

# Re-advertisement

Junior Professional Officer

Adolescent Skills & Employability Officer



United Nations Children's Fund

**Re-advertisement**  
**Closing date: 16 January**  
**2023, Nepal Standard Time**  
**(NPT)**

## I General information

<b>Title:</b>	Adolescent Skills & Employability Officer
<b>Sector of Assignment:</b>	Programme
<b>Country:</b>	Nepal
<b>Location (City):</b>	Kathmandu
<b>Agency:</b>	United Nations Children's Fund, South Asia Regional Office.
<b>Duration of Assignment:</b>	Initially one year with the possibility to extend up to a maximum of 3 years
<b>Grade:</b>	P2 step 1 in the first year

**Re-advertisement. Candidates who have already applied do not need to apply again.**

**Note:** This post is opened in the context of the Junior Professional Officer (JPO) scheme sponsored by the Government of the Netherlands and is addressed exclusively to **NATIONALS OF DEVELOPING COUNTRIES THAT APPEAR ON THE LIST OF THE FOLLOWING COUNTRIES ELIGIBLE FOR THE DUTCH JPO PROGRAMME:**

<http://www.nedworcfoundation.nl/pdf/List%20of%20eligible%20countries%20%20November%202018.pdf>

For criteria see the website of Nedworc Foundation:

[Junior Professional Officer Programme - Nedworc Foundation](#)

**Please read the criteria and FAQ section carefully before considering applying.**

## II Duties

### General

Under the overall guidance and direction of the Regional Advisor, the Adolescent Skills & Employability (Specialist) provides demonstrated experience and training for UNICEF to progress on skills development and employment for adolescents and young people. The post will also play an important role in responding to global imperatives and the rollout of UNICEF's Global Strategic Plan and focus on multiple learning-to-earning pathways in the region.

The Adolescent Skills & Employability Officer provides technical assistance to countries in designing and implementing activities related to assessing, monitoring, and improving adolescent and youth skill training and employability programmes with a focus on equity and gender dimensions. Identifying and supporting scaling-up multiple pathways for adolescents and young people to receive skills training to increase their preparedness for the 21st-century labour market. There is strong impetus and opportunities to engage with

the private sector to drive Generation Unlimited (Gen-U) across the region based on varying degrees of country office programme sophistication.

The Skills & Employability Officer also provides support to generate knowledge on the situation of adolescents and young people, supports sector-specific analysis of data on skills development and employment, evaluates existing programmes to determine their effectiveness, and recommends alternative solutions that work best in the different contexts of the countries of the region. The incumbent is expected to work closely with the Gen-U Secretariat in HQ and ROSA and with other programmes to ensure alignment with global and regional priorities for Skills, Employability, and Empowerment: at the regional level, close collaboration with Education, Climate Change, Gender, Business for Results (B4R), Communications for Development (C4D), Technology for Development (T4D), Partnerships and Communications is necessary. The incumbent will also support and guide COs in mainstreaming gender in skills development and employability programming and develop effective advocacy strategies as appropriate.

