



## UNITED NATIONS CHILDREN'S FUND

### I. Post Information

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

Job level: **Level 1 (NO-1)**  
Duration: 364 days

### II. Organizational Context and Purpose for the job

The UNICEF Viet Nam Country Programme 2022-2026 is supporting the achievement of Sustainable Development Goals (SDGs) and targets and is aligned to UNICEF Strategic Plan 2022-2025 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; and participation especially related to Climate Change and Environmental Adaptation, and Mental Health.

#### **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 2017 shows that the population of under-18 years is over 26 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; and contribute to stronger learning and participation outcomes for adolescents in the Education, 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 and learn.

### **Purpose for the job:**

The Education Officer – Skills & Learning, reports to the Education Specialist – 2<sup>nd</sup> 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 directly contribute to strengthening adolescent development and participation. The Education Officer – Skills & Learning 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 – Skills & Learning has a critical role in ensuring the UNICEF Education programme responds to and caters to the realities of adolescents in a changing world. This implies strengthened initiatives to keep adolescents 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, and to support the mental wellbeing of adolescents. The Officer will work collaboratively across the team to facilitate strategic thinking as to how adolescent development and participation can be leveraged to support learning and skills, and inclusion in education. The Officer will assist in the progressing of the adolescent development and participation work, in collaboration and consultation with adolescents and supporting the Education Specialist – 2<sup>nd</sup> Decade Education & Learning and other Education Officers, with a view to establishing sustainable mechanisms that promote, catalyze, and facilitate strengthened adolescent engagement in citizenry specifically around strategically important areas for UNICEF including mental wellbeing, climate, and environmentally sustainable lifestyle habits. Additionally, the Officer will support strategic partnerships with implementing partners including ministry departments and decentralized education entities, non-governmental organizations, donors, and others as relevant.

The Officer will also be the focal point from the Education team on the office's cross-sectoral Adolescent Development (ADAP) Working Group, which is led by the Chief of Education and supported by a cross-sectoral ADAP Officer. As focal point, the Officer will work with other focal points from teams across the office (Child Survival, Development, and Environment; Communications; Education; Social Policy; and Child Protection) to promote a joint approach to adolescent development and participation especially in identified areas in line with office-level goals and objectives.

### **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 further development of Adolescent Development & Participation workstream goals, objectives, strategies and results-based planning through support to research, collection, analysis and reporting of related information for development planning and priority and goal setting within the Skills & Learning pillar of the programme

- 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 Skills & Learning and/or Adolescent Development & Participation including school-based climate education and environmental sustainability initiatives, safe schools interventions, and sustainable school environments and climate change education
- Support the coordination of annual planning with various implementing partners relative to Adolescent Development & Participation, supporting other Programme Officers as needed to ensure this workstream is meaningfully addressed across both the quality (Skills & Learning) and equity (Inclusion) pillars of the programme
- Support the promotion of meaningful participation of children and adolescents in the design, implementation, monitoring and evaluation of UNICEF programmes
- Based on review of new/emerging data and evidence, support the provision of strategic inputs into refining and further developing the Team strategy on support to girls' skilling and learning, girls development and participation

## **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 mid-term Country Programme review process especially related to Adolescent Development & Participation and to Skills & 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 Skills & Learning pillar resources, especially Adolescent Development & Participation workstream 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 & Learning, contribute with quality technical inputs to the Adolescent Development & Participation programme component within the Skills & Learning pillar including critical programmatic areas like climate and resilience,

Mental Health and Wellbeing. This includes linking with cross-cutting digital and inclusive education (including gender transformation) initiatives to strengthen the coherence of the Skills & Learning pillar in the Education programme

- Champion the Adolescent Development & Participation workstream under the Skills & Learning pillar. This will involve working closely with the office's cross-sectoral ADAP Working Group, chaired by the Chief of Education and supported by the ADAP Officer, to ensure synergies and leveraging of relevant work
- In consultation with the Education Specialist - 2<sup>nd</sup> Decade Education & Learning, support the promotion of cross-sectoral support to work led by other teams but impacting or contributing to Skills & Learning and/or Adolescent Development & Participation like School Health and Nutrition (including Water and Sanitation in schools, menstrual hygiene), on-line safety, mental wellbeing, disaster risk reduction, education in emergency, and climate resilience
- 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 & Learning and/or Adolescent Development & Participation 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 & Learning and/or Adolescent Development & Participation

#### **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, DRR, CC action and MHPSS to establish platforms and mechanisms to promote engagement and participation of children and adolescents on issues affecting their lives
- Support the promotion of strategic partnerships related to adolescent development, empowerment, and participation including donor and high-level visits - This will include gathering technical inputs for donor reports –coordinating with other Programme Officers across the team and office as needed-- related to grant activity and support donor-related issues of the Education section including across the office as relevant to cross-sectoral grants or initiatives
- 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
- Champion the Education team's engagement in UN inter-agency Thematic Group on Adolescents and Youth appropriate meetings/events, policy dialogues, and private sector events focusing on programmatic and investment opportunities to enhance young people's participation and civic engagement
- Support effective working partnerships with government counterparts and national stakeholders including with MOET, MOLISA, 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 Skills & Learning and/or Adolescent Development & Participation 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 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
- Promote work with adolescents and young people that applies human centered design in programming and involving adolescents and young people in co-creation of solutions that address their priorities and needs

#### **IV. Impact of Results**

The coordination, technical assistance, and support provided by the Officer strengthens the advocacy, planning and programming related to the Skills & Learning pillar, and to Adolescent Development and Participation component of the overall UNICEF Viet Nam Education programme. The achievement of concrete and sustainable results from these programmes contribute to achievement of UNICEF goals in the country and to the promotion of quality and inclusive skills and learning opportunities, as well as to the promotion of the full and active participation of adolescents in determining their essential needs, promoting their rights to a safe environment and protecting their rights to survival, development and well-being in society. Achievements in programmes and projects in turn contribute to maintaining/enhancing the credibility and ability of UNICEF to provide programme 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 one year of professional experience in education focused on learning and skills of children and youth.</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><b>Demonstration of the following:</b></p> <p>Good knowledge of the major development issues with regard education issues, especially related to skills and learning, adolescent development and participation in education 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>