



## 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

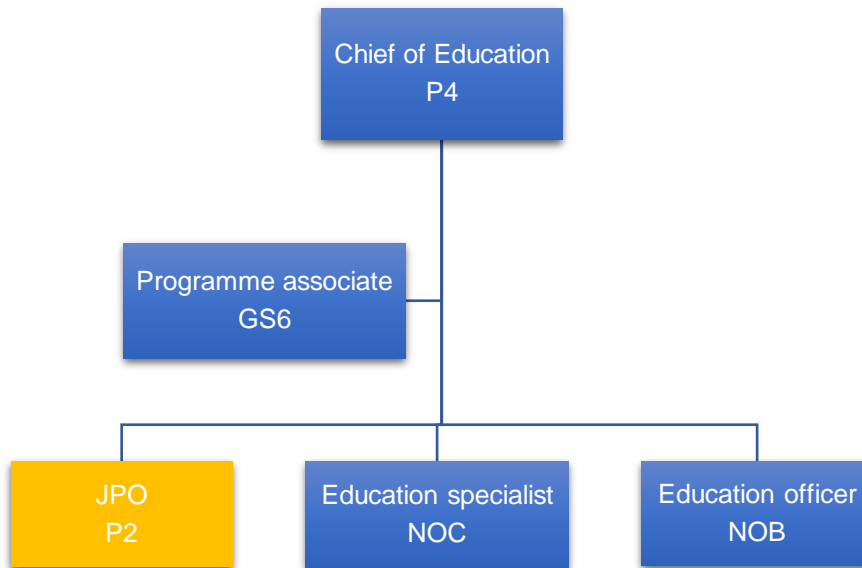
In addition, the JPO will benefit from the following specific learning opportunities in the receiving office:

- ✓ Coaching and supervision from the Chief of Education, P4, who is a professional with experience in coaching and supporting young professionals;
- ✓ Based on annual priorities, participation in office training events, including on results-based management, communication, teamwork;
- ✓ Support for career development through supervisor's and JPO unit coaching and assistance, formal training on career development, etc.

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

General Information	<i>Tunis is the vibrant capital of Tunisia, which is a middle-income country. Tunis is the hub for business in the country but also offers culture and entertainment. Despite some political and economic turmoil, the country remains an appreciated tourist destination. Several international organizations have offices in Tunis. Arabic is the main language, but French is widely used and English is common especially among the youngest population.</i>
Security	<i>The security situation is generally stable in all the country and the security level is 2 (low).</i>
Housing	<i>The organization does not provide houses for internationally or locally recruited staff. Most of the international staff are renting dwellings in the region of Grand Tunis and they are of good quality. Security clearance must be obtained before signing the rental contract with the landlord.</i>
Schools & Childcare	<i>Most international staff's children attend international schools with an academic system that is widely recognized abroad. International schools are available in both English and French and often include kindergarten and pre-school classes (sometimes even a nursery) for younger kids. It is advisable to ask your embassy in Tunis which schools your compatriots prefer for their kids.</i>
Work for spouses & partners	<i>Tunisia hosts numerous international bi and multilateral organizations and international civil society and private sector companies, including several that have their regional representation and/or working for Libya. A work permit must be obtained through those entities in case of hiring.</i>

## Reporting line of the JPO





## UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

### I. Post Information

Job Title: [Education Officer \(JPO\)](#)  
Supervisor Title/ Level: [Chief of Education, P4](#)  
Organizational Unit: [Education section](#)  
Post Location: [Tunis, Tunisia](#)

Job Level: [P2](#)  
Job Profile No.: [114956](#)  
Job Classification Level: [P2](#)

### 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.

The education section at UNICEF Tunisia country office is seeking donor support for the funding of a JPO position for 2025-2026 that will provide critical support for supporting the implementation of the country programme 2021-2025 and contribute to the development of the new country programme 2026-2030. The JPO will support the education section's ability to ensure the technical excellence and quality of programmatic work on education with respect to some targeted education priorities such as M&E of the programme and drop-out prevention, while also supporting the knowledge management of the section. Overall, the funding of this position will provide much-needed support for the office's strengthened commitment to deliver on education equality.

