Senior Adviser, Education (Digital Education Implementation)

I. Post Information

POST NUMBER/ CASE NUMBER: 00133283 POST/CASE NUMBER OF SUPERVISOR: #118938, Senior Adviser, Education (Digital Education), P5 COUNTRY: Kenya DUTY STATION: Nairobi OFFICE: Global Programme Division COE SECTION: Education UNIT:	CATEGORY: IP PROPOSED LEVEL: P5 JOB TITLE: Senior Adviser, Education (Digital Education Implementation) Functional Code: ICSC CCOG Code:

II. Strategic Office Context and Purpose for the job

Background

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 Global Programme Division (GPD) plays a central role in driving programme excellence across UNICEF. It provides global strategic leadership and policy direction, develops and monitors frameworks and standards, and ensures coherence and alignment across sectors, regions and partners. GPD generates high-impact, evidence-based solutions and serves as a hub of specialized expertise, offering technical guidance on policy reform and scalable programming.

GPD leads UNICEF's policies, standards and negotiations for programme, ensuring the organization's assets and priorities are aligned with and contribute to child development goals. In addition, GPD strengthens country-level implementation through integrated technical support, linking global policy with on-the-ground action to deliver results for children at scale.

As part of this structure, UNICEF has established Centres of Excellence (CoEs) to provide high-quality, demand-driven technical assistance to Country and Regional Offices, and their governments and partners. Located strategically in Nairobi, Panama, Amman and Bangkok, the CoEs bring together cross-cutting expertise across time zones. Global Programme Practices in CoEs function as a single point of entry for support, delivering tailored assistance in priority areas such as policy reform in matters that advance the wellbeing of children, at-scale programme design, public finance, workforce development and institutional strengthening, and timely humanitarian response while promoting resilient development. In so doing, the CoEs also contribute to global policy standards ensuring that UNICEF's support is grounded in practical knowledge.

Strategic Context

UNICEF's *Every Child Learns Education Strategy 2019–2030* and the *UNICEF Strategic Plan 2026–2029* set out the organization's commitments to ensuring equitable access to quality education, improved learning outcomes, inclusion, lifelong learning, and continuity of education in both humanitarian and development settings. Across 144 countries, UNICEF supports governments to provide learning opportunities that prepare children and adolescents with the knowledge and skills they need to thrive—anchored around three key transitions: readiness for school by age 5, acquisition of foundational and socio-emotional skills by age 10, and preparation for life and work by age 18.

Through the *Education Programme Offer*, UNICEF delivers predictive, integrated, and trackable technical assistance to countries, govenrments, and partners, ensuring system reforms that are resilient, inclusive, and equity-focused. To maximize influence and sustain global leadership, UNICEF must be strategically positioned within the evolving global education architecture. With multiple actors shaping policy, investment, and reform agendas, maintaining credibility and visibility is essential for advancing child rights to education, leveraging partnerships, and unlocking resources.

UNICEF's Strategic Plan 2026–2029 positions education—and the leveraging of digital transformation and innovation—as central to Impact 2: ensuring 350 million more children and young people meet learning proficiencies and acquire skills for work and life by 2029. The UNICEF Digital Education Strategy 2025–2030 further outlines the strategic shifts and priority areas that countries can prioritise to accelerate digital transformation in support of this goal. UNICEF supports governments in developing inclusive, sustainable digital education strategies and policies; enhancing education programming and system-wide strengthening; promoting the safe and impactful use of digital tools that empower teachers and school leaders; and facilitating learning for children across diverse contexts and country typologies. With the rapid evolution of AI, UNICEF is also supporting governments to navigate emerging opportunities and risks, ensuring that technology serves clearly defined educational objectives, strengthens education systems, and advances equitable learning outcomes.

