



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 programs;
- Encourage field missions and/or stretch assignments during and after the 2nd year.

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

- UNICEF Education standards and best practices
- Information Management system

Perspectives

- UNICEF/UN Education

Potential for retention: The current country programme covers the period 2024-2028.

The first retention opportunity will be the inclusion of this post until the end of the programme cycle. Other retention opportunities include

- The inclusion of the JPO in the Education specialists of the regional office
- Recommendations for Education positions within the WCAR regions and other UNICEF country offices.

The supervisor will support the JPO to developing his/her career development plan and provide him/her with the required guidance and assistance.

Supervisor experience: The supervisor for this JPO position is the Chief Education (P4). The section chief has more than 14 years of experience in the field of Education, including at 3 years of work experience with UNICEF. He has diverse background from multiple approaches of programmes for education gains, spanning emergency, early recovery and developmental programme with equity and quality at the center, working with different levels and aspects of the architecture from local partners, government line ministries, to interacting with the donor community through Local Education Groups (LEGs) and all key education donors, including the World Bank and GPE. He has extensive experience in (1) improving learning (quality Education),

(2) Education access; (3) Governance including coordination. He also worked across multiple sectors, including Child Protection, youth programming and understand the importance of integrated programming to achieve results. He has a good track record in resource mobilization, and good familiarity with the different ways donors operate, including USAID, KfW, ECW, FCDO, SIDA, ECHO, SDC and the Nordics. He has management experience at different levels throughout his career, from being a chief of section to leading country-wide operations in senior level roles in his previous role. As such he has a wealth of experience in managing, supervising and coaching large and multi-cultural programme teams. In addition to the JPO, the Education chief is supervising 1 GS-6 Programme assistant, two National Programme Officer-NOC and one National Programme Officer-NOB.

Information and living condition of Duty station: [For Filed Office locations only]	
General Information	<p>Country Typology:</p> <ul style="list-style-type: none"> Country Income Level: Guinea is a Mid level -Income country. Duty Station: Conakry a “C”, family, and non-emergency duty station. Office Size: 109 Fixed-term posts. Three Zone offices. Annual Budget: US\$ 30.5 million <p>Brief country context:</p> <p>Guinea is a lower-middle-income country facing significant challenges in child development and deprivation. According to the latest Human Development Index (HDI) report, Guinea has an HDI of 0.480, ranking 178th out of 191 countries in 2023, reflecting its ongoing struggle with poverty and social development challenges. Since 1984, UNICEF has worked with the government and various partners, including UN agencies, NGOs, and community-based organizations, to improve conditions for children.</p> <p>At sub-national level, through the zone offices in Labé, Kankan and Nzérékoré, UNICEF ensures the active implementation of programmes across the country including the most remote areas.</p> <p>Political context:</p> <p>Guinea is organized into 8 administrative Regions and 33 Prefectures. The country experienced a coup d’état on 5 September 2021 which correlated to the 2020 constitutional change and was compounded by rising tensions regarding the socio-economic and political environment. A transitional charter and civilian-led transitional government were established to last for 36 months, duration that is not acceptable to political parties and ECOWAS, which may soon impose sanctions over the country.</p> <p>Situation of Children:</p> <p>The population of Guinea is estimated to be around 14.3 million in 2024, with 63.4% living in rural areas and women comprising approximately 50.3% of the population. The annual growth rate stands at about 2.8%. Children under the age of 18 make up roughly 51% of the population, highlighting the critical need for child-focused interventions (World Population Review).</p> <p>The vision of the 2024-2028 country programme is: "A Guinea where children, especially adolescent girls and children from the most vulnerable families in the most disadvantaged geographical areas, have equitable opportunities for sustainable access to essential social services and quality social protection, and can reach their full potential, including in a context of climate-related vulnerabilities and emergencies".</p> <p>Guinea has selected six key results for children (Immunization, Prevention of stunting, Improved Learning, Combating Child Marriage, Birth Registration, and Ending Open Defecation) for the current program cycle. The convergence municipalities approach</p>

