



UNITED NATIONS CHILDREN'S FUND JOB PROFILE

I. Post Information

Job Title: Education Specialist (Sector Planning #NGR15101)
Supervisor Title/ Level: Chief of Education (#17319)
Organizational Unit: Education Section
Post Location: Abuja

Job Level: NO-C
Job Profile No.:
CCOG Code:
Functional Code:
Job Classification Level:

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 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.

Job organizational context: Based in Abuja Country Office, reporting line to Chief of Education in Abuja.

Purpose for the job: Accountable for **supporting** planning, implementing, monitoring and evaluation of Education programme(s) especially on public financings of education, learning assessment, and climate change education to ensure overall efficiency and effectiveness of the programme management, delivery and accomplishment of programme goals and objectives. Across the Education programme(s), accountable for **supporting partners in** identifying inequities in education, and for developing innovative approaches and programmes to eliminating these. **Ensures** Collaboration across the programme(s) to ensure gender, disability and equity based mainstreaming. Ensures that monitoring mechanisms are in place to track progress towards goals and targets in Education.

III. Key functions, accountabilities and related duties/tasks *(Please outline the*

key accountabilities for this position and underneath each accountability, the duties that describe how they are delivered. Please limit to four to seven accountabilities)

Summary of key functions/accountabilities:

Within the delegated authority and under the given organizational set-up, the incumbent may be assigned the primarily, shared, or contributory accountabilities for all or part of the following areas of major duties and key end-results

1. Programme Planning, Development and Management.

Enhance effective programme, sectoral or inter-sectoral planning, development and management by guiding, coordinating and supporting the timely completion of the Situational Analysis and its periodic update through accurate and complete monitoring and analysis, and the timely preparation or finalization of sectoral input, using gender disaggregated data and analysis.

Lead programme of action on public financing of education, national and international assessment and on climate change education

2. Knowledge Management.

Further promote knowledge management by drafting or finalizing sectoral documents, reports, and advocacy briefs such as the Country Programme Recommendation and Plans of Action as well as through orientation and training programmes targeted to Government authorities.

[Ensures sustained capacity development through collaborative development of materials in planning for core planners in government MDAs.](#) Ensure exchange of knowledge, information, experience or lessons learned; provides solid technical recommendations on major programme directions and on introduction of new initiatives in the country.

3. Rights-Based Projects through Results-Based Approach.

Promote the quality of rights-based Education programming through participation in the formulation of programme goals, and approaches. Bring synergy and added value to sectoral or programme management processes using a results-based management approach to planning and design, implementation, monitoring and evaluation.

4. Sectoral Work Plan Development, Implementation, and Monitoring.

Takes shared responsibility for the development of the sectoral work plan and technical decisions as well as for project management, implementation and monitoring of assigned project/sectoral activity, in compliance with the defined project strategies and approaches, emphasizing the principles of gender equality and strategies for gender mainstreaming.

5. Programme Delivery, Evaluation and Reporting.

Ensure programme, sectoral or inter-sectoral efficiency and delivery through a rigorous and transparent approach to evaluation, with an emphasis on gender- and disability-disaggregated data. Participation in major evaluation exercises, programme reviews and annual sector review meetings with government counterparts. Ensure the preparation of annual Education sector status reports.

6. Promotion of UNICEF's Global Goals

Promote the organization goals of UNICEF through advocacy and active engagement in communication, networking and participation at every opportunity inside and outside UNICEF, leveraging the strength of UNICEF mission, goals and programmes.

7. UNICEF and Government Accountability.

Coordinates with Operations and Supply staff on supply and non-supply assistance activities

ensuring proper and timely UNICEF and Government accountability. Certifies disbursements of funds, monitors and submits financial status reports to management in compliance with the regulations and guidelines

8. Communication, Collaboration, Networking and Partnership.

- Ensure exchange of information, experience, help identify new strategies and courses of action to accelerate/improve delivery of services and achieve Education programme requirements and objectives. Conduct field visits to monitor programmes and collect information. Conduct periodic programme reviews with Government counterparts and other partners.
- Collaborate with Communication and Programme Communication groups to ensure development of effective communication materials and strategies to support advocacy and social mobilization efforts.
- Support coordination with Regional Advisers and HQ Officers. Collaborate with other Programme colleagues to ensure the integration of the project/sectoral programme with other sectors.
- Collaborate with the Operations and Supply Sections and Government authorities to establish and maintain sound internal controls supportive of the Education projects planning and implementation, to coordinate financial and supply management requirements as well as to ensure accountability.
- Interact with Government and other partners, NGOs, UN and bilateral agencies in the different stages of Education programme/project implementation to follow up on agreements and recommendations. Provide technical support and guidance on appropriate technical, financial and institutional capacity building measures to achieve Education programme goals.

IV. Impact of Results *(Please briefly outline how the efficiency and efficacy of the incumbent impacts its office/division and how this in turn improves UNICEF's capacity in achieving its goals)*

- 1. Timely sectoral analysis, input, support and collaboration to the Situation Analysis and its periodic update made for effective programme planning, development and management, in a gender-specific framework.**
- 2. Knowledge management effectively promoted through drafting/finalizing key Education sectoral programme documents and reports, sharing good practice, lessons learned, and knowledge/information exchange.**
- 3. Programme on public financing of education developed and implemented through drafting a strategy, monitoring its implementation and leading on analysis on volume, efficiency, equity, transparency and accountability of financing.**
- 4. Credible national and international learning assessment conducted, results disseminated and used to inform decision-making and programme implementation**
- 5. Programme on climate change education developed, consulted with key stakeholders, implemented, and monitored in focus states.**
- 6. Rights-based Education programming effectively promoted, and coherence, synergy and value added to programme management process through results-based management.**

7. Sectoral work plan and activities formulated, implemented and monitored, ensuring alignment with the defined programme strategies and approaches, and gender and disability mainstreaming across programmes.
8. Programme delivery, evaluation and reporting carried out efficiently and transparently in compliance with the established guidelines and procedures.
9. UNICEF's global goals effectively promoted through advocacy and policy dialogue in the Education sector.
109. Proper and timely UNICEF and Government accountability ensured regarding supply and non- supply assistance as well as disbursement of programme funds for the Education sector.
- 11.8. Effective communication and networking achieved through partnership and collaboration.

V. Competencies and level of proficiency required (please base on UNICEF Competency Profiles)

Core Values

Care, Respect, Integrity, Trust, and Accountability (CRITA)

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)
- Drives to achieve impactful results (1)
- Manages ambiguity and complexity (1)

Functional Competencies:

Formulating Strategies and Concepts [II]
 Analyzing [III]
 Relating and Networking [II]
 Deciding and Initiating Action [II]

VI. Recruitment Qualifications

Education:

Advanced university degree in one or more of the disciplines relevant to the following areas: Education Planning and Management; Education Sector Planning or Education Economist relevant to international development assistance

Experience:

Five years of progressively professional work experience at national and international levels in field programmes relevant to Education programmes (public financing of education, learning assessment). Experience working in the UN or other international development organization is an asset (IP)
 Experience in national level development assistance is an asset.

[Experience in working with high level government functionaries and advocating for policy shifts; and leveraging UNICEF](#)

	<p>convening power in advocacy for more informed policies for children.</p> <p>Experience with addressing inequities, gender disparities, disability is an asset.</p>
Language Requirements:	Fluency in oral and written English