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

I. Post Information

Job Title: **Education Manager** Supervisor Title/ Level: **Chief, Education/P5** Organizational Unit: **Programme** Post Location: **Abuja, Nigeria**	Job Level: **Level 4** Job Profile No.: CCOG Code: **1F** Functional Code: **EDU** Job Classification Level: **Level 4**

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 Manager GJP is to be used in a large Country Office (CO) where the Representative is at the D2/D1 level and the Education Programme is a component of the Country Programme (or UNDAF). The Specialist reports to the **Chief, Education who is at P5 level.**

Purpose for the job: Under the overall guidance and direction of the **Chief, Education,** the Education Manager supports the Chief in managing the section, serves as OIC in the absence of the Chief, playing a key role in bringing innovation to the development and preparation of education programmes. The Education Manager provides authoritative technical guidance, and operational and coordination support throughout all stages of programming to facilitate the management and delivery of results on strengthening national education systems to improve learning outcomes and to promote universal access to quality, equitable and inclusive primary/early childhood education, especially for children who are marginalized, disadvantaged and excluded in society.

The Education Manager contributes to the achievement of concrete and sustainable results according to plans, allocation, results based-management approaches and methodology (RBM), as well as UNICEF's Strategic Plans, standards of performance and accountability framework

III. Key function, accountabilities and related duties/tasks

Summary of key functions/accountabilities:

1. **Management and advisory support to the Chief**
2. **Programme development and planning**
3. **Programme management, monitoring and quality control of results**
4. **Advisory services and technical support**
5. **Advocacy, networking and partnership building**
6. **Innovation, knowledge management and capacity building**

- **Management and advisory support to the Chief**

- Serve as Officer in Charge in the absence of the Chief

- Provide advice to the Chief in establishing the annual work plan, including developing strategies, determining priorities, and performance measurements.

- Coordinate work progress monitoring and ensure results are achieved according to schedule and performance standards, and report to Chief critical issues for timely action.

- Provide technical assistance and advice to colleagues in the section on all aspects of programming and implementation to enable them to achieve performance objectives

- Advise the Chief on the preparation, design and updating of the situation analysis for the education programmes to ensure that current and comprehensive data on education issues is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes.

- Advise the Chief in setting priorities, strategies, design and implementation plans. Keep abreast of development trends to enhance programme management, efficiency and delivery.

- Perform the full duties of the Chief in his/her absence.

- **Programme development and planning**

The postholder will oversee the achievement of the programme results relating to early learning, foundational learning and skills development, and specifically:

- Oversee the learning and quality agenda and provide technical guidance in the design, implementation, and expansion of quality early childhood education, both at the federal and state levels.
- Coordinate, advocate for, and oversee scaling and implementation of evidence-based and workable Foundational Literacy and Numeracy models.
- Oversee and coordinate the development, documentation, evidence generation, and implementation of effective teacher professional development systems, plans and programs.
- Design and coordinate the development of the skills development strategy and support field offices in its implementation.
- Lead the design of programmes on formative assessment and ensure that results of systemic assessment are used to inform teacher development and curriculum design
- Design appropriate teaching and learning materials in support of curriculum implementation

- Participate in strategic programme discussion on the planning of education programmes.

Formulate, design and prepare programme proposals for the sector, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Development Assistance Framework (UNDAF), regional strategies and national priorities, plans and competencies.

- Establish specific goals, objectives, strategies and implementation plans for the sector using results-based planning terminology and methodology (RBM). Prepare required documentations for programme review and approval.

- Work closely and collaboratively with internal colleagues and partners to discuss strategies and methodologies, and to determine national priorities to ensure the achievement of concrete and sustainable results.

- Provide technical and operational support throughout all stages of programming processes and to ensure integration, coherence and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.

1. **Programme management, monitoring and quality control of results**

- Plan and collaborate with internal colleagues and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators to assess/strengthen performance accountability, coherence and delivery of concrete and sustainable results for the assigned sector on education programmes.
- Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the government and other counterparts to assess progress and to determine required action/interventions to achieve results.
- Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management.
- Identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.
- Actively monitor programmes/projects through field visits and surveys, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.
- Manage the optimum and appropriate use of sectoral programme resources (financial, administrative and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity, ensuring timely reporting and liquidation of resources.
- Prepare regular and mandated programme reports for management, donors and partners to keep them informed of programme progress.

2. **Advisory services and technical support**

- Provide technical advice to key government officials, NGO's, UN system and other country office partners on policies, strategies, best practices and approaches on education and other related issues to support programme development planning, implementation and delivery of results.

- Coordinate and ensure the availability of technical experts (with Regional Office/HQ) to ensure timely support throughout all stages of programming.

- Participate in strategic discussions to influence policy and agenda setting for combating poverty and all forms of discrimination against women/children by advising on and advocating strategies and approaches to promote universal access to quality, equitable and inclusive education for children in the country.