	<p>was initiated for promoting integrated and targeted interventions across UNICEF programmes to reach set target. UNICEF's support to municipal councils led to the development of Local Development Plans (LDP) and Annual Investment Plans (AIP) which integrate key results for children.</p> <p>In the area of Education, Guinea's indicators are of concern despite some progress over the programme cycle 2018-2022: The under-5 birth registration rate improved from 58% to 62% between 2012 and 2018. Disparities persist between rural (54%) and urban areas (81%). Violence, abuse and exploitation against children are widespread. The use of violent discipline in education and homes is systematic¹. Child labour affects 38% of children (5-17 years), 27% in hazardous conditions. Among children aged 1 to 14 years 89% experienced corporal punishment². Gender-based violence (GBV) remains a concern given that at least one form of physical violence since the age of 15 was experienced by 55.7% of women, 29.3% of which had experienced sexual violence³. Frequent violence in schools contributes to dropouts.</p> <p>Harmful practices, in particular female genital mutilation (FGM) and child marriage, are common. In Guinea, 39% of girls 0 to 14 and 95% of women aged 15-49 have been victims of FGM⁴. The practice is undertaken at an increasingly early age, two-thirds before the age of nine⁵ despite a law that prohibits FGM. Roughly 1 in 2 girls marry before the age of 18, rural and poor girls are most at risk⁶, often associated with early pregnancy with adverse effects on maternal and child health. The low enrolment rate of girls, especially in upper secondary education, is partly due to child marriage⁷. Children's access to justice services remains limited; of the 419 children who were in detention in 2022, only 248 children benefited from alternative measures⁸.</p> <p><u>Living conditions</u></p> <p>Guinea is located in West Africa and its capital is Conakry which is largest city and the main economic and financial center of activities, with a high population density.</p> <ul style="list-style-type: none"> • Climate: Guinea has most of the time a tropical monsoon climate, and a rainy season influenced by the harmattan. Temperature average is 29°C-30°C, the rainy season is from June to October. • Population: the population size is approximately 12,000,000. The population of Guinea is comprised of about 24 different ethnic groups, with Fulani making up 40% of population. Other major ethnic groups include Mandingo, Susu, Kissi, Kpelle and non-African groups. • Religion: about 85 % of the population is Muslim, the other religions practiced are Christian, Hindu and others. • Safety: Guinea is generally a safe country to visit, but socio- political unrests and crime has not been uncommon in the recent decade, especially in Conakry and other large cities. It is advised to not circulate alone during the night. Safety Guidelines have been elaborated and are updated by UNDSS Office for reference.
--	---

¹ MICS 2016

² MICS 2016

³ MICS 2016

⁴ EDS 2018,

https://data.unicef.org/resources/data_explorer/unicef/f/?ag=UNICEF&df=GLOBAL_DATAFLOW&ver=1.0&dq=.PT_F_15-49_FGM+PT_M_15-49_FGM_ELIM+PT_F_0-14_FGM+PT_F_15-49_FGM_ELIM..&startPeriod=2016&endPeriod=2022