**Responsibility I: Skills Development and Employability**

**Summary of duties**

- Provide technical guidance to country offices on the preparation, design, and updating of adolescent and youth skills development and employability programmes to ensure that current and comprehensive data on relevant issues is available to guide UNICEF's strategic policy, advocacy, and interventions. This includes supporting adolescent and youth skills and employability strategies in various contexts: formal and non-formal education settings, Technical and Vocational Education and Training (TVET), entrepreneurship, and targeting NEET through multiple pathways.
- In cooperation with others, undertake regional analysis and research on the situation of adolescent and youth skills development and employment, support sector-specific analysis of data, support the evaluation of existing programmes to determine their effectiveness, and recommend alternative solutions that work best in the different contexts of the countries of the region, including emergency contexts.
- Provide technical contribution in strategic programme discussions on the planning of relevant programmes: support country offices to formulate, design, and prepare programme proposals for the sector, ensuring alignment with UNICEF's Global Strategic Plan. Provide technical and operational support throughout all stages of programming processes and ensure integration, coherence, and harmonization of programmes/projects with other UNICEF sectors and achieve results as planned and allocated.
- Co-create strategies to support the integration of 21st-century skills such as creativity, critical thinking, and collaboration in formal and non-formal education, and Technical and Vocational Education and Training (TVET), including in emergency contexts, to prepare adolescents and young people for 21st-century jobs.
- Institutionalize and share best practices and available knowledge on skills integration, skills assessment, skills packages for multiple pathways of training, formal and non-formal approaches, community-based or emergency settings, and support evaluations of existing programmes when they occur.
- Collaborate across sectors to improve integrated emergency responses for adolescents focusing on skills, particularly skills for employability.
- Engage with the Generation Unlimited Secretariat (Gen-U) at both RO and HQ levels to guide and support the operationalization of Gen-U in pilot countries, as well as develop strategies for engagement in other countries in the region.

**Responsibility II: Gender Equality**

**Summary of duties**

- Support the acceleration of progress on gender equality in skills development and employability within the region and provide support to COs in strengthening gender-responsive and transformative programming, through ensuring the attention to gender within relevant Skills Training and Employability Sector Plans.

<ul style="list-style-type: none"> <li>• Support organizing and participating in advocacy events through mobilizing multi-sectoral partnerships and capacity development at regional and country levels with a special focus on equity, gender, and inclusion and promoting research, evidence building, and good practices in these areas.</li> <li>• Support the Gender focal point in ROSA to co-ordinate UNGEI and accelerate progress on Girls' Education and gender in education within the region, including strengthening partnerships with governments, UN agencies, and other organizations working in the field of gender in education, in particular UN agencies, regional Asian bodies, key bilateral agencies, and civil society organizations.</li> </ul>
<b>Responsibility III: Meaningful Adolescent and Youth Engagement</b>
<p>Summary of duties</p> <ul style="list-style-type: none"> <li>• Support and guide country offices to integrate meaningful adolescent and youth engagement within their programmes, aligned to the current Global Strategic Plan, linking with empowerment approaches and experts in HQ: disseminate available resources, facilitate capacity development on meaningful engagement within the region.</li> <li>• Support country offices and develop strategies to support adolescents and youth as active change-makers within formal and non-formal skills development and labour market systems.</li> <li>• Institutionalize and share best practices and available knowledge on the benefits of meaningful engagement to achieving programmatic in formal, non-formal, community-based, and emergency and fragile contexts.</li> <li>• Collaborate across sectors to improve integrated emergency responses for and with adolescents and youth as change partners.</li> </ul>
<b>Responsibility IV: Strategic Management, Monitoring and Delivery of Results</b>
<p>Summary of duties</p> <ul style="list-style-type: none"> <li>• Plan and collaborate with internal colleagues at RO and COs 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 adolescents.</li> <li>• Participate in monitoring and evaluation exercises, programme reviews, and annual reviews to assess progress and determine required action/interventions to achieve results.</li> <li>• Prepare and assess monitoring and evaluation reports to identify gaps, strengths, and weaknesses in programme management.</li> <li>• Identify lessons learned and use the knowledge gained for planning adjustments and timely interventions to achieve goals.</li> </ul>
<b>Responsibility V: Advocacy, Networking and Partnership Building</b>
<p>Summary of duties</p> <ul style="list-style-type: none"> <li>• Build and strengthen strategic partnerships through networking and advocacy across the region with local/national governments, UN system agencies, 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 skills development and employability in the region.</li> <li>• Collaborate closely with Education and C4D to develop modalities for adolescent and youth education and skills training as part of UNICEF's increased commitment to working with and for young people.</li> </ul>
<b>Responsibility VI: Innovation, Knowledge Management, and Capacity Building</b>
<p>Summary of duties</p> <ul style="list-style-type: none"> <li>• Apply/introduce innovative approaches and gender-responsive/transformational practices on adolescent and youth skills to build the capacity of partners and stakeholders and to support the implementation and delivery of concrete and sustainable programme results.</li> <li>• Explore non-traditional channels such as T4D to deliver skills and employability training and broker partnerships with the private sector to design, test, evaluate and scale up innovations.</li> <li>• Keep abreast of research, benchmark, and implement best practices on skills development and employability.</li> <li>• Assess, institutionalize, and share best practices and knowledge learned.</li> </ul>

<ul style="list-style-type: none"> <li>● Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of sustainable programmes and projects.</li> <li>● Organize and implement capacity-building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on related programmes/projects.</li> </ul>
<b>III Training component: Learning elements and expectations</b>
<p>Upon completion of the assignment the JPO will have/will be able to:</p> <ul style="list-style-type: none"> <li>● Have sufficient knowledge on ASE programming and program implementation.</li> <li>● Have strengthened country office collaboration through efficient and effective technical support provided to the development and implementation of ASE programming.</li> <li>● Have executed ASE advocacy initiatives and products that have an impact on the ability of UNICEF to promote social, political, and economic action and changes in behaviours, social attitudes, beliefs and actions by communities, individuals and societies on youth employment, education, skilling, and empowerment.</li> <li>● Have contributed in building and developing programs with young people that target approaches to enhancing skilling and employability and other thematic programme areas.</li> </ul>
<p>The JPO training programme includes the following learning elements: If useful or applicable, specify what and when during the 3 years</p> <ul style="list-style-type: none"> <li>● Developing scalable signature programme offerings co-created with country offices and young people.</li> <li>● Building effective fundraising and communication materials that result in resources for UNICEF.</li> <li>● JPO Orientation Programme – Designed towards development of professional skills and personal insights into performance and collaboration and create an understanding of how the organization functions and carries out its work around the world</li> <li>● E-learning opportunities in performance management: create the conditions for high performance and development</li> <li>● E-learning opportunities on basic UNICEF programme &amp; operational strategies: assimilate UNICEF’s approaches to programming and operations, thematic programme areas as well as cross-cutting functional areas</li> <li>● JPO Coaching &amp; Mentoring Programme – driven by individual needs and targeted towards insights into organizational culture and targeted training opportunities and support</li> <li>● Stretch assignments- opportunity, normally from to max of six months that goes beyond the current description and creates an opportunity to learn new skills in a different Duty Station, Division or Section</li> <li>● Career Transition Programme tailored to support the JPOs in their final year with their future career aspirations</li> <li>● The JPO position includes a Duty travel and training allowance (DTTA) of \$4000 per year which may be used for learning activities related to the assignment and career development.</li> </ul>
<b>IV Supervision</b>
<b>Title of supervisor:</b> Adolescent Skills & Employability Advisor
<b>Content and methodology of supervision</b> <p>With continuous mentoring and career discussions, the supervisor will ensure:  Weekly Meetings for proper follow ups and direction and monthly feedback related to professional progression and career development.</p>
<b>V Required Qualifications and Experience</b>

**Education:**

Master's degree or equivalent in one of the following fields is required: international relations, political science, economics social and behavioural science, sociology, anthropology, psychology, education, communication, public relations, or another relevant technical field.

A first-level university degree (Bachelor's degree or equivalent) in combination with qualifying experience (at least 3 years of relevant working experience) may be accepted in lieu of an advanced university degree

Part of the candidates' academic training must have taken place in a developing country that appears on the following list of eligible countries of the Dutch JPO Programme.

<http://www.nedworcfoundation.nl/pdf/List%20of%20eligible%20countries%20%20November%202018.pdf>

**Working experience:**

Minimal 2 years to maximum of 4 years relevant paid working experience in one or more of the following areas is required social development programme development, education, execution or planning, private sector engagement, public advocacy, civil society engagement, results-based fundraising.

Working experience within the UN system should not exceed 50% of the relevant working experience including UNV, paid UN internships and UN consultancies.

All paid work experience since obtaining Bachelor's degree will/can be considered.

**Languages:** Fluency in English is required. Knowledge of another official UN language or local language of the duty station is considered as an asset.

**Key competencies** (max 5 bullet points, not the obvious, general ones but specific for this position)

- Demonstrates Self Awareness and Ethical Awareness
- Works Collaboratively with others and partners
- Innovates and Embraces Change
- Thinks and Acts Strategically
- Drives to achieve impactful results

**VI Background information on Agency/Department/Section**

The fundamental mission of UNICEF is to promote the rights of every child, everywhere, in everything the organization does — in programs, 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 favouritism. 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 fulfil their potential but also will lead to sustained growth and stability of countries. Therefore, 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.

**VII Information on living conditions at Duty Station**

The duty station is Kathmandu, Nepal. The largest city in the country, Kathmandu offers comprehensive services for the country and has been the centre of Nepal's history, art, culture, and economy. It has a multi-ethnic population with the majority being Hindu and Buddhist. Religious and cultural festivities form a major

part of the lives of people residing in Kathmandu. The city is also the gateway to tourism in Nepal, which plays an important role in the country's economy.

Living conditions in Kathmandu are good. Comfortable inexpensive flats (furnished and unfurnished) are available in Kathmandu. Both imported and local foods and clothing are abundantly available. There is a short supply of water while it is also not safe to drink without treatment. Public transport is easily available and generally reliable though traffic congestion is extremely high. Kathmandu has a moderate climate with coldest temperature reaching just above zero at the night during the winter and mild but humid during the monsoon period, mid-June to end September.

Most of international staff's children attend international schools with an academic system that is widely recognized abroad. International schools often include a kindergarten and pre-school classes (sometimes even a nursery) for younger kids. A few of the main international schools include the Lincoln American School, the French school of Kathmandu and the British school of Kathmandu.

Spouses and partners of internally recruited staff regularly accompany the staff member on deployment to different UNICEF offices – the mobility required of our staff directly translates to requiring mobility of their spouses and partners. UNICEF recognises the lack of employment opportunities for such accompanying spouses and partners in many of our duty stations. Spouses and partners regularly face the dilemma of having to put their own careers on hold to accompany the staff member and, quite literally, keeping their family together. In line with the organization-wide commitment to supporting spouse employment, the South Asia Region launched the South Asia Spouse & Partner Employment Initiative (SPEI) in March 2019.

There are a large number of UN agencies and other international organizations with offices in Kathmandu. The UN House is in Pulchowk, Lalitpur. The premises are shared by FAO, UNDP, RC Office, UNFPA, UNICEF, WHO, UNAIDS, UNDSS, UNV, UNCDF, UN Women, UNV and UNIC.

The Security Level in Nepal is classified as Moderate (Level 3) as per the UN security management system in Nepal. General Strikes also known as "Bandh", are often called for various reasons – these for the most part tend to be peaceful, but violence has occurred on occasion and vigilance is required in such situations. Coordination with Radio Room and/or United Nations Department of Safety and Security (UNDSS) and adhere to security advisory for any movement during a Bandh is highly recommended.

#### **VIII How to apply**

Interested candidates are requested to apply through UNICEF employment page:

[Vacancies | UNICEF Careers](#)

Candidates are requested to fill the application form and attach supporting documents such as:

- CV
- Cover Letter
- Educational Degrees
- Previous performance evaluations (for UN staff)

**Closing date: 16 January 2023, Nepal Standard Time**

For further information, please contact [careers@unicef.org](mailto:careers@unicef.org)

Applicants will receive acknowledgement of receipt of their submission.  
Only shortlisted candidates will be contacted.