

SPECIFIC JOB DESCRIPTION

I. Post Information	
POST NUMBER/ CASE NUMBER: 138583 POST/CASE NUMBER OF SUPERVISOR: 136502- Assistant Rep Equitable and Resilient Services for Primary Health Care, P4 REASON FOR CLASSIFICATION: New post REGION/DIVISION: Caribbean Multi-Country Office (MCO) for the Caribbean, LACR COUNTRY: Barbados DUTY STATION: Bridgetown OFFICE: MCO for the Caribbean SECTION: Equity Access to quality Health & Education Services outcome UNIT: Programme	CATEGORY: National Officer PROPOSED LEVEL: Level 3 JOB TITLE: Education Specialist (Policy & Budget) Functional Code: EDU ICSC CCOG Code: 1F

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. <u>Strategic office context:</u> As part of UNICEF's Future Focus Initiative (FFI), a corporate-wide transformation launched in 2025 to ensure UNICEF remains fit for purpose in an era of declining Official Development Assistance and increasing complexity, the offices in Belize, Jamaica, Guyana & Suriname, and the Eastern Caribbean Area (ECA) are consolidating into a new Caribbean Multi-Country Office, a regional platform combining policy influence, technical depth, and strategic partnerships across 12 countries, designed for systems-level impact and results at scale. The Caribbean MCO operates as one integrated office across all 12 countries: one Multi-Country Programme Document, one shared basket of resources, and one management structure. This means every post in the MCO, regardless of duty station, holds a 12-country mandate and contributes to

shared regional results rather than to a single-country portfolio. The Multi-Country Programme of Cooperation (2027–2031), aligned with the UN Multi-Country Sustainable Development Framework (UNMSDCF) 2027–2031, establishes three shared programmatic outcomes for the twelve English- and Dutch-speaking Caribbean countries: equitable access to primary health care, learning and skills; protection of children from all forms of violence; and child poverty reduction and resilience strengthening.

The Caribbean MCO's management strategy is governed by four principles that together translate the new business model into concrete ways of working:

- **Impact-driven:** technical expertise is organized in shared multi-country working groups rather than replicated in each country, with enabling functions aligned around UNICEF's strongest comparative advantages.
- **Effective and agile:** parallel country ecosystems are replaced by harmonized systems and flexible cross-country staffing, keeping management lean and decisions close to implementation.
- **Grounded:** regional scale is balanced with national depth through country-specific workplans, Heads of Office in each duty station, and matrix management that anchors authority and accountability at country level.
- **People-centred:** structural and managerial choices are guided by staff wellbeing, transparency and inclusion, with clear role definitions, meaningful consultation, and continuous investment in learning and development.

The operational expression of this model is the **working group model**. Rather than replicating similar roles across four separate country offices, technical and operational expertise is organized into 16 thematic and functional working groups, each distributed across different duty stations and each serving the full 12-country MCO, not just its host location. Roles are designed around three organizing principles: **shared regional service**, meaning every specialist contributes to the wider MCO; **complementary expertise**, meaning team capabilities reinforce each other rather than repeating the same profile in multiple places; and **agile presence**, meaning the workforce can be rapidly deployed across countries through travel, surge support or remote modalities in line with evolving needs and priorities. This working group model is the foundation of a fundamentally new way of working for UNICEF in the Caribbean: depth replaces duplication, and shared capacity replaces fragmented country-by-country coverage.

The Education Specialist (Policy and Budget) is part of the *Equitable and resilient services for primary health care, learning and skills* working group. This group leads the implementation of the CPD outcome on equitable and resilient services that boost children's nutrition, mental health, learning and skills, by strengthening health and education systems to deliver integrated PHC, nutrition, MHPSS and quality basic and secondary education for all children and adolescents. Its function is to translate this priority into integrated policy packages, service delivery models and scalable solutions across the subregion, ensuring that equity, inclusion and climate-resilience are embedded in the expansion of health and education services and that socio-emotional learning and future-ready skills are systematically advanced in all 12 countries.

The team is led by the Assistant Representative for Equitable and Resilient Services for Primary Health, Learning and Skills (Belize) and includes seven NOC specialists. The specialist profiles have been defined directly against the CPD outputs under this outcome, so that each post is anchored in a specific strand of work (early learning, foundational learning, policy and public finance, PHC/MHPSS, PHC/nutrition and Early Childhood Development), while together they form a complementary skills mix that covers the full range of expertise required to achieve the intended results. The working group is comprised of the following: Education Specialist (Early Learning) in Belize, Education Specialist (ECD) in Suriname, Education Specialist (Foundational Learning & Skills) in Guyana, Education Specialist (Policy & Budget) in Barbados, Health Specialist (Primary Health Care

& Mental Health) in Suriname, Health Specialist (Policy & Budget) in Jamaica, and Health Specialist (Primary Health Care & Nutrition) in Barbados.