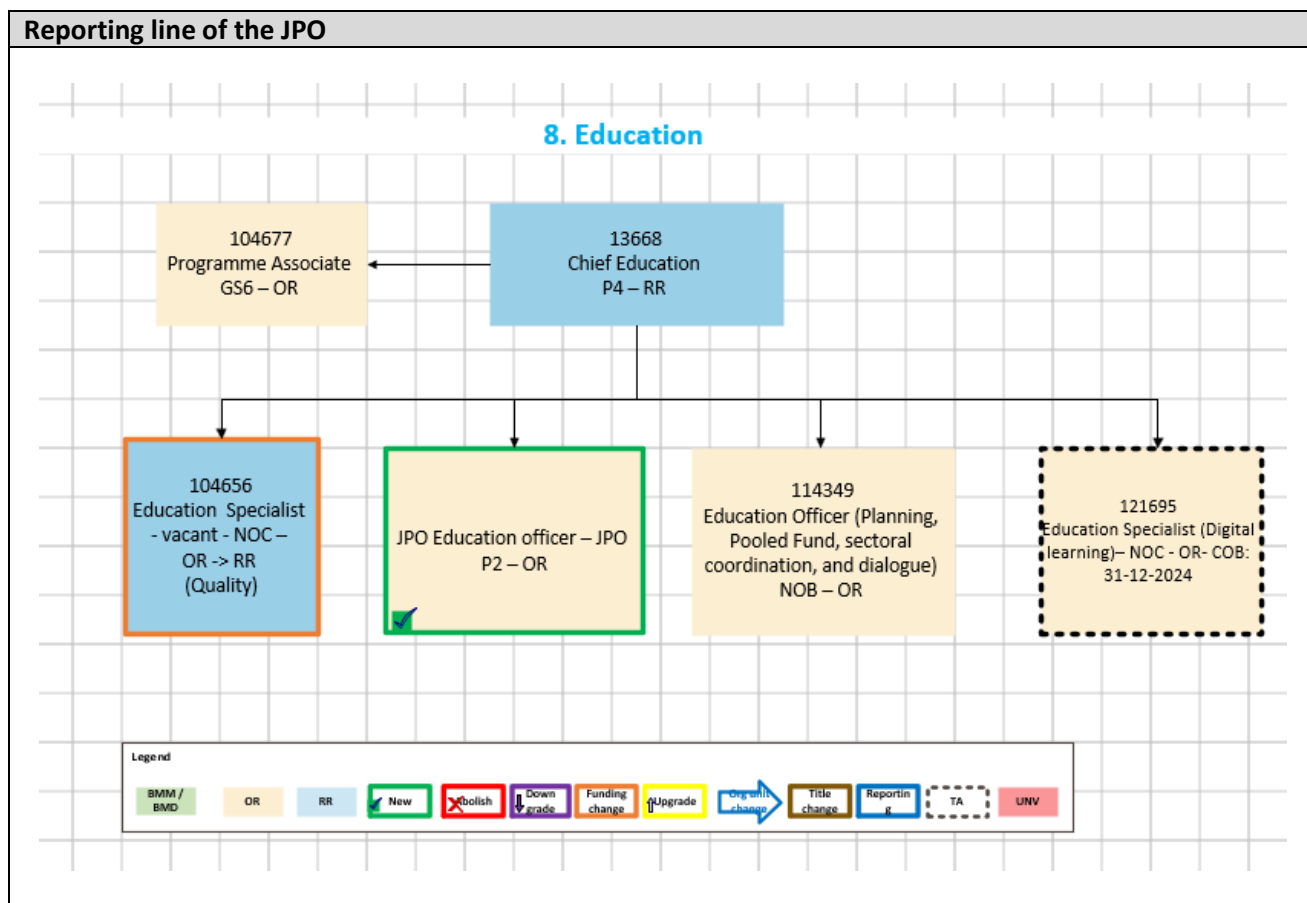
⁵ Multi-Country Evaluation of Community Engagement to End FGM, UNICEF, 2021

⁶ file:///C:/Users/kheissler/Downloads/Child-Marriage-in-West-and-Central-Africa-UNICEF-English%20(20).pdf

