



UNITED NATIONS CHILDREN'S FUND

I. Post Information

Job Title: **Education Officer**
Supervisor Title/ Level: **Education Specialist - 2nd Decade Education & Learning**
Organizational Unit: **Education Section, Programme**
Post Location: **Viet Nam**

Job level: **Level 1 (NO-1)**
Duration: **From 1 June - 31 Dec 2026**

II. Organizational Context and Purpose for the job

The UNICEF Viet Nam Country Programme 2022-2026 is in its final year with the Country Programme 2027-2031 under development and planned to continue supporting the achievement of Sustainable Development Goals (SDGs) and targets, aligned to UNICEF Strategic Plan 2026-2029 with equity as the fundamental principle. The Education Programme is a key component of the UNICEF Country Programme, aiming to enhance policy and legal frameworks for the realization of children's right to education and to strengthen accountability of the education system, legislators and policy makers to families, children and the public to deliver on commitments of quality, equitable and inclusive education in the context of education sector plans. Given Viet Nam's demographic data showing it has the largest proportion of young people in the country's history, a particular focus of the Education programme is on adolescents and youth with an emphasis on skills development (socio-emotional, transferable, green, digital skills); skills of social innovation; girls participation in Science, Technology Engineering, and Mathematics subjects; secondary education completion; participation especially related to Climate Change and Environmental Adaptation, Mental Health and Psychosocial Support (MHPSS); and the transition from learning to earning.

Job organizational context:

Viet Nam stands to benefit enormously from its demographic dividend, currently having the highest proportion of young people in its history. Data from the Population Change and Family Planning Survey 2022 shows that the population of under-18 years is over 30 million, boys representing almost 52%. While the data show a young nation, Viet Nam is also grappling with rapid ageing of its population. This limits the window of opportunity to ensure Government makes the right investments that: promote the skilling, learning and well-being of all adolescents and young people; address climate education and actions with and for children and adolescents; contribute to stronger learning and participation outcomes for adolescents in the Education, and, importantly, promote a ready transition of adolescents from learning to earning through jobs, livelihoods, and study/career pathways, contributing to better social development and economic progress for the country more generally.

Within its Education programme, UNICEF Viet Nam promotes the rights of all children to a quality and inclusive education. A specific workstream focus is the promotion of the rights and well-being of adolescents to quality and inclusive education that nurtures them to master skills and knowledge relevant and applicable in their changing world. This requires a view to adolescent development broadly including looking at adolescent needs across multiple areas like mental wellbeing support, protection, climate vulnerability, and health, that contribute to an adolescent's ability to remain in school, learn and transit well to the labour market.

Purpose for the job:

The Education Officer – reports to the Education Specialist – 2nd Decade Education & Learning, under the overall management of the Chief of Education. While he/she will support work across the Education programme as needed, he/she will have specific tasks and accountabilities related to emergent critical areas for adolescents’ skills and competencies including climate/green skills, mental health and wellbeing in education, disaster risk reduction (DRR) and education in emergencies (EiE). The post holder will have a central role in coordinating mental health and psychosocial support (MHPSS) related work across sections in the office, from planning to interventions, and monitoring and evaluation. In addition, the post will support planning and strategic thinking on transition from learning to livelihoods.

The Education Officer provides professional technical, operational and administrative assistance and support throughout the programming process for the education programmes/projects, coordinating and facilitating the application of theoretical and technical skills in researching, collecting, analyzing and presenting technical programme information.

The Education Officer has a critical role in ensuring the UNICEF Education programme responds to and caters to the realities of children and adolescents in a changing world. This implies strengthened initiatives to keep them in school, to promote relevant learning and skills opportunities well-matched to today’s world and job market needs including green skills and initiatives around climate change, education in emergency, disaster risk reduction in education sector, support their mental wellbeing, and to transition from learning to earning.

The Education Officer will provide capacity support and coordination to the Country Office’s Education in Emergencies workstream, from planning, implementation to monitoring, and evaluation of UNICEF’s Education emergency preparedness, response and recovery. The focus will be on programming to ensure improved school resilience, preparedness, continued access to quality education, and recovery efforts in the context of disasters in affected locations in line with UNICEF’s Core Commitments for Children (CCC) in Emergency and national/ international humanitarian standards. The Focal Point will represent Education inputs into officewide work EiE and education sector disaster risk reduction.

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

- In line with the overarching Education programme, coordinate and contribute to the sections’ outputs through support to research, collection, analysis and reporting of related information for development planning and priority and goal setting.
- Contribute to the research and analysis of regional and national education trends. Coordinate collection, analysis, verification and synthesis of information to facilitate programme development, design and preparation
- In collaboration with Communications team, contribute to the development and implementation of effective upstream advocacy for efforts related to learning and skills including MHPSS, climate education, DRR and EiE including school-based MHPSS interventions, climate education and environmental sustainability initiatives, safe schools interventions, sustainable school environments and climate change education, transition from learning to earn, career counselling, livelihood and job entry, etc.
- Support the coordination of annual planning with various implementing partners relative to MHPSS, DRR, EiE, climate education, and learning to earning, supporting other Programme

Officers as needed to ensure this workstream is meaningfully integrated across all relevant aspects of the Education programme

- Based on review of new/emerging data and evidence, support the provision of strategic inputs into refining and further developing the Team strategy on supporting girls' skilling and learning, girls development and participation, and adolescent transition from learning to earning