Purpose for the job:

The Education Specialist (Policy & Budget), reports to the Assistant Representative for Equitable and Resilient Services for Primary Health, Learning and Skills, P4., located in Belize, in close day-to-day coordination with the in-country Lead in Barbados.

The Education Specialist (Policy and Budget) provides specialised technical expertise in education policy development, education system financing, costing analysis, and public budget advocacy for children across the Caribbean MCO. The role operates at a strategic register — supporting the development of evidence-based education policy, tracking education budget allocations, and engaging regional education bodies to advance systemic improvement in learning outcomes, reduce inequities and ensure sustainable financing for education sector priorities. The Specialist supports government counterparts and partners in translating evidence into policies, strategies, and programmes that contribute to child survival, growth, development, and resilience.

Working in close collaboration with the Social Policy Specialist responsible for public finance for children, the incumbent contributes education-sector analysis to broader work on fiscal space, public financial management, equity and financing. The Specialist also supports education authorities to strengthen the policy and financing foundations for quality, inclusive and resilient education, including early and foundational learning, socio-emotional and future-ready skills, accessibility for children with disabilities, continuity of learning, and shock- and climate-resilient education systems.

Based in Barbados and serving all 12 programme countries, the position supports UNICEF engagement with national governments, regional institutions, international financing institutions, development partners, civil society and academia. The role contributes to regional policy dialogue, harmonized approaches, knowledge exchange and resource mobilization, including engagement with CARICOM, OECS, UNESCO, development banks and other relevant partners, to advance equitable education systems and improved learning and skills outcomes for children and adolescents.

The Education Specialist (Policy and Budget) contributes to the achievement of education results across the Caribbean Multi-Country Programme (MCP) and supports collective action, knowledge exchange, innovation, and cross-country collaboration to advance shared programme priorities and outcomes throughout the Multi-Country Office.

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

Summary of key functions/accountabilities:

1. Technical leadership on Education Policy, Financing and System reform
2. Strengthening education sector policy, planning, budgeting, and accountability frameworks.
3. Strengthened advocacy and partnerships for education policy, financing, and systems strengthening
4. Policy Advocacy, Strategic Partnerships and Resource Mobilization, Programme management, monitoring and delivery of results
5. Cross-Sectoral Policy Integration and Regional Coordination

1. Technical leadership on Education, Policy, Financing and System reform

- Provide expert support and guidance to governments in the design, costing, and financing of education strategies.
- In close coordination with the Social Policy Specialist (Policy & Budget), provide technical support for the development, application and institutionalization of education financing tools, budgeting approaches, and investment strategies to strengthen resource allocation, promote equity and inclusion and contribute to improved learning outcomes.
- Support the development and cost analysis of national education policies, strategies, and sector plans, including early learning, foundational literacy and numeracy, inclusive education, skills development, teacher professional development, and education system strengthening, ensuring alignment with national priorities and sustainable financing frameworks.
- Support on design and implementation of education financing and service delivery reforms the equity, efficiency, quality, and resilience of education systems, with a focus on enhancing access to inclusive learning opportunities and improving learning outcomes for all children and adolescents.
- Participate in the development and application of education sector costing, budgeting, and financial modelling tools to assess the impact and projected costs of education policies, strategies, and reforms, including scenario analysis to support sustainable financing and resource allocation decisions.
- Participate in fiscal space analyses using robust methodologies (economic projections, budget modelling, scenario analysis) to support domestic resource mobilization and sustainable planning.
- Support public financial management (PFM) assessments, identifying bottlenecks to education spending, and guide implementation of prioritized recommendations.

2. Strengthening education sector policy, planning, budgeting, and accountability frameworks.

- Contribute to the planning, implementation, monitoring and reporting of MCP-wide education priorities and results, ensuring alignment of country-level interventions with broader regional objectives and agreed programme outcomes.
- Collaborates with national and subnational education authorities to strengthen education policies, strategic planning, budgeting, resource allocation, and accountability mechanisms, ensuring that education sector decisions and service delivery are evidence-based, equitable, and responsive to the needs of women, children, and vulnerable populations.
- Supports ministries of education and relevant government stakeholders in strengthening capacities for education financing, budget formulation, expenditure tracking, and performance monitoring to improve the efficiency, effectiveness, and sustainability of education programmes and services.
- Provides technical support to central and local authorities to strengthen the collection, analysis, and use of education, demographic, and financial data for policy development,

planning, implementation, coordination, and monitoring of essential education services, with a strong emphasis on results-based management, equity, community engagement, and accountability.

- Promotes the integration of evidence-informed planning and budgeting processes, supporting governments to align education policies, strategies, and investments with national priorities, education sector reforms, and sustainable financing objectives.