⁷ UNESCO-UIS Site data visited in April 2023

⁸ Dashboard UNICEF

	<ul style="list-style-type: none"> • Currency: the local currency is the Guinea Franc (GNF), 1 GNF is about 0.0001 USD • Health: the COVID-19 pandemic is currently a major health threat in the country. It is advised to be vaccinated against COVID-19.
Security	Duty Station: Conakry a “C”, family, and non-emergency duty station. Guinea is generally a safe country to visit, but socio- political unrests and crime has not been uncommon in the recent decade, especially in Conakry and other large cities. It is advised to not circulate alone during the night. Safety Guidelines have been elaborated and are updated by UNDSS Office for reference.
Housing	Different types of long-term accommodation are available in Conakry: standalone houses, houses in gated compounds, apartments. These could be furnished and/or fully serviced, or unfurnished.
Schools & Childcare	Most of international staff's children attend international schools with an academic system that is widely recognized abroad. There are two high-end international schools in Conakry, including: French school from “Petite section” until “Terminale” (1260 students), member of AEFÉ. American International School, member of AISA, from Prek-K to grade 12 (100 students) There are also other private a kindergarten and pre-school classes (sometimes even a nursery) for younger kids. It is advisable to ask your embassy in Conakry which schools your compatriots prefer for their kids.
Work for spouses & partners	Work opportunities for spouses/partners exist. Most of offers are related to development, mining, education, business administration and medical field.





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

I. Post Information

Job Title: **EDUCATION OFFICER**

Supervisor Title/ Level: Chief Education P4

Organizational Unit: Programme

Post Location: Conakry Guinea

Job 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.

In both the Convention on the Rights of the Child and the Sustainable Development Goals (SDGs), countries committed to ending violence against children. The SDGs call for the end of abuse, exploitation, and all forms of violence and torture against children by 2030.

UNICEF works with governments and partners worldwide to prevent and respond to violence against children in all contexts. UNICEF collaborates with governments across sectors – including health, education, the justice system, and other social services – and with partners in business, civil society, faith-based organizations, and the media to prevent and respond to violence against children. At the national and local levels, our efforts strengthen laws and policies to improve public service delivery for children and families in their homes, communities, and schools.

Strategic office context: The Education Section at UNICEF Guinea is seeking donor support for the funding of a Junior Protection Officer (JPO) position for 2024-2025 that will provide critical support for the accelerated implementation of the current Education work plan.

The JPO will focus on enhancing the quality of education, with a particular emphasis on promoting girls' education. The role will involve supporting the development and implementation of strategies to improve learning outcomes for girls, addressing barriers to their access and retention in school. The JPO will collaborate with government partners, NGOs, and communities to advocate for gender-sensitive policies and create safe, inclusive learning environments. Additionally, the JPO will contribute to monitoring and evaluating initiatives aimed at increasing girls' enrollment, retention, and completion rates, ensuring equitable access to quality education for all. She/he will contribute to UNICEF's mission, priorities and programs in the country office/regional office/ and at a global level and those of the UN Country Team.

Purpose for the job: Under direct supervisor of the Education section Chief (P4) the JPO will be responsible for the following key functions/accountabilities:

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

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.

1. Support to programme development and planning

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

2. Programme management, monitoring and delivery of results.

- Work closely and collaboratively with internal colleagues and partners to collect, analyze and share information on implementation issues, with focus on girl's education.
- 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 draft inputs for programme/donor reporting.

3. Technical and operational support to programme implementation

- 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.

4. Networking and partnership building

- Build and sustain effective close working partnerships with government counterparts 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 (UNCT) meetings and events on programming to collaborate with inter-agency partners on UNDAF operational planning and preparation of education programmes/projects and to integrate and harmonize UNICEF's position and strategies with the UNDAF 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

i) Core Values

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

Core Competencies (For Staff without Supervisory Responsibilities) *

- Demonstrates Self Awareness and Ethical Awareness (1)
- Works Collaboratively with others (1)
- Builds and Maintains Partnerships (1)
- Innovates and Embraces Change (1)
- Thinks and Acts Strategically (1)
- Drive to achieve impactful results (1)
- Manages ambiguity and complexity (1)

•

Functional Competencies

- 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, psychology, sociology, or another relevant technical field.
Experience:	<p>A minimum of two years of professional experience in programme planning, management, and/or research in education is required.</p> <p>Experience working in a developing country is considered as an asset.</p> <ul style="list-style-type: none"> • Relevant experience in a UN system agency or organization is considered as an asset.
Language Requirements:	Fluency in French or English and at least a working-level knowledge of the other