Purpose of the Job

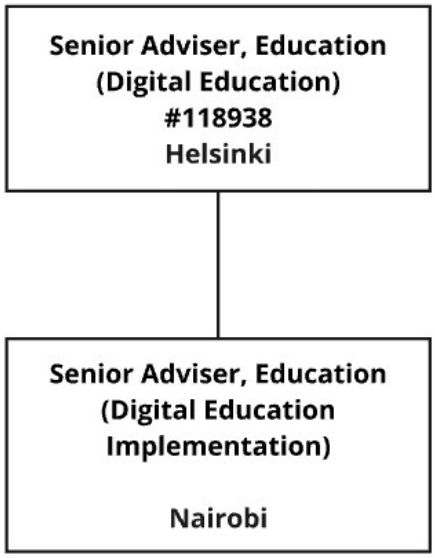
Under the overall guidance of the Senior Advisor, Education (Digital Education), the Senior Adviser, Education (Digital Education Implementation):

- Provides strategic and technical leadership on the operationalization of UNICEF's Digital Education Strategy .
- Guides UNICEF's work to empower teachers and school leaders with pedagogically sound, evidence-based digital and AI-enabled tools and platforms, improving professional development, collaboration, and classroom practice; and drives the integration of digital and AI approaches into evidence-based models such as Teaching at the Right Level (TaRL) and structured pedagogy.
- Leads high-impact technical assistance, policy dialogue, and cross-country learning on the implementation of UNICEF's Digital Education Strategy, working through UNICEF Country Offices, Regional Offices, and national governments.
- Provides strategic engagement and quality assurance for country proposals on digital education aligned with key cooperation frameworks.

- Contributes to cross-sector partnerships, knowledge exchange, and global positioning of UNICEF's digital education agenda, ensuring that digital transformation efforts are system-focused, teacher-centred, inclusive, and ethical.

The role will provide strategic-level coordination and guidance for the implementation of the Digital Education Strategy, strengthening countries' ability to scale up sustainable, equity-driven models for impact.

Organizational Chart



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

The Senior Adviser, Education (Digital Education Implementation) will be accountable for the following functions, in alignment with UNICEF's Strategic Plan 2026–2029 and the Education Programme Offer, and the Digital Education Strategy.

1. At-Scale Digital Education System Design

- Provide high-level technical leadership on national digital and AI in education strategies – ensuring that inclusive, evidence-based approaches drive national digital transformation efforts, in line with UNICEF's Digital Education Strategy.
- Guide governments to develop policy and implementation frameworks that embed teacher development, digital pedagogies, and TaRL/structured pedagogy into national digital and AI strategies, ensuring long-term sustainability through sector planning, reform processes, and financing structures.
- Contribute to the development and regular updating of global technical guidelines and information packages on national digital education and teacher digital competency frameworks, building on lessons from Learning Pioneers, Tech4Ed, as well as TaRL and other foundational learning programmes and models.
- Promote child-centred, teacher-enabled design, online safety, data protection, digital well-being, and responsible AI in national education systems, ensuring safe and ethical use of digital tools by teachers and learners.
- Advocate for open standards and digital public goods that support teacher professional learning, classroom practice, and formative assessment, ensuring interoperability, sustainability, and equity of access.
- Build and maintain strategic partnerships with governments, teacher education institutions, research organisations, EdTech alliances, private sector and civil society, and other relevant partners, to co-create and scale equitable and impactful digital innovations, working closely with the Global Learning Innovation Hub.

- Represent UNICEF in regional and global partnerships, forums, and inter-agency platforms on teachers, digital learning, and foundational learning, positioning UNICEF as a thought leader on digital transformation of education.
- Support the wider dissemination and socialisation of the Digital Education Strategy with existing UNICEF partners and potential new partners, including through briefings, joint events, and targeted communication materials.
- Coordinate and support national resource mobilization efforts to expand financing for the implementation of the Digital Education Strategy, including approaches to costing, cost-effectiveness, affordability and sustainable financing of digital and AI-enabled education working with relevant colleagues across UNICEF as well as key partners.
- Contribute to cross-sector partnerships, knowledge exchange, and global positioning of UNICEF's digital education agenda, ensuring linkages with other sectors in the roll-out of the Strategy.
- Provide strategic-level guidance that increases uptake, implementation, and institutionalisation of the Digital Education Strategy as an organisational priority, and strengthens UNICEF's expertise in leading global strategies that drive national-level change.