3. Strengthened advocacy and partnerships for education policy, financing, and systems strengthening

- Support engagement with regional institutions and strategic partners, as appropriate, to advance harmonized policy approaches and collective action on shared education priorities.
- Supports the generation, analysis, and effective use of education, demographic, learning assessment, and public finance data to inform education policies, planning, budgeting, and resource allocation, and to demonstrate the coverage, equity, and impact of education programmes, particularly for women, children, and vulnerable populations.
- Establishes and maintains strategic partnerships with government institutions, bilateral and multilateral development partners, civil society organizations, academic institutions, the private sector, and UN agencies to advance education sector priorities, strengthen education systems, and support progress toward the Sustainable Development Goals (SDGs).
- Advocates for increased and more efficient investment in education through evidence-based policy dialogue, promoting equitable financing, effective resource allocation, and sustainable education sector reforms.
- Identifies and engages key stakeholders and partners, strengthens their capacity in education policy, planning, budgeting, and financing, and facilitates collaboration, knowledge sharing, and coordination among partners to maximize programme impact and sustainability.
- Actively supports intersectoral and UN system collaboration to align policy recommendations, mobilize resources, and strengthen collective efforts to improve education outcomes and equity.
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4. Policy Advocacy, Strategic Partnerships and Resource Mobilization

- Support and contribute to the preparation, analysis and updating of education sector situation analysis including assessments of education system performance, education financing, public expenditure, and budget trends, to inform evidence-based policy development, strategic planning, and resource allocation. Monitor emerging developments in education policy and financing to enhance programme effectiveness and sustainable results.
- Participate in strategic discussions on education sector policies, planning, financing, and budgeting. Contribute to the formulation and design of education policy and budget initiatives, ensuring alignment with UNICEF's Strategic Plan, the Multi-Country Programme, as well as coherence/integration with the UN Development Assistance Framework.
- Support the development of sector goals, objectives, strategies, and implementation plans using results-based management (RBM) approaches, with a focus on strengthening education financing, budget performance, equity-oriented resource allocation, and accountability for results.
- Work closely and collaboratively with government counterparts, development partners, and UNICEF colleagues to identify education sector priorities, financing gaps, and policy opportunities, ensuring that planning and budgeting processes are informed by evidence and response to the needs of women, children, and vulnerable populations.
- Provide technical and operational support throughout all stages of education sector planning and programming process to promote policy coherence, integration of education

financing and budgeting considerations, and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.

- Support surge requirements and provide technical assistance across programme countries during emergencies, transitions or priority corporate initiatives, as requested by the Multi-Country Office.

5. Programme management, monitoring and delivery of results

- Plan and/or collaborate with internal and external partners to establish monitoring benchmarks, performance indicators, and other UNICEF/UN system indicators and measurements to assess and strengthen performance accountability, coherence and delivery of concrete and sustainable results for the assigned sector in education programmes.
- Participate in monitoring and evaluation exercises, programme reviews and annual sectoral reviews with the government and other counterparts to assess progress and to determine required action/interventions to achieve results.
- Prepare and assess monitoring and evaluation reports to identify gaps, strengths and/or weaknesses in programme management, identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.
- Actively monitor programmes/projects through field visits, surveys and/or exchange of information with partners/stakeholders to assess progress, identify bottlenecks, potential problems and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.
- Monitor and verify the optimum and appropriate use of sectoral programme resources (financial, administrative and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity, ensuring timely reporting and liquidation of resources.
- Prepare regular and mandated programme/project reports for management, donors and partners to keep them informed of programme progress.
- Apply robust monitoring and evaluation systems for the health and learning portfolio, ensuring clear theories of change, indicators and periodic reviews that capture changes at child, household, community, service-delivery and system levels and inform course corrections and learning.

6. Cross-Sectoral Policy Integration and Regional Coordination

- Support cross-sectoral policy dialogue and integration of education financing with broader national development strategies, including social protection and health.
- Contribute to donor coordination and strategic alignment in multi-stakeholder platforms.
- Support preparation of cost and impact analyses and economic justifications for donor proposals (e.g., Education Cannot Wait (ECW), Global Partnerships for Education (GPE))
- Provide technical inputs to multi-country and cross-regional initiatives, ensuring coherence across education financing and policy agendas.
- In coordination with the working group, participate in the strengthening of partnerships with ministries of Education, Health and Social Protection, as well as with civil society organizations, academia and development partners, to advance universal and equitable access to education, inclusive and safe schools, and multisectoral responses that address developmental, learning and well-being gaps.
- Engagement with CARICOM, OECS, development banks and other regional partners on policy, financing frameworks, evidence and investment priorities.
- Participate in and as assigned lead regional communities of practice, technical working groups and cross-country initiatives that promote collaboration, peer learning and coordinated implementation across programme countries.