- Prepare policy papers, briefs and other strategic programme materials for management use, information and consideration.

- Participate in country discussions on education emergency preparedness, programming and contingency planning to ensure proactive and appropriate responses are in place to meet the onset of emergencies nationally or other designated locations.

3. **Advocacy, networking and partnership building**

- Build and strengthen strategic partnerships through networking and advocacy with local/national governments, UN system agency partners, donors, internationally recognized institutions, NGOs, funding organizations, research institutes and private sector to reinforce cooperation and/or pursue opportunities to promote goals and achieve sustainable and broad results on education.

- Prepare communication strategies and implementation plans and activities for maximum communication impact and outreach to promote awareness, establish partnership/alliances for sustainable results and support fund raising for UNICEF Country Office education programmes and emergency interventions.

- Participate and/or represent UNICEF in inter-agency (UNCT) discussions and planning on education and related issues to ensure organizational position, interests and priorities are fully considered and integrated in the UNDAF process in development planning and agenda setting. Collaborate with inter-agency partners/colleagues on UNDAF planning and preparation of programmes/projects including emergency preparedness.

4. **Innovation, knowledge management and capacity building**

- Promote critical thinking, innovative approaches and good practices for sustainable education programme initiatives through advocacy and technical advisory services.

- Keep abreast, research, benchmark, introduce and implement best and cutting edge practices on education management and information systems. Institutionalize and disseminate best practices and knowledge learned.

- Contribute to the development of policies and procedures, and introduce innovation and best practices to ensure optimum efficiency and efficacy of sustainable programmes and projects.

- Organize, plan and implement capacity building initiatives to enhance the competencies of stakeholders to promote sustainable results on education related programme s/projects.

IV. Impact of Results

The strategic and effective advocacy, planning and formulation of education programme s/projects and the achievement of sustainable results, contributes to the achievement of goals and objectives to improve learning outcomes and universal access to quality, equitable and inclusive education in the country. Achievements in education programmes and projects in turn contribute to maintaining/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 the updated Framework)

i) Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

ii) Core Competencies (For Staff with Supervisory Responsibilities) *

- Nurtures, Leads and Manages People (2)
- Demonstrates Self Awareness and Ethical Awareness (2)
- Works Collaboratively with others (2)
- Builds and Maintains Partnerships (2)
- Innovates and Embraces Change (2)
- Thinks and Acts Strategically (2)
- Drive to achieve impactful results (2)
- Manages ambiguity and complexity (2)

or

Core Competencies (For Staff without Supervisory Responsibilities) *

- 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)

*The 7 core competencies are applicable to all employees. However, the competency Nurtures, Leads and Managers people is only applicable to staff who supervise others.

VI. Technical Competencies

Technical competencies must be demonstrated in the following areas:

• **Strong understanding of the overall global development context, including issues such as:** poverty, conflict, and the impact of these factors on education and vice-versa; and inter-sectoral approaches to address such issues in collaboration with other sectors (including Social Policy, Child Protection, Nutrition, WASH, Health and Communications within UNICEF).

• **Strong knowledge of global developments in education and international engagement strategies**, including the application of the equity lens and human rights perspectives to programming.

• **Strong ability to support policy dialogue**: translation of analytical findings and evidence into development programme and policy discussions around equity and learning with partners, including government, development partners, CSOs and academia in relevant areas.

• **Strong education sector planning knowledge/ability**, including the range of modalities for delivering education, linkages between different sub-sectors (e.g. ECD, Primary, Secondary, Tertiary, Inclusive Education), cost-effectiveness and efficiency issues, key

institutional structures, components and processes, as well as governance issues.

•   **Strong education and policy sector analysis capacity**, including understanding of the core education data sets and indicators; tools for analysis of equity; determinants of student access and learning; budget, costing, and financial management in education systems; political economy; and education policy and strategic planning.

•   **Strong ability to support engagement with partners** e.g. Sector Wide Approaches, Global Partnership for Education, Education in Emergency Clusters, Education Provider Forums, Delivering as One, Inter-sectoral partnerships such as in ECD, as well as networking with other key partners.

•   **Strong understanding of gender and inequity issues** in relation to education and development and the application of gender / equity analysis to policy and planning in education.

•   **Strong understanding of policies and strategies** to address issues related to resilience: risk analysis and risk management, education in conflict situations, natural disasters, and recovery for CO and RO based post and where relevant.

VII. Recruitment Qualifications

Education:	An advanced university degree in one of the following fields is required: education, economics, psychology, sociology or another relevant technical field.
Experience:	A minimum of eight 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. Familiarity/ background with emergency is considered as an asset.
Language Requirements:	Fluency in English is required (strong written and verbal skills). Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset.