



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

I. Post Information

Job Title: **Education Officer (Digital Learning & Skills)**

Supervisor Title/ Level: **Education Specialist - 2nd Decade Education & Learning**

Organizational Unit: **Education**

Post Location: **Hanoi, Vietnam**

Job Level: **Level 1**

Job Profile No.:

CCOG Code: **1F**

Functional Code: **EDU**

Job Classification Level: **Level 1**

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:

In Viet Nam, UNICEF has been asked by the government to help nurture the entire digital-educational ecosystem creating a digital backbone across a students' learning journey and ensuring children and adolescents in Viet Nam are prepared for a world where digital is not only a skill, but a way of thinking and exploring the world.

Prior to the COVID-19 crisis, UNICEF Viet Nam was addressing the digital divide by integrating digital literacy into the curriculum and teacher training, in particular targeting interventions for boys and girls from ethnic minorities. The crisis has accelerated that work and UNICEF increased its advocacy for investment in and prioritization of internet connectivity in rural and underserved areas. UNICEF Viet Nam is furthermore supporting: the provision of technology to disadvantaged communities; the development and promotion of child-friendly usage of digital tools by teachers and school managers; strengthening the digital skills base of children and youth and of parents/caregivers; and skills and knowledge transmission for protection of children and youth on-line.

Purpose for the job: The Education Officer reports to the Education Specialist - 2nd Decade Education & Learning, NO-3 level. The Education Officer provides professional technical,

operational and administrative assistance throughout the programming process for the education programmes/projects through the application of theoretical and technical skills in researching, collecting, analyzing and presenting technical programme information while learning organizational rules, regulations and procedures to support the development and formulation of the Education Programme within the Country Programme. The Officer provides specific technical, and operational assistance related to digital learning solutions and technology-based innovations in learning to support work on the digital transformation of the education system currently ongoing in Viet Nam. A key purpose is to ensure promising pilots are integrated into government systems for scalable solutions.

III. Key function, 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**

Support to programme development and planning

- Research and analyze regional and national political, health, social and economic development trends. Collect, analyze, verify, and synthesize information to facilitate programme development, design and preparation.
- Support preparation of technical reports and provide inputs for programme preparation and documentation ensuring accuracy, timeliness and relevancy of information.
- Contribute to the development/establishment of sectoral programme goals, objectives, strategies, and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and priority 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.
- Prepare required documentations and materials to facilitate the programme review and approval process.
- Provide technical support in developing innovative personalizing learning approaches based on what children and adolescents want and need to learn – in languages they understand. Use modern technologies including latest ed-tech solutions to build and accredit skills and track learning progress that will be critical for students, families, teachers, governments and businesses.
- Support the collaboration with the Ministry of Education and Training (MOET) and other relevant implementing partners aiming to develop an integrated approach to enhancing digital and transferable skills through in-school and extracurricular activities.
- Support the Viet Nam country office and relevant partners in the co-creation and piloting of digital learning lesson packages that meet the learning needs of children and adolescents with a special focus on girls, children with disabilities, EM children and adolescents.

1. 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.

2. Technical and operational support to programme implementation

- Undertake field visits and surveys and share information with stakeholders to assess progress and 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 technology in learning, including data protection, online protection and safeguarding, ethics of AI, and inclusive/adapted technology to support programme implementation, operations, and delivery of results.

3. 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.
-

4. Innovation, knowledge management and capacity building

- Provide support in identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
- Apply innovative approaches and promote good practices to support the implementation and delivery of concrete and sustainable programme results.
- Research, benchmark 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 and stakeholders.
- Build internal capacity on the education team relative to use of technology to support more efficient/effective workflow, and technology in programming to enhance results.

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, including through the digital transformation of the education sector. The achievement of concrete and sustainable results from these programmes contribute to achievement of UNICEF goals in Viet Nam to promote learning and skills for children.

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 (1)
- 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. 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 one year of professional experience in development, planning and managing of (digital) learning and skills projects. Experience working in Gender focused projects and/or Digital Literacy projects 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) is an asset.

