UNICEF Mexico Country Office
Temporary Appointment
Terms of Reference [TOR]

Post Title	**Education Officer**	**Post Level**	NO-1
Supervisor's title	Chief Education	**Supervisor's Level**	P-4
Contract duration	364 days	**Duty Station**	Chilpancingo, Guerrero

JOB 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 favouritism. 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 fulfil their potential but also will lead to sustained growth and stability of countries. Therefore, 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.

Guerrero is one of Mexico's states where structural poverty, territorial inequality, indigenous and rural exclusion, violence and recurrent emergencies intersect to create significant barriers to children's education. In 2025, 28.8% of the state's population experienced educational deprivation, compared with 19.4% nationally. The education system is characterized by a substantial rural and indigenous presence. In the 2024–2025 school year, Guerrero enrolled 738,154 students in basic education, including more than 81,000 children in indigenous primary education and 37,500 in indigenous preschool. Lower secondary alone served more than 51,000 students, illustrating the importance of education services designed to reach dispersed communities. These inequalities are compounded by violence, displacement and emergencies, which can interrupt schooling and affect learning and well-being. UNICEF Mexico identifies violence and displacement, natural hazards and inadequate water and sanitation infrastructure in schools among the environmental factors affecting attendance and learning. This is particularly relevant to Guerrero and reinforces the need to connect education programming with resilience, school safety, protection and emergency preparedness.

UNICEF's current education approach provides a strong framework for engagement in Guerrero. Under the UNICEF Mexico Country Programme 2026–2031, the education objective is to increase the number of children and adolescents who access and complete compulsory education while acquiring foundational

and life skills, prioritizing populations historically left behind, including indigenous children, children living in poverty, children with disabilities and those in situations of mobility. Key areas of the work that must be developed in Guerrero include strengthening access and educational trajectories, remedial learning, strengthening foundational skills, bilingual literacy and prevention of violence; as well as evidence-based and innovative solutions for inclusive, safe and quality learning, alongside support for restoring education and essential services following emergencies.

Programmatically, Guerrero represents a priority context for combining learning recovery and foundational skills with inclusion of indigenous and rural children, safe and protective schools, strengthened educational trajectories, and education-system resilience to violence and emergencies.
The Education Officer will be based in the city of Chilpancingo, Guerrero. The officer reports to the Chief of Education based in Mexico City for the planning and implementation of the education programme in the state as well as programmatic guidance and works in close coordination with the Field Support Specialist (NO-3).

For more information related to the work of our organization in Mexico, please visit our website: **UNICEF Mexico** and our latest **Annual Report 2025: Informe Anual 2025 UNICEF México**

KEY FUNCTIONS, ACCOUNTABILITIES AND RELATED DUTIES AND TASKS

The Education Officer provides professional technical, operational, and administrative assistance throughout the programming process for the education programmes/projects through the application of theoretical and technical skills in researching, collecting, analysing, and presenting technical programme information while learning organizational rules, regulations, and procedures to support the development and implementation of the Education Programme for Guerrero, within UNICEF's Country Programme.

Under the direct supervision of the Chief of Education (P4) in in Mexico City and in close coordination with the Field Support Specialist (NO-3), the Education Officer (NO-1) in Guerrero, Chilpancingo will have the following responsibilities:

Support to programme development and planning

- Support preparation of technical reports and provide inputs for programme preparation and documentation ensuring accuracy, timeliness, and relevancy of information.
- Contribute to the development/establishment of education programme goals, objectives, strategies for Guerrero, and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and priority and goal setting.
- Liaise with the state education authorities in the development and follow-up to the joint workplan signed between UNICEF and the education authorities of the state of Guerrero.

Programme management, monitoring and delivery of results

- 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
- Report on issues identified to ensure timely resolution by management/stakeholders. Follow up on unresolved issues to ensure resolution
- Monitor progress of the joint workplan agreed between UNICEF and the state of Guerrero and ensure continuous communication and coordination with the education authorities.

