



**UNITED NATIONS CHILDREN'S FUND  
JPO Request Form**



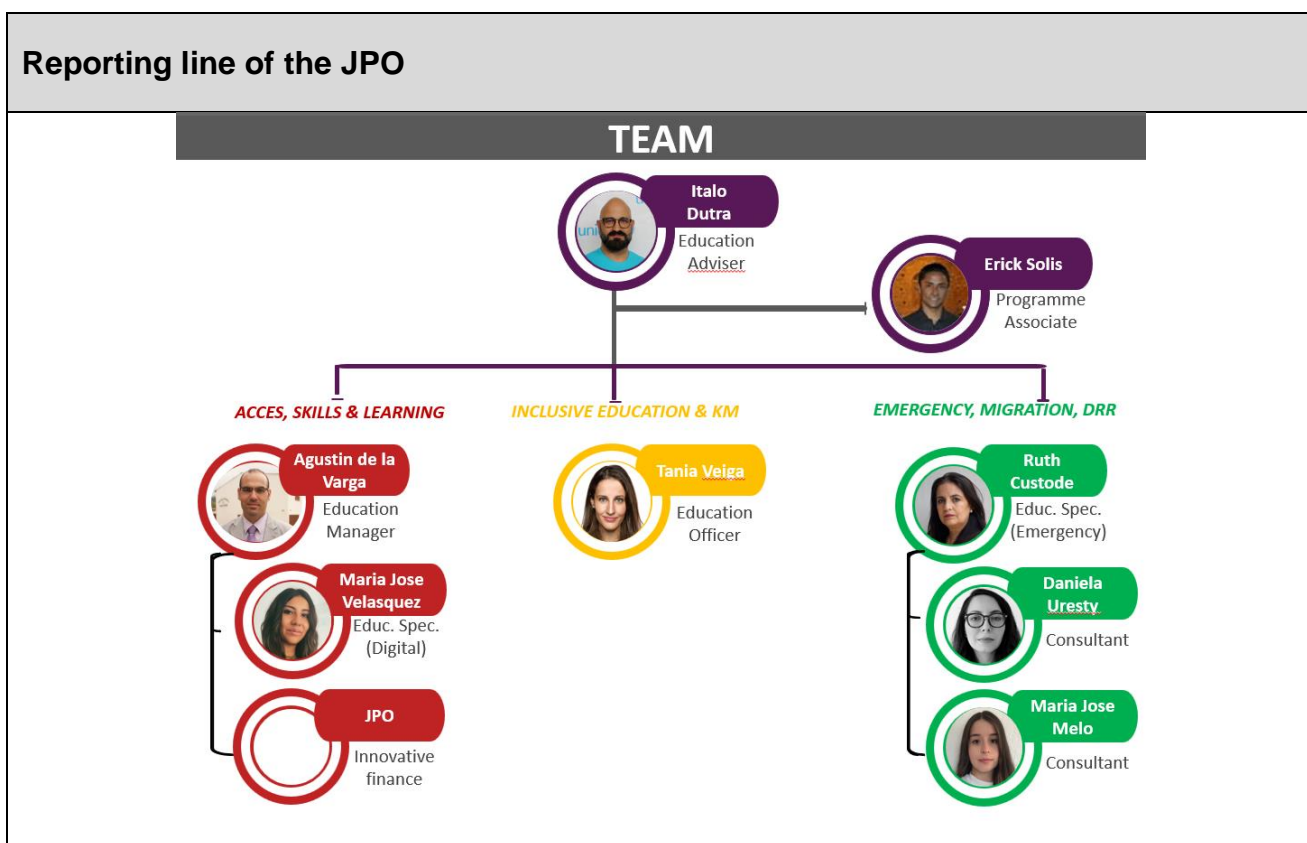
**Training and Learning Plan**

- ✓ 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 2<sup>nd</sup> year

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

- ✓ LACRO Induction training and Access to UNICEF training and professional development platforms and resources
- ✓ Experience with innovative solutions to support education programs in humanitarian and fragile settings.
- ✓ Exposure to partner engagement and management including implementing partners, government partners and funders.
- ✓ Innovative finance and public finance for education is a fast-growing theme in the Education development agenda in the region and consequently a highly demanded expertise.
- ✓ Supervision from the Education manager who has 20 years of management experience including successful mentorship to multiple supervisees over the years. The Education manager will provide dedicated time to support, manage and mentor the JPO to ensure a successful learning opportunity for the JPO.
- ✓ Overall support from the Regional Education Advisor (P5 Level).