2. Programme management, monitoring and delivery of results

- Provide technical and administrative support throughout all stages of programming processes by executing/administering a variety of technical programme transactions and supporting preparation of materials/documentations in accordance with organizational rules, processes and systems for programme planning, results-based planning (RBM) and monitoring and evaluations
- Support provincial partnerships including with all programme cycle management (planning – implementation – monitoring – evaluation)
- Assemble technical reports and inputs for programme preparation and documentation, ensuring accuracy, timeliness and relevancy of information
- Prepare required documentations/materials to facilitate the end-term Country Programme review process especially related to MHPSS, DRR, CC education, EiE, transition from learning to earning, and to Skills and Learning more broadly
- Support field visits and surveys and share information with partners/stakeholders to assess progress and provide technical support to relevant officials for resolution. Support the team in addressing critical issues, bottlenecks and potential problems and aid identification of solutions in a timely manner
- Participate in monitoring and evaluation exercises, programme reviews and annual programme reviews with government and other counterparts and prepare minutes/reports on results for follow up action by higher management and other stakeholders
- Support the monitoring of and report back on the use of resources (financial, administrative and other assets), assist with verifying compliance with approved allocation/goals, organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity. Report on issues identified to ensure timely resolution by management/stakeholders. Ensure follow up on unresolved issues to ensure resolution
- Coordinate and support drafting of programme/donor reports

3. Technical and operational support to programme implementation

- In consultation with the Education Specialist - 2nd Decade Education and Learning and other Education colleagues as well as with Social Policy and Governance, Mental Health, Climate/DRR, and Partnerships colleagues across the office, contribute quality technical inputs to the MHPSS, DRR/CC, EiE, and learning to earning components within the Education. This includes linking with cross-cutting digital and inclusive education (including gender transformation) initiatives to strengthen the coherence of the Education programme
- Provide inputs to 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 Skills and Learning policies, strategies, processes and best practices to support programme implementation, operations and delivery of results
- Assist Officers in making technical inputs into section, office, sector, national, and global-level strategic documents and initiatives focusing on Skills and Learning.

4. Networking and partnership building

- Aid in the research and documentation of potential public and private donors for partnership, and prepare resource mobilization materials (concept notes, proposals, etc.) and draft briefs for fund raising and partnership development purposes on children and adolescents learning and skills, learning to earning, DRR, CC action and MHPSS.

- Support advocacy platforms, including media networks, that allow children and adolescents to voice their needs and priorities as it relates to the realization of children's rights, in close collaboration with VCO's Communications team and other relevant sections
- Support effective working partnerships with government counterparts and national stakeholders including with MOET, MOH, academia, private sector, and especially with young leaders and youth led organizations, to inform and deliver on UNICEF programme results

5. Innovation, knowledge management and capacity building

- Provide technical inputs to strengthen the in-house and sector-level evidence base for MHPSS, DRR/CC, EiE, and learning to earning through the coordination of surveys, studies, research pieces, etc, including the highlighting of gaps in the evidence base, and coordinating of commissioning of work, quality assurance, and the dissemination of knowledge pieces
- Document new knowledge and innovations, support implementation and reporting for activities and interventions at national and subnational levels aimed at ensuring inclusive skills and learning and employability especially for vulnerable boys and girls
- Aid Team efforts at building capacity of UNICEF staff and partners on meaningful young people's participation and engagement

IV. Impact of Results

The coordination, technical assistance, and support provided by the Officer strengthen advocacy, planning and programming related to the Skills and Learning workstream of the overall UNICEF Viet Nam Education programme and contribute to stronger quality and inclusive skills and learning opportunities for boys and girls, as well as to the promotion of their rights to a safe environment and protecting their rights to survival, development and well-being in society. The Education programme's achievements strengthen UNICEF Viet Nam's country programme impact-level results at scale, ultimately ensuring government provision of services for mothers and children that promote greater social equality and inclusion in the country.

V. UNICEF values and competency Required (based on the updated Framework)

i) Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

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)

VI. Recruitment Qualifications	
Education:	A university degree in social science, political science, health science, anthropology, psychology, sociology, education or another relevant technical field is required.
Experience:	<p>A minimum of two years of professional experience in education focused on learning and skills of children and adolescents.</p> <p>Professional experience in development, planning and management of young people's participation or related areas is an advantage.</p> <p>Proficiency in computer skills (i.e. Word, Excel, PowerPoint, social media, and others) required.</p> <p>Experience working with youth (led) organizations is considered as an asset.</p> <p>Demonstration of the following:</p> <p>Good knowledge of the major development issues with regard education issues, especially related to MHPSS, DRR/CC, EIE and the application of such issues in Viet Nam;</p> <p>Good interpersonal, networking and communication skills;</p> <p>Willingness to contribute and work as part of a team;</p> <p>Flexible and open to learning and new experiences;</p> <p>Ability to establish and maintain effective partnerships and harmonious working relations in a multi-cultural, multi-ethnic, mixed-gender environment with sensitivity and respect for diversity;</p> <p>Ability to achieve common goals and promote professional growth of self and colleagues;</p> <p>Ability to work with autonomy, personal initiative and to take ownership;</p> <p>Resourcefulness and willingness to accept extra responsibilities and ability to work independently under established procedures;</p> <p>Ability to manage information objectively, accurately and confidentially;</p> <p>Relevant experience in a UN system agency or organization is considered as an asset.</p>
Language Requirements:	<p>Fluency in English is required. Knowledge of another official UN language is considered as an asset</p> <p>Knowledge of an ethnic minority language is an advantage.</p>