2. Digital Education System Planning and Readiness Assessment

- Lead the development of an Implementation Plan for the Digital Education Strategy, including clear roles, milestones, indicators and support mechanisms for countries.
- Lead the operationalization and monitoring of the Digital Education Strategy.
- Lead working sessions with countries and provide strategic guidance under the Strategy. Organise and facilitate clinics and calls with Country Offices, in close coordination with the wider Digital Education and Learning Innovation Team, to troubleshoot bottlenecks, co-design approaches, and support country teams.
- Develop annual workplans that define priorities, implementation pathways, and performance indicators for the Digital Education Strategy delivery at country level, aligned with UNICEF Education priorities and Strategic Plan objectives.Serve as a focal point for a designated set of Country Offices, anticipating technical assistance needs, co-designing tailored support plans, and ensuring timely delivery, follow-up, and documentation of results and lessons.
- Prepare regular programme reports, briefings, and technical inputs for management, donors, and partners on progress, results, risks, and opportunities.
- Support implementation, monitoring, and evaluation of digital education initiatives across countries and regions, assessing their effectiveness and promoting the scale-up of high-impact, cost-effective models.

3. Education System Institutional Reform and Governance

- Provide upstream policy advice and technical assistance on national digital education policies, including integration of interoperable digital approaches spanning AI, content ecosystems, data and learning analytics, governance frameworks, and teacher platforms.
- Support countries to embed digital education priorities into sector plans, legislation, and long-term financing strategies, including evidence-informed decisions on technology investments and trade-offs between different implementation models, ensuring coherence with broader digital transformation, skills development, climate resilience, and inclusion agendas.
- Guide reforms that strengthen governance and coordination mechanisms for digital education, including multi-stakeholder platforms, public–private partnerships, and alignment with EMIS/SMIS, digital assessment and other core education systems.

4. Quality Improvement through Digital Solutions

- Provide technical assistance for the development and application of tools, methodologies, and standards that improve teaching quality and instructional leadership at scale.
- Promote adaptive learning approaches and continuous improvement mechanisms within digital teacher professional development and school leadership programmes, including

feedback loops from classroom observation, learning assessments, and digital usage data.

- Guide the design of scalable, efficient, and cost-effective teaching and learning modalities (including low-tech/mobile), aligned with UNICEF's EdTech for Good principles.
- Support countries to design and implement research on the impact of technology and AI-enabled education solutions for teachers and learners – and ensure findings inform policy dialogue and programme design.
- Identify, document, and amplify high-impact, equity-focused digital education models, including foundational learning innovations, curating them as global public goods (guidance, toolkits, case studies, dashboards).

5. Digital Education System Strengthening and Sustainability

- Provide strategic guidance on national curriculum reform to embed digital and AI literacy and competencies aligned with learning objectives, and guide the integration and scale-up of digital learning and assessment solutions within national systems.
- Set direction for teacher digital competency frameworks and professional development models, advancing evidence-based pedagogical approaches such as structured pedagogy and targeted instruction, while promoting creativity, collaboration, problem-solving, and inclusive digital use. This includes leadership on technology-enabled pedagogy, AI-supported coaching, digital assessment and micro-credentialing, and remote/hybrid learning design.
- Build institutional capability through professional development, mentoring, and peer learning mechanisms that strengthen national ownership and sustained implementation.
- Strengthen national capacity to adopt innovation and ethical AI in education, close gender digital divides, and ensure accessibility for children with disabilities and diverse learners.
- Work closely with the Education Director, the Senior Adviser for Continental Education, and the Senior Advisor for Teacher Development & Workforce, to ensure digital strategies align with and integrate within broader education and teaching programmes and UNICEF's Africa Strategy, and with the Global Learning Innovation Hub and the wider Digital Education and Learning Innovation Team to test and scale innovative, digital and AI-enabled solutions.
- Potentially manage and supervise staff and consultants working on digital learning , including performance management, coaching on digital approaches, and fostering team learning on emerging technologies, ensuring results are achieved according to workplans.

