UNITED NATIONS CHILDREN'S FUND
GENERIC JOB PROFILE (GJP)

I. Post Information	
Job Title: **Education Officer (Equitable Access & Inclusive Quality** Supervisor Title/ Level: **Education Specialist NO-3** Organizational Unit: **Learning and Skilling section** Post Location: **Harare, Zimbabwe**	Job Level: **Level 2** Job Profile No.:139565 CCOG Code: **1F** Functional Code: **EDU** Job Classification Level: NO-2

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 GJP is to be used in a Country Office (CO) where the Education Programme is a component of the Country Programme (or UNSDCF). The Education Officer reports to Education Specialist who is at **Level 3**.

Purpose for the job: Under the supervision of **the Education Specialist,** the Education Officer provides professional technical, operational and administrative assistance throughout the programming process for education programmes/projects related to **prioritized interventions on equitable access and inclusive quality of education in both development and emergency settings**, 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.

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**
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 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.
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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

III. Key functions, accountabilities and related duties/tasks

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. UNICEF values and competency Required (based on UNICEF Professional Competency Profiles)	
i) Core Values ▪ Care ▪ Respect ▪ Integrity ▪ Trust ▪ Accountability ▪ Sustainability	**(ii)Core Competencies** ▪ 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)
(iii) **Functional Competencies** ▪ Analyzing (2) ▪ Applying technical expertise (2) ▪ 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:	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 is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset.

VII. 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

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Is this post a direct contact role in which incumbents 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