UNITED NATIONS CHILDREN'S FUND
(Temporary 364 Days)

I. Post Information

Job Title: **Education Officer, (Governance, Access, and Learning)** Supervisor Title/ Level: **Chief of Education, P4** Organizational Unit: **Education Section** Post Location: **Baghdad, Iraq**	Job Level: **NO-B** Job Profile No.:**139023**

II. Organizational 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 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.

Job organizational context: The Education Officer will be based at the UNICEF Country Office in Baghdad and will support the coordination, planning, implementation, monitoring, and reporting of UNICEF's education EU-ITALEEM project. The Education Officer will report to the Chief of Education for strategic direction, technical oversight, and quality assurance for programme implementation.

Purpose for the job:

Under the supervision of **the Chief of Education** the Education Officer provides professional technical, operational and administrative assistance throughout the programming process for education programmes/projects within the Country Programme from development planning to delivery of results, preparing, executing, managing and implementing a variety of technical and administrative programme tasks to facilitate programme development, implementation, programme progress monitoring, evaluating and reporting.

Technically, the position focuses on three components: system building and strengthening the governance of the education system; expanding equitable access to quality learning opportunities through formal, nonformal and early childhood education; and improvement of learning, learning outcomes, and skills development under the EU-ITALEEM project.

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 of EU-ITALEEM project**
3. **Technical and operational support to programme implementation of ITALEEM project**
4. **Networking and partnership building**
5. **Innovation, knowledge management and capacity building under the EU-ITALEEM**

1. Support to programme development and planning

- Contribute to the preparation and updating of the situation analysis for the development, design and management of 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 documentation, and complying with organizational processes and management systems, to support programme planning, results-based planning (RBM) and monitoring and evaluation of results.
- Contribute to the programmatic component of humanitarian preparation and response; work at the intersection of the humanitarian-development-peace nexus; and coordinate organizational efforts to address climate change and environmental degradation, including through disaster risk reduction (DRR). Contribute to UNICEF`s engagement in peace building and social cohesion and ensure mainstreaming of conflict sensitivity, peace building and shock responsiveness into country programmes and sectors, including responsiveness to internal migration and displacement.

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.
- 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.

- Support effective partnerships with the Government, civil society and local leaders, the private sector, academia, and other UN agencies to support sustained and proactive commitment to the Convention of the Rights of the Child and to achieve global UN agendas such as the Sustainable Development Goals.

- Draft communication and information materials for CO programme advocacy to promote awareness, establish partnerships and alliances, and support fund raising for education programmes.

- Support education sector coordination and participate in appropriate inter-agency 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, data, and capacity building

- Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
- Improve quality data collection and utilisation on child rights, vulnerabilities, and system strengthening, to inform policies and the drive to scale.
- 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 promote greater social equality in the country.

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

i) <u>Core Values</u>

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

<u>Core Competencies (For Staff without Supervisory Responsibilities)</u> *

- 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)

VI. Recruitment Qualifications	
Education:	A university degree (bachelor's degree) in one of the following fields is required: education, psychology, sociology or another relevant technical field.
Experience:	A minimum of two years of professional experience in programme planning, management, and/or research in education is required. Experience working in a developing country is considered as an asset. Relevant experience in a UN system agency or organization is considered as an asset.
Language Requirements:	Fluency in English and Arabic is required. Knowledge of another official UN language (Chinese, French, Russian or Spanish) or a local language is an asset.