Technical and operational support to programme implementation

- Provide technical and operational support to State 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 and related issues to support programme implementation, operations, and delivery of results.
- Specifically, the incumbent will provide support to the implementation and monitoring of interventions related to i) foundational learning for children with learning gaps and children attending indigenous schools, ii) prevention and response to school violence, iii) early recovery and disaster risk reduction in the education sector, in the context of the impact of hurricane Otis, iv) early childhood education, v) water, sanitation and hygiene in schools, amongst others.

Networking and partnership building

- Build and sustain effective close working partnerships with State government counterparts and local 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.
- Participate in appropriate inter-agency meetings and events on programming to collaborate, where appropriate, with inter-agency partners on operational planning and preparation of joint or coordinated education programmes/projects in Guerrero
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Innovation, knowledge management and capacity building

- Contribute to the application of innovative approaches and promotion of good practices to support the implementation and delivery of concrete and sustainable programme results
- Research, benchmark, and report on best and cutting-edge practices for development planning of knowledge products and systems

DELIVERABLES / OUTPUT

1. Implementation and monitoring of TARL learning and foundational skills interventions, in coordination with state and local education authorities, schools and implementing partners, with particular attention to children experiencing learning gaps and those at greater risk of exclusion.

2. Strengthen bilingual literacy and inclusive education initiatives strengthened in indigenous and rural communities, supporting culturally and linguistically relevant approaches and coordination with education authorities, teachers and community-level stakeholders to improve participation, learning and educational trajectories.
3. Lear school-based violence prevention and safe learning environments, supporting the implementation and monitoring of approaches that promote protection, inclusion, socio-emotional well-being and positive school environments.
4. Continue education emergency preparedness and response mechanisms supported in Guerrero, including rapid identification of education needs, monitoring of affected schools and learners, coordination with education authorities and partners, and support for the continuity or restoration of safe learning and essential services following hurricanes, floods, earthquakes, displacement or other emergencies.
5. Provide a regular analysis of programme data, identification of bottlenecks affecting access, retention and learning, documentation of best practices and lessons learned, and preparation of concise programme updates and recommendations to inform UNICEF and government decision-making.
6.

REQUIRED QUALIFICATIONS	
Education	• A university degree (Bachelor's) is required, preferably, in one of the following fields: education, psychology, sociology, or another relevant technical field.
Work Experience	▪ A minimum of one year of progressively responsible work experience in education, with proven experience supporting programme activities. ▪ Experience working in the state of Guerrero, Mexico is considered as an asset. ▪ Experience working with the public education system of Mexico is considered an asset ▪ Experience working with UNICEF, or another UN agency is considered as an asset. ▪ Developing country work experience and/or familiarity with emergency.
Languages	▪ Fluency in Spanish ▪ An intermediate level of English is required, but complete fluency is preferred.

UNICEF VALUES AND COMPETENCY REQUIRED (BASED ON THE UPDATED FRAMEWORK)

Core values of care, respect, integrity, trust, and accountability.

UNICEF competencies required for this post are:

(1) Builds and maintains partnerships (2) Demonstrates self-awareness and ethical awareness (3) Drive to achieve results for impact (4) Innovates and embraces change (5) Manages ambiguity and complexity (6) Thinks and acts strategically (7) Works collaboratively with others.

UNICEF is committed to diversity and inclusion within its workforce, and encourages all candidates, irrespective of gender, nationality, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of the organization.

We offer a wide range of benefits to our staff, including paid parental leave, breastfeeding breaks, and reasonable accommodation for persons with disabilities. UNICEF strongly encourages the use of flexible working arrangements.

UNICEF has a zero-tolerance policy on conduct incompatible with the aims and objectives of the United Nations and UNICEF, including sexual exploitation and abuse, sexual harassment, abuse of authority, and discrimination. UNICEF also adheres to strict child safeguarding principles. All selected candidates will be expected to adhere to these standards and principles and will therefore undergo rigorous reference and background checks. Background checks will include the verification of academic credential(s) and employment history. Selected candidates may be required to provide additional information to conduct a background check.