The JPO will work under the direct supervision of the Chief of Education (P4) while closely collaborating with other colleagues and sections, such as Partnership, PME, and Child and Social Protection. The JPO will provide quality programmatic support to the Prevention and response to dropout Education Programme Component, helping to develop the program interventions in areas related to children and adolescent dropout prevention, promoting innovation in schools, with the use of strategies that take advantage of technology, and communication and extra-curricula activities, which would make school much more interesting to children and adolescents, thus improving learning and reducing dropout rates.

The JPO will also provide support to the section for monitoring and reporting of the education programme results ensured through tracking of programme and operational indicators (M&E focal point).

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

#### **Summary of key functions/accountabilities:**

- 1. Support to programme development and planning**
- 2. Programme management, monitoring and delivery of results**
- 3. Technical support for programme implementation**
- 4. Partnership building and knowledge management**

#### **1. Support to programme development and planning**

- Research and analyse national education development trends. Collect, analyse, verify and synthesize information to facilitate education programme development, design and preparation.
- Support preparation of draft technical reports and provide inputs for programme preparation and documentation ensuring accuracy, timeliness and relevancy of information.
- Contribute to the development/ establishment/ prioritization of sectoral programme goals, objectives, strategies and results-based planning through research, collection, analysis and reporting of education and other related information.
- Provide technical and administrative support throughout all stages of programming processes, including results-based programme planning, implementation, monitoring and evaluation.

#### **2. Programme management, monitoring and delivery of results**

- Work closely and collaboratively with internal colleagues, government counterparts and partners to collect, analyze and share information on implementation issues.
- Participate in monitoring and evaluation exercises, programme reviews and annual sectoral reviews with government and other counterparts and prepare reports on results for required action/interventions at the higher level of programme management.
- Monitor and report on the use of sectoral programme resources (financial, administrative and other assets), verify compliance with approved budget allocation, organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity.
- Prepare sectoral progress reports for management, donors and partners.

#### **3. Technical support to programme implementation**

- Provide technical support to government counterparts and partners, for the implementation of the dropout prevention model in primary, lower-secondary and higher secondary schools.
- Provide technical support to government counterparts and partners for the implementation of extracurricular activities, as well as information and communication technologies (ICT).
- Provide technical support to the Ministry of Education in documenting, and evaluating the dropout prevention model.
- 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.

#### **4. Partnership building and knowledge management**

- Build and sustain effective working partnerships with government counterparts and national stakeholders through active sharing of information and knowledge to facilitate programme implementation and build the capacity of stakeholders to achieve and sustain results on education programmes.

- Draft communication and information materials for education programme advocacy to promote awareness, establish partnership/alliances and support fund-raising and donor reporting for the education programme.
- Participate in capacity building initiatives to enhance the competencies of partners and stakeholders, including on the application of UNICEF policies, strategies, processes and best practices on education to support programme implementation and delivery of results.
- Assist in the preparation of learning/knowledge products, covering innovative approaches and good practices, to support overall education sector development.

## V. Competencies and level of proficiency required

### Core Values attributes

- Care
- Respect
- Integrity
- Trust
- Accountability

### Core competencies skills

- 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

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

## 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, particularly for most vulnerable children and universal access to quality, equitable and inclusive education. Success in education programmes in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide programme services for children and adolescents that promotes greater social equality in the country.

## VI. Recruitment Qualifications

Education:

University degree, preferably advanced degree, in Education/Social Sciences/Development or a related technical field.

Experience:	At least two years of professional work experience in education project administration or relevant field, monitoring and evaluation, including experience in working with government, teachers or community-based organizations dealing with children, especially vulnerable children. Experience with the use of technology in the classroom and alternative education programs for adolescents and the youth.
Language Requirements:	Fluency in French and English is required. Knowledge of Arabic is considered as an asset.