6. Equitable Access

- Promote and steer the adoption of inclusive, equitable, resilient, and sustainable digital learning models through the implementation of the Digital Education Strategy and in line with EdTech for Good Framework principles, across diverse country contexts including low-connectivity and crisis-affected settings.
- Advance country uptake of innovative, equity-focused digital education approaches — with emphasis on gender, disability inclusion, linguistic diversity, and the safe and ethical use of technology, including AI-driven adaptation of learning content for diverse learners.
- Provide high-level strategic and technical support to governments to leverage digital and AI-enabled solutions for education system resilience, ensuring continuity of learning in emergencies, protracted crises, and out-of-school contexts, with particular focus on mobile-based and educator-supported models tailored to local conditions.
- Strengthen emergency coordination and preparedness for digital learning by enhancing content pipelines, remote learning platforms and teaching modalities, monitoring and analytics tools, and context-appropriate deployment models to support hybrid and remote education.

IV. Impact of Results

The effective and efficient leadership of the Senior Adviser, Education (Digital Education Implementation) will:

- Ensure successful operationalisation of the Digital Education Strategy in a manner that is system-wide, sustainable, aligned with national priorities, and designed to advance equity.
- Strengthen national digital education ecosystems by embedding interoperable platforms, content, AI, data and governance mechanisms within policies, planning cycles and institutional capacities.
- Embed pedagogy, safe and responsible technology use, human-centred and teacher-centred practice, and inclusive design as defining principles of digital transformation, translating investments in technology and AI into better learning outcomes for all children.
- Elevate UNICEF's global leadership in digital education and responsible AI for learning, grounded in evidence, cross-country learning, and high-impact partnerships with governments and key stakeholders.

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

i) Core Values

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

ii) Core Competencies (For Staff with Supervisory Responsibilities)

- Nurtures, Leads and Manages People
- Demonstrates Self Awareness and Ethical Awareness
- Works Collaboratively with others
- Builds and Maintains Partnerships
- Innovates and Embraces Change
- Thinks and Acts Strategically
- Drive to achieve impactful results
- Manages ambiguity and complexity

iii) Core Competencies for Staff without Supervisory Responsibilities

- Demonstrates Self Awareness and Ethical Awareness (I)
- Works Collaboratively with Others (I)
- Builds and Maintains Partnerships (I)
- Innovates and Embraces Change (I)
- Thinks and Acts Strategically (I)
- Drives to Achieve Impactful Results (I)
- Manages Ambiguity and Complexity (I)

VI. Recruitment Qualifications

Education:	Advanced university degree (Master's or higher) in Education, Educational Technology, Teacher Education, Learning Sciences, Educational Planning and Management, Public Policy, International Development, Social Sciences, or another relevant field.

Experience:	Minimum of 10 years' experience in education systems strengthening and digital transformation, and in designing and implementing digital education programmes at national or multi-country level. Proven track record integrating technology and AI into teaching and learning with strong attention to equity, safety, ethics and inclusion, and applying evidence-based approaches to enhance learner outcomes. Demonstrated ability to lead and influence reform in digital education, including shaping policy, governance and financing models, advancing national strategies and curriculum and pedagogy shifts, and strengthening teacher professional development. Desired: • Proven track record scaling digital and blended learning programmes for teachers and learners, with integration into education approaches such as structured pedagogy and TaRL, including in low-resource or humanitarian contexts. • Experience leading and supervising multicultural teams, managing multi-country portfolios, and coordinating complex technical workstreams. • Experience in resource mobilization and building and sustaining high-level strategic partnerships in politically sensitive or multi-stakeholder environments. • Recognised thought leadership and policy influence on digital education, including publications, global advocacy or contributions to normative guidance.
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.

VII. Child Safeguarding (Please respond with Yes or No)	
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