IV. Impact of Results

The ability of the Education Specialist (Policy & Budget) to provide high-quality technical support in education policy, planning, financing, budgeting, and systems strengthening directly influences the capacity of governments and partners to develop and implement evidence-based education reforms. The incumbent's work contributes to improved education sector governance, equitable resource allocation, strengthened accountability mechanisms, and increased efficiency of public education spending. These results support more inclusive and resilient education systems, improved learning opportunities and outcomes for children and adolescents, particularly the most disadvantaged, and the achievement of UNICEF's goals and national commitments related to quality education and human capital development.

The ultimate impact this position contributes to is:

Children and adolescents thriving in the 12 English- and Dutch-speaking Caribbean countries with: healthy bodies and minds (being developmentally on track, well-nourished, with good mental health and well-being); essential learning, knowledge and skills; protection from all forms of violence; equitable access to opportunities and social protection; and enhanced capacity to manage shocks, including those associated with the changing climate.

By 2031: Children and adolescents have more equitable access to high-quality, inclusive and resilient primary health care and education systems, enabling them to be both physically and mentally healthy, learning and acquiring the skills they need for the future.

VI. Technical Requirements

Technical Knowledge and Skills required:

- Substantive **knowledge of education sector policy and systems strengthening**, including education governance, sector planning, public financing, budgeting, resource allocation, accountability frameworks, and strategies to improve learning outcomes and system performance.
- Strong **knowledge of education financing**, public expenditure analysis, budget impact assessment, and financial forecasting models, including education sector costing, resource allocation, fiscal sustainability analysis, and medium-term expenditure planning.
- Knowledge of child-sensitive public finance/public financial management as applied to education.
- **Understanding of education systems strengthening and education sector reform**, with demonstrated ability to translate evidence into policies, sector strategies, implementation frameworks, financing plans, and scalable government-led interventions that improve access, equity, quality, and learning outcomes.
- **Understanding of the global and regional education context**, including issues such as foundational learning, early childhood education, inclusive education, learning poverty, skills development, education in emergencies, gender equality, disability inclusion, digital learning, climate resilience, and barriers to educational participation and achievement.
- **Knowledge of global trends, UNICEF and international education frameworks** and strategies, including Sustainable Development Goal 4 (SDG 4), the Global Partnership for Education (GPE) agenda, foundational learning, education system transformation, education financing, and rights-based and equity-focused programming.
- **Ability to support policy dialogue**, translating analytical findings and evidence into policy recommendations, education sector reforms, financing strategies, investment cases, budget

proposals, and programme interventions that improve education system performance and learning outcomes.

- Strong **analytical and technical writing skills**, including preparation of policy briefs, technical guidance, programme documents and evidence-based recommendations.
- Strong **coordination and communication skills**, with the ability to work effectively across multiple reporting relationships and geographic contexts.

VI. UNICEF values and competency Required (based on the updated Framework)

i) Core Values

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

iii) 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)
- Drives to Achieve Impactful Results (1)
- Manages Ambiguity and Complexity (1)

VII. Recruitment Qualifications

Education:	Advanced university degree (master's degree) in education, economics, social sciences, public finance, public policy, social sciences, public administration, development studies, or another relevant field. A specialization in education financing, education economics, sector planning, or public financial management is highly desirable.
Experience:	A minimum of five years of professional experience in education and development, with a strong focus on education policy, sector planning, public financing, budgeting, and education systems strengthening. Experience supporting the design, implementation, monitoring, and evaluation of education policies, sector strategies, reform initiatives, or programmes and aimed at improving access, equity, quality, and learning outcome Demonstrated experience in policy analysis, public expenditure analysis, education sector planning, budgeting, or resource allocation are required

	Desirables: • Demonstrated experience supporting or contributing to education sector analyses, education public expenditure reviews, sector financing studies, costed education sector plans, investment cases, budget impact analyses, and fiscal space assessments. • Proven experience supporting education sector reform processes related to education financing, sector governance, system transformation, learning recovery, teacher development, inclusive education, or foundational learning. • Experience in a similar function across geographically dispersed duty stations is considered an asset. • Relevant experience in a UN system agency or international organization is considered an asset.
Language Requirements:	Fluency in English is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset.

VIII. Child Safeguarding	
Is this role a representative, deputy representative, chief of field office, the most senior child protection role in the office, child safeguarding focal point, or investigator (OIAI)?:	No
Is this post a direct contact role in which incumbent will be in contact with children either face-to-face, or by remote communication, but the communication will not be moderated and relayed by another person?:	No
Is this post a child data role in which incumbent will be manipulating or transmitting personal-identifiable information on children such as names, national id, location data, or photos?:	No
The selected candidate for this position will be required to engage with vulnerable children:	No