



UNITED NATIONS CHILDREN'S FUND
Research Officer- TA P2

I. Post Information

Job Title: **Research Officer – Education (Temporary Appointment)**
Supervisor Title/ Level: Research Manager, **Education /P4 Matrix managed by (ROSA, Early Childhood Development Specialist/P4)**
Organizational Unit: GORaF – Global Office of Research and Foresight
Post Location: Florence, Italy (Outposted to Kathmandu, Nepal)

Job Level: P-2 (Temporary Appointment)
Duration: 364 days
Job Profile No.:
CCOG Code: **1F**
Functional Code: **EDU**
Job Classification Level: **Level 2**

II. Organizational Context and Purpose for the job

Organizational Context

- UNICEF Innocenti undertakes and commissions research on emerging or current issues of relevance for children and child rights. The office links research and global trends analyses to influence policies, programming, and advocacy, as well as innovations, and to drive future strategies and vision of the organization and the child rights agenda more broadly amongst governments, private sector, and other institutions.
- UNICEF Innocenti uses foresight to set the agenda for children uncovering emerging trends and deepening understanding of key issues facing girls and boys and serving as a go-to office for advising UNICEF and a diversity of actors, including governments, the United Nations, private sector, civil society and children and young people themselves in the face of the continually changing global economy, political and security environment.
- UNICEF Innocenti also strives to lead global discourse by creating an enabling environment and platform for children and young people along with global influencers and decision-makers to transform their contributions into future strategies, policies and actions of UNICEF and the world. Thereby positioning children and UNICEF at the centre of the global conversation through prominent external engagement, communication, and influence.
- South Asia is home to about 627 million children under 18 years of age. The UNICEF Regional Office for South Asia (ROSA) is dedicated to advancing the rights of all children in South Asia, especially the most marginalized and disadvantaged. It supports eight countries: Afghanistan, Bangladesh, Bhutan, the Maldives, India, Pakistan, Nepal and Sri Lanka. Through its advisory and leadership roles, UNICEF ROSA is placed in a strategic position to influence research, policies, strategies and programming at both national and sub-national levels across South Asia.

- The ROSA Education Section contributes to ensuring that girls and boys, especially the most disadvantaged, acquire the skills they need in an inclusive, equitable, safe, relevant and quality learning environment. The team supports South Asia Country Offices (COs) in particular on how to address the learning crisis (6 out of 10 children cannot read by the age of 10) and improve foundational learning outcomes (starting from early childhood), as key area for acceleration for UNICEF in South Asia.

Purpose for the job:

UNICEF Innocenti has a dedicated education unit focused on producing high-quality research and evidence to inform and improve education programmes and systems. Since 2018, the team has been leading and supporting education research in over 40 countries around the world. The education unit has a strong focus on generating research to inform improvements in foundational learning. Research undertaken by the education unit at UNICEF Innocenti follows a co-creation approach working closely with Ministries of Education, and local partners, as well as UNICEF programmatic colleagues from country offices, regional offices, other headquarter units, and a host of external education and research partners.

Under the guidance and general supervision of **the Research Manager, Education (Systems Strengthening) (Level 4)**, the Research officer will support implementation, coordination and uptake of education research activities in South Asia. The research officer will 1) provide technical research support to ROSA and to countries (COs, Governments and development partners) in South Asia region including in the development and uptake of research into programming and planning, in particular for accelerating foundational learning; 2) support coordination and research activities for ongoing research programmes active in the region including Learning is For Everyone (LiFE), Data Must Speak and other implementation research programmes; 3) support the review of regional and country level documents (e.g. national education policies, UNICEF country programme documents and related results reports) and ensure they are informed by the latest evidence available; and 4) act as a focal point for UNICEF Innocenti in the region and as a key resource person for the What Works Hub for Global Education (WWHGE) strategic partnership, engaging with evidence in education partners at the regional and country levels, and supporting the Research Manager, Education (Systems Strengthening) with partnership engagement at the global level.

The Research Officer will report to the Research Manager (P4) in Innocenti with dotted line reporting to the Early Childhood Development specialist P4 in ROSA and, with 10% of his/her time contributing to the ROSA Regional Office Foundational Learning acceleration agenda, in close collaboration with the ROSA education section.

III. Key function, accountabilities and related duties/tasks

Summary of key functions/accountabilities:

- 1. Research Coordination and analysis support**
- 2. Oversight of Research Designs, Methods, and Analysis**
- 3. Research Technical Guidance and Capacity Building**
- 4. Knowledge Management, Evidence Uptake and Partnerships.**

1. Research Coordination and analysis support

- Support the planning, implementation and uptake of education research co-created with regional and country offices, Government counterparts, academia, implementing partners and other research's potential beneficiaries.

<ul style="list-style-type: none"> • Monitor research field work in the participating research countries in South Asia coordinating with research leads from the UNICEF Innocenti education unit. • Participate in strategic programme discussions on embedding research within planning of education programmes. Formulate, design and prepare programme proposals for the sector, ensuring alignment with UNICEF's Strategic Plan, the ROSA Regional Office's Management Plan (ROMP), the Integrated Monitoring, Evaluation and Research Regional Plan (IMERP) and the regional strategy for accelerating foundational learning. • Support research leads on analysis for research conducted in the South Asia region.
<p>2. Oversight of Research Designs, Methods and Analysis</p> <ul style="list-style-type: none"> • Provide guidance on the design and use of mixed methods research built into education programmes in South Asia, in particular for accelerating progress on foundational learning. • Review, quality assure and provide input to research methods and data collection tools ensuring their contextual fit. • Lead on analysis and synthesis of Innocenti-supported evidence for the South Asia region. Contribute to regional evidence synthesis on education, done through collaboration between ROSA, South Asian Country Offices and Innocenti.
<p>3. Research Technical Support and Capacity Building</p> <ul style="list-style-type: none"> • Support the Regional Office for South Asia in providing technical support and guidance to countries for the use of the latest education evidence in programming, including through reviews of country level documents (e.g. national education policies, UNICEF country programme documents and related results reports). • Support the development of joint Innocenti-ROSA proposals between programming and research to contribute to fundraising around evidence-based programming in particular for improving foundational learning outcomes. • Contribute to activities aiming at increasing the use of research findings by decision makers at country level.
<p>4. Knowledge Management, Evidence Uptake and Partnerships.</p> <ul style="list-style-type: none"> ▪ Act as a focal point for the What Works Hub for Global Education in the South Asia region. Participate in coordination meetings, and engage with research partners at country and regional level. ▪ Gather, analyse and synthesize the latest evidence from UNICEF and partners in the South Asia region and facilitate its uptake at the country, regional and global level, including through setting up a regional repository of education research, in particular on foundational learning. • Actively participate in cross Innocenti programme planning meetings, engaging with different research and foresight teams on cross team collaboration relevant to education. • Actively participate in ROSA education meetings (and in cross-ROSA meetings as relevant), including for informing strategic discussion and programming, through the use of the latest education evidence

<p>IV. Impact of Results</p>
<p>The strategic and effective development and uptake of education research informs evidence-based programme s/projects and contributes to the achievement of goals and objectives to improve equitable and inclusive learning outcomes, in particular foundational skills for the most disadvantaged children and adolescents. 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.</p>

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

i) Core Values

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

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)

*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:

- **Some experience with use of research and statistical methods**, including firsthand experience conducting and explaining applied research in low- and middle-income settings.
- **Some knowledge of global developments in education evidence**, including the latest evidence, and initiatives for building evidence into education systems and programmes.
- **Demonstrated 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.
- **Excellent ability to support engagement with partners at a global, regional level and country level** e.g. What works hub for global education, Sector Wide Approaches, Global Partnership for Education, Education in Emergency Clusters, Education Provider Forums, Inter-sectoral partnerships such as in ECD, as well as networking with other key partners.

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:	<p>A minimum of 2 years of professional experience in education research, social science research, education programming or related fields.</p> <p>Experience contributing quality research outputs for different stakeholders and audiences is required.</p> <p>Experience working in a development setting, conducting research is an asset.</p> <p>Quantitative research experience, with experience in statistical analysis and econometric modeling utilizing large data sets, is required.</p> <p>Experience with qualitative data collection methods and analysis techniques highly desirable.</p> <p>Relevant experience in a UN system agency or organization is considered as an asset.</p> <p>Familiarity/ background with emergency contexts is considered as an asset.</p> <p>Excellent written and oral communication skills.</p>
Language Requirements:	Fluency in English is required. Knowledge of a South Asian language is an asset.