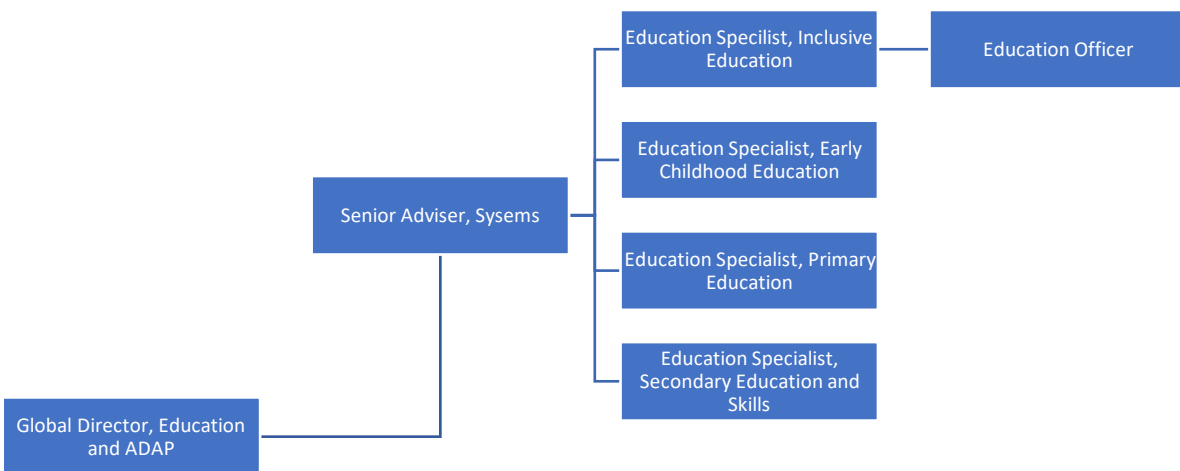
- ✓ Direct involvement in disability inclusive education and exposure to and involvement in a wide range of education thematic areas (e.g. early childhood education, primary education, secondary education and skills, climate and education, adolescent participation, education in emergencies, digital learning) as well as inter-sectoral collaboration (e.g. disability inclusion, child protection, school health and nutrition, social policy, water and sanitation) as they intersect with disability inclusive education, that will increase the JPO's competitiveness for future roles within UNICEF and other international organizations.

- ✓ Interaction with regional and country offices which helps to grasp the importance of contextualized analysis and programming.
- ✓ Benefit directly from the technical expertise of the global education team.

Career prospects and potential for retention:

- ✓ Establishment of a wide network of contacts in the education sector globally, increasing opportunities for future career development.
- ✓ The JPO will benefit from enhanced career prospects and potential for retention by gaining valuable experience and skills in an area (disability-inclusive education) where demand from countries continues to grow and limited capacity across the organization and in the sector at large, results in a persistent need for expertise.
- ✓ The post supervisor is the global technical lead on disability inclusive education with over 10 years' experience in leadership positions where she has led teams and coached and mentored professionals, equipping her with the technical and management experience to support the JPOs professional development.

Reporting line of the JPO



**UNITED NATIONS CHILDREN'S FUND
SPECIFIC JOB PROFILE**

I. Post Information

Job Title: Education Officer
Supervisor Title/ Level: Education Specialist (P4)
Organizational Unit: Education Section - PG
Post Location: New York

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

II. Strategic Office Context and purpose for the job

Strategic office context:

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.

In support of UNICEF's Strategic Plan, the Education Section (Programme Division) works to advance access, participation and learning outcomes for the most marginalized children, particularly children with disabilities, through policy leadership and support to countries for excellence in programming. Early Childhood Education, Primary Education, Secondary Education and Skills, and Education in Emergencies are key programme priorities, particularly in light of UNICEF's Education strategy 2019-2030 which seeks to accelerate progress towards addressing the learning crisis. Ensuring children with disabilities are included in all UNICEF's education programming is a core priority, as are advocacy and partnerships on the rights of children with disabilities to inclusive quality education.

The Education Program Group at UNICEF NYHQ is seeking donor support for the funding of a JPO position that will provide critical support to the Systems team specifically to support UNICEF's work on inclusive education for children with disabilities.

The Education Officer (JPO) is to be based in the Programme Group in UNICEF HQ, New York where the Education Programme is located. The Officer reports to the Education Specialist, Inclusive Education who is at P4 level.

Purpose for the job:

Under the overall guidance and direction of the Education Specialist, Inclusive Education the Education Officer plays a key role in bringing innovation to the implementation of the UNICEF Global Education Strategy for 2019-2030. The Education Officer provides technical, operational and administrative assistance throughout the programming process to facilitate the management and delivery of results on learning outcomes and universal access to quality, equitable and inclusive education for all children, especially for children with disabilities. The

Education Officer contributes to the achievement of concrete and sustainable results according to plans, allocation, results based-management approaches and methodology (RBM), as well as UNICEF's other Strategic Plans, standards of performance and accountability framework.

As such, the Education Officer will collaborate with all the other technical teams in the education section from the inclusive education perspective and will also liaise with cross-sectoral colleagues eg. in Child Protection, and the Disability Inclusion Team at UNICEF HQ.

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

Under direct supervision of the Education Specialist, Inclusive Education, the JPO will be responsible for the following key functions/accountabilities:

1. Support programme development and planning.
 2. Support programme management, monitoring, and quality control of results.
 3. Support technical and operational support to programme implementation.
 4. Support advocacy, networking and partnership building.
 5. Support innovation, knowledge management and capacity building.
- 1. Support to programme development and planning.**
 - Support the establishment of the annual work plan, including developing strategies, determining priorities, and performance measurements on inclusive education.
 - Support the coordination of work progress monitoring and ensure results are achieved according to schedule and performance standards, and report critical issues for timely action.
 - Support colleagues in the regional and country offices on all aspects of programming and implementation of inclusive education to enable them to achieve performance objectives
 - Contribute to the development and establishment of programme initiatives, 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 documentation, 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 quality control of results.**
 - Support the preparation, design and updating of the situation analysis for inclusive education to ensure that current and comprehensive data on inclusive education issues is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes.
 - Support programmatic priority-setting, 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 inclusive education , ensuring alignment with UNICEF's Global Education Strategic Plan.
 - Support the establishment of goals, objectives, strategies and implementation plans for inclusive education using results-based planning terminology and methodology (RBM). Prepare required documentations for programme review and approval.
 - 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.
 - Prepare draft inputs for programme/donor reporting, briefing notes, technical documents, and briefs.
 - 3. Technical and operational support to programme implementation**

- Participate in strategic discussions to influence policy and agenda setting for combating poverty and all forms of discrimination against women/children by advising on and advocating strategies and approaches to promote universal access to quality, equitable and inclusive education for children in the country.
- Contribute to policy papers, briefs and other strategic programme materials for advocacy, management use, information and consideration.
- Participate in discussions across sectors and on education emergency preparedness, programming and contingency planning to ensure proactive and appropriate responses are in place to ensure inclusiveness in programme responses.

4. Advocacy, networking and partnership building

- Build and sustain effective close working partnerships with regional and country offices, donors, NGO partners, private sector and other stakeholders through active sharing of information and knowledge to facilitate programme implementation and build capacity of stakeholders to achieve and sustain results on inclusive education programmes.
- Draft communication and information materials for 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.

5. Innovation, knowledge management and capacity building

- 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 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

<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"> • Demonstrates Self Awareness and Ethical Awareness (1) • Works Collaboratively with others (1) • Drives to achieve impactful results (1) 	<p><u>Functional Competencies</u></p> <ul style="list-style-type: none"> • Applying technical expertise (1) • Learning and researching (1) • Planning and organizing (1)
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VI. Recruitment Qualifications	
Education:	A university degree in one of the following fields is required: social sciences, education, 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: programme planning, management, and/or education research.</p> <p>Experience working in a developing country is considered an asset.</p> <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.