Information and living condition of Duty station:	
General Information	<p>The UNICEF LAC Regional Office is located in Panama City, next to the Panama Canal. It is in the Corregimiento of Ancon, in an area called Ciudad del Saber [City of Knowledge]. The area is part of what used to be Clayton military base. The complete physical address is:</p> <p>UNICEF Latin America and Caribbean Regional Office Building No.102, Alberto Tejada Street City of Knowledge, Clayton, Ancon Panama City, Panama</p>
Security	Panama is considered relatively safe, especially in comparison to other countries in the region. However, like any major city, it is important to be aware of your surroundings and take standard precautions.
Housing	There are various housing options available, ranging from modern apartments in the city to houses in suburban areas. The cost of living can vary, but generally, housing is affordable compared to many other international duty stations
Schools & Childcare	There are multiple options in term of Schooling options with Schools with international calendar (academic year starts in August-September) and Schools with Panamanian calendar (academic year starts in March)
Work for spouses & partners	The UNICEF Spouse Career Support unit works to provide a range of career support and development programs to Spouses and Partners of UNICEF IP staff. It works closely with UN Expatriate Spouses Associations, to connect spouses and partners with local activities and organizations.





## UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

### I. Post Information

Job Title: JPO Education Officer - Equitable and Innovative Financing  
Supervisor Title/ Level: Education Manager (P4)  
Organizational Unit: Education  
Post Location: LACRO, Panama City, Panama.

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 programmes, 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.

The UNICEF Latin America and Caribbean Regional Office is based in Panama and provides technical assistance, oversight, knowledge and capacity building to 24 country offices, operating in 36 territories.

UNICEF works to put the rights and well-being of the most disadvantaged children at the heart of the social, political, and economic agenda, in line with our equity focus, working across our organization and with our partners in government, civil society and the private sector to support shifts in public policy, fuel social engagement, and increase investment for children.

For information of the work of our organization in the LAC Region, please visit our website:  
UNICEF LAC Region (<https://www.unicef.org/lac/>)

#### **Purpose for the job:**

The Latin American and Caribbean (LAC) region faces important challenges on the education sector. In the past few years, the learning crisis in LAC has escalated, with significant repercussions for the region's development. Learning poverty—defined as the inability of 10-year-olds to read and understand a simple text—affects over half of children in LAC. The pandemic exacerbated this issue, with prolonged school closures and limited access to remote education widening pre-existing inequalities. Vulnerable groups, such as indigenous populations, rural

communities, and low-income families, are particularly hard-hit, further entrenching educational disparities. Addressing this crisis requires urgent investment in education, improved teacher training, and innovative approaches like blended learning and digital tools. It also involves tackling systemic challenges, such as inadequate infrastructure, insufficient funding, and lack of policy coherence. Without swift action, the learning crisis could hinder future economic growth, social equity, and the overall well-being of millions of children across the LAC region.

Despite the efforts made by governments and international cooperation, problems persist, such as the lack of focus on children's rights in budget discussions, the difficulty in prioritizing education effective interventions, and the limited transparency in spending at both national and subnational level. These challenges are compounded by the need to maintain sustained investment starting on early childhood and following on primary and secondary education, offering inclusive and equitable learning opportunities to foster a positive transition to the world of work.

In response to these challenges, UNICEF, through its Regional Office for LAC, has identified the need to develop both a capacity building and an advocacy strategy aimed at governments in the region. The main objective of this strategy is to improve the amount, the effectiveness and the accountability of public spending in education, ensuring that it is aligned with the achievement of equitable and quality educational outcomes, framed within a rights-based approach.

