

UNICEF, NEPAL COUNTRY OFFICE

TERMS OF REFERENCE FOR TEMPORARY APPOINTMENT POSITION

Title: Education Officer – Learning and Skills

LEVEL: NO-B

BACKGROUND

Despite significant progress in expanding access to education, Nepal continues to face persistent challenges in ensuring that all children and adolescents acquire foundational learning and skills necessary for successful participation in education, employment, and society. Learning assessments and education sector reviews highlight concerns regarding foundational literacy and numeracy outcomes, particularly among children from disadvantaged and marginalized communities. At the same time, a significant number of children and adolescents remain out of school or are at risk of dropping out due to poverty, geographic barriers, disability, gender-related constraints, migration, emergencies, and other socio-economic factors. These challenges have been further compounded by recent shocks, including climate-related disasters, which have disrupted learning and increased vulnerability among children and young people.

The Government of Nepal has prioritized improvements in foundational learning, equitable access to education, and skills development through national policy frameworks, including the School Education Sector Plan (SESP) 2022–2032. The plan emphasizes strengthening foundational learning, expanding alternative and flexible learning opportunities for out-of-school children and adolescents, enhancing transferable and employability skills, and supporting lifelong learning pathways. Achieving these ambitions requires strengthened technical capacity, effective partnerships, evidence-based programming, and coordinated implementation across federal, provincial, and local levels.

UNICEF Nepal supports the Government of Nepal in advancing quality and inclusive learning opportunities through programmes focused on foundational learning, adolescent development, skills building, non-formal education, and alternative learning pathways. These initiatives aim to ensure that children and adolescents, particularly those who are most vulnerable and excluded, can access relevant learning opportunities, develop foundational and transferable skills, and successfully transition to further education, training, or employment. UNICEF also works with government counterparts and development partners to strengthen education systems, generate evidence, promote innovation, and scale effective approaches that contribute to improved learning and human capital outcomes.

To support the implementation, monitoring, and scale-up of these priorities, UNICEF requires dedicated technical capacity within the Education Section. The Education Officer will provide technical, operational, and coordination support for foundational learning, skills development, adolescent learning, and non-formal education programmes, while contributing to evidence generation, policy dialogue, partnership strengthening, and institutionalization of effective learning and skills pathways within government systems. This position will play a key role in advancing UNICEF's efforts to improve learning outcomes and expand opportunities for children and adolescents to learn, develop skills, and realize their full potential.

PURPOSE OF THE JOB

Under the supervision of the Education Specialist and the overall supervision of the Education Chief (Level 4), the Education Officer will provide professional technical, operational, and administrative support throughout the programming process for UNICEF's foundational learning, skills, adolescent development, and non-formal education initiatives. The Education Officer will contribute to programme design, implementation, monitoring, evaluation, reporting, and knowledge management, with a particular focus on accelerating foundational learning, strengthening pathways for out-of-school children and adolescents to access learning, skills development, and employment opportunities.

The Education Officer will work closely with federal, provincial, and local government counterparts, UNICEF field offices, and programme partners to support the implementation and scale-up of learning and skills interventions, including non-formal education, alternative learning pathways, foundational and transferable skills development, career guidