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TERMS OF REFERENCE FOR TEMPORARY APPOINTMENT

Title: Education Officer (Sector Coordinator)
Level: NO-2
Appointment Type: Temporary Appointment
Duration: 364 days

Duty Station: N'Djaména

Reporting to: Team Lead Education-Level 5

BACKGROUND:

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.
In Chad, the new Country Program Document 2027-2030 from January 2027. As UNICEF leads and coordinates the Education, Training, Youth, and Sports Sector Working Group within the framework of Chad's National Development Plan, it is essential to have a dedicated position to coordinate and facilitate policy dialogue on educational issues.

To implement the transition roadmap that Technical and Financial Partners (TFPs) agreed on for the education sector, several frameworks have been anchored in the National Development Plan (NDP). One of these is the Sectoral Group of Technical and Financial Partners (GSEF), which promotes multisectoral consultation and the coherent, effective coordination and monitoring of TFPs in education. It also seeks to harmonize interventions, strengthen mutual accountability, and support sectoral dialogue, so that NDP implementation can be tracked and aid aligned with national priorities. Given its mandate and its major role in Chad's education sector, UNICEF has taken the lead agency position among the TFPs, beginning on 1 January 2027.

PURPOSE OF THE ASSIGNMENT:

Under the guidance and general supervision of the Team Lead Education (Level 5), the Officer supports to strengthen information sharing, multisectoral consultation, monitoring, and coordination among Technical and Financial Partners (TFPs) supporting Education, Technical and Vocational Education and Training (TVET), Sports and Youth in Chad. The function will promote greater coherence and collaboration among partners and contribute to bettersector planning, resource mobilization, programme implementation, monitoring and evaluation, from pre-primary to higher education.

MAJOR RESPONSIBILITIES:

This position will support the Team Lead in cross-sectoral coordination, partner and intervention mapping, as well as the organization and facilitation of joint reviews for the education, youth, and sports sectors. It will also maintain a regular technical interface with the relevant government administrations across these sectors to strengthen strategic alignment, intervention coherence, and the monitoring of sectoral commitments.

More specifically, the Education Officer will:

- Establish a structured national coordination framework that enables Technical and Financial Partners (TFPs) in the Education, Training, Sports and Youth sectors, including those covering the relevant thematic areas within the GSEF framework, to mobilize resources, coordinate their efforts, and work together to help the Government achieve its sector priorities in achieving sector priorities;
- Develop and promote a common strategic approach for the harmonized and coordinated planning and implementation of interventions across the sectors concerned, while jointly identifying common challenges and proposing appropriate solutions;
- Strengthen synergies and multisectoral collaboration within the Education, Training, Sports and Youth sectors and with other relevant sectors, including Water, Sanitation and Hygiene (WASH), Protection, Nutrition, Health and Social Protection, particularly in the planning, implementation, monitoring and evaluation of interventions;
- Foster inclusive and effective sector dialogue with relevant ministries, government institutions and other key stakeholders to promote coordinated decision-making and and advance sector priorities;
- Jointly identify and tackle the key bottlenecks and emerging challenges affecting the Education, Training, Sports and Youth sectors, and propose appropriate, coordinated and sustainable solutions;
- Strengthen mutual accountability, coordination and information sharing among stakeholders in the Education, Training, Sports and Youth sectors by promoting the regular exchange of information, evidence, lessons learned and good practices to support informed decision-making and improve the effectiveness of interventions;
- Contribute to sector planning, monitoring and policy dialogue, including the preparation of sector reviews, policies, strategies and other relevant sector documents, and support the monitoring and implementation of resulting recommendations.

QUALIFICATIONS AND EXPERIENCE

Education: A university degree in education, social sciences, international development, humanitarian response or any related field.

Experience: A minimum of 2 years of professional experience in data management, analysis, and integration within education or related fields, preferably with experience in both development and humanitarian contexts. Experience leading development of Education policies and strategies at national level is considered as a strong asset.

Technical Skills:

- Strong experience in education working group coordination in development and or

humanitarian context is required.

- Technical experience and knowledge in the area of both Education development end education in emergency response specially in conflict and climate chock contexts is required, including monitoring and evaluation and partnership coordination.
- Proven experience of high- quality report writing and documentation.
- Resourcefulness, flexibility, and the ability to prioritise large amounts of work while under pressure.
- Good analytical, facilitation, communication and presentation skills.

Language Requirements:

- Fluency in French (verbal and written) is required. A good understanding of English is considered as an asset.

Core Values:

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

Core Competencies:

- Demonstrates Self Awareness and Ethical Awareness ()
- 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)