UNICEF LACRO actively participates in the Regional Working Group on Education Financing led by ECLAC, with the participation of the World Bank, IADB, CAF, UNESCO, and other institutions. This group meets monthly to generate a framework for education financing and support the demand of the Ministries of Education from almost 40 countries in our region. UNICEF has identified the opportunity to collaborate by providing relevant inputs taken from the demands, challenges and bottleneck analysis provided by our country offices within the education sector financing landscape.

By the end of January 2025, the presentation of the UNICEF generated report: *Financial sustainability in education for LAC Countries* is expected as an enabling requirement for the reactivation, recovery and transformation of education working group formed by the aforementioned institutions.

Under the supervision of **the Education Manager**, the **JPO Education Officer - Equitable and Innovative Financing** will support providing technical assistance on the role that UNICEF country teams in the region should assume to aid governments in the effective implementation of the best and innovative practices of education budgeting and expenditure. This JPO Education Officer - Equitable and Innovative Financing is also expected to provide support on the implementation of the guidelines outlined by the *Financial sustainability in education for LAC Countries* report in a period of two years.

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

## **1. Support to Programme Development and Planning**

- Collaborate with country offices and government counterparts to assess the financial landscape for education and contribute to updating situation analyses. Provide insights on sustainable and equitable financing models to inform the design and management of education programmes, ensuring that resource allocation directly supports improved learning outcomes.
- Support the development of sectoral goals and strategies by conducting in-depth analyses of education financing, including identifying funding gaps, resource needs, and innovative financing opportunities. Assist in results-based planning to ensure financial resources are strategically aligned with national education priorities.
- Provide technical guidance and administrative support throughout the programme cycle, helping country offices and government counterparts integrate sustainable financing strategies into education plans. Ensure compliance with organizational processes and systems, with a focus on equitable resource distribution to support the achievement of learning outcomes.

## **2. Programme Management, Monitoring, and Delivery of Results**

- Work closely with internal teams and government partners to monitor the financial performance of education programmes. Share analyses and insights on financial challenges, bottlenecks, and opportunities for improving the efficiency and equity of education funding, ensuring that resources are optimized to support quality learning outcomes.
- Recommend actionable solutions to address financial barriers in programme implementation, focusing on sustainable and equitable resource allocation. Report on financial performance and trends to alert decision-makers to the need for higher-level interventions or policy adjustments.
- Participate in joint monitoring and evaluation exercises, focusing on the financial aspects of education programmes. Ensure that all financial resources are used effectively and in alignment with national education goals, providing feedback on how funds contribute to the improvement of learning outcomes, especially for marginalized and vulnerable populations.
- Monitor the use of programme resources, ensuring compliance with donor commitments, organizational rules, and national financial regulations. Address financial risks and inefficiencies, facilitating resolutions that promote sustainable and equitable financing solutions to enhance learning quality.
- Assist in preparing financial inputs for programme and donor reporting, highlighting the impact of financing on education equity and outcomes.

## **3. Technical and Operational Support to Programme Implementation**

- Conduct field visits and collaborate with country offices to assess the effectiveness of financing strategies in improving learning outcomes. Report on critical financial challenges, and propose solutions for strengthening equitable resource distribution to reach underserved populations.
- Provide expert technical support to government counterparts, country offices, and partners on innovative and sustainable financing mechanisms for education, including public-private partnerships, impact investing, and results-based financing models. Guide stakeholders in integrating these approaches to ensure long-term funding for equitable, high-quality education.
- Ensure that financial planning and execution support national priorities for inclusive education, contributing to improved learning outcomes for all children, particularly those in vulnerable or marginalized communities.

## **4. Networking and Partnership Building**

- Build and maintain partnerships with key government counterparts, development partners, and financial institutions to foster collaboration on sustainable and equitable education financing strategies. Facilitate knowledge exchange on best practices and innovative financing approaches that can improve learning outcomes across diverse contexts.

- Develop advocacy materials that emphasize the importance of equitable education financing and its direct impact on learning outcomes. Support country offices and government counterparts in mobilizing financial resources by highlighting innovative solutions to close funding gaps and sustain education programmes.
- Represent UNICEF in inter-agency meetings and regional forums on education financing, promoting UNICEF's approach to sustainable, equitable funding. Collaborate with partners to integrate financing strategies that prioritize improved learning outcomes, especially for the most disadvantaged groups.
- Research potential donors, international financial institutions, and private sector partners to identify innovative financing opportunities. Prepare resource mobilization briefs that promote sustainable and results-based investments in education, aiming to improve learning outcomes through targeted and equitable funding.

## **5. Innovation, Knowledge Management, and Capacity Building**

- Collaborate with country offices and stakeholders to capture and share lessons learned on sustainable and equitable education financing. Promote innovative approaches, such as social impact bonds and blended financing, to ensure that programmes have the necessary resources to deliver improved learning outcomes.
- Lead the dissemination of best practices in education financing, with a focus on scalable and sustainable funding solutions. Facilitate knowledge sharing that empowers country offices and governments to adopt cutting-edge financing models aimed at closing equity gaps and improving learning quality.
- Research global trends in education financing and offer insights into innovative models that can be adapted to local contexts. Support the development of knowledge products that guide country offices and governments in creating sustainable financing frameworks for education.
- Act as a technical resource in capacity-building initiatives, strengthening the competencies of government officials, country office staff, and partners in sustainable and innovative financing. Help stakeholders build the skills needed to mobilize and manage resources that promote equitable access to quality education and improved learning outcomes.

## **IV. Impact of Results**

With the support of the JPO Education Officer - Equitable and Innovative Financing, UNICEF LACRO will strongly strengthen our position as a reference on innovative finance and public finance for children in the education sector, bringing additional expertise into a highly demanded issue for the region.

The efficiency and efficacy of support provided by the Education Officer - Equitable and Innovative Financing 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 contributes 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 region.

## **V. Competencies and level of proficiency required**

<p><b><u>Core Values attributes</u></b></p> <ul style="list-style-type: none"> <li>• Care</li> <li>• Respect</li> <li>• Integrity</li> <li>• Trust</li> <li>• Accountability</li> </ul> <p><b><u>Core competencies skills</u></b></p> <ul style="list-style-type: none"> <li>• Nurtures, Leads and Manages People (1)</li> <li>• Demonstrates Self Awareness and Ethical Awareness (2)</li> <li>• Works Collaboratively with others (2)</li> <li>• Builds and Maintains Partnerships (2)</li> <li>• Innovates and Embraces Change (2)</li> <li>• Thinks and Acts Strategically (2)</li> <li>• Drives to achieve impactful results (2)</li> <li>• Manages ambiguity and complexity (2)</li> </ul>	<p><b><u>Functional Competencies</u></b></p> <ul style="list-style-type: none"> <li>• Persuading and influencing (1)</li> <li>• Applying technical expertise (1)</li> <li>• Learning and researching (2)</li> <li>• Planning and organizing (2)</li> </ul> <p>During the recruitment process, we test candidates following the competency framework. Familiarize yourself with our competency framework and its different levels. To view our competency framework please visit the following link: <a href="https://www.unicef.org/careers/get-prepared#Competencies">https://www.unicef.org/careers/get-prepared#Competencies</a>.</p> <p>UNICEF is committed to diversity and inclusion within its workforce (<a href="https://www.unicef.org/careers/equity-inclusion-and-diversityunicef">https://www.unicef.org/careers/equity-inclusion-and-diversityunicef</a>), and encourages all candidates, irrespective of gender, nationality, religious and ethnic backgrounds, including persons with disabilities, to apply and become a part of the organization.</p>
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<b>VI. Recruitment Qualifications</b>	
Education:	A university degree in one of the following fields is required: Economy, Public Administration, Public finances, Education or another relevant field
Experience:	<i>A minimum of two years of professional experience in one or more of the following areas is required: programme planning, management, and/or research in education and/or public finance systems</i> Experience working in a developing country is considered as an asset. <i>Relevant experience in a UN system agency or organization is considered as an asset.</i>
Language Requirements:	<i>Fluency in English is required. Knowledge of another official UN language or local language of the duty station (Spanish) is considered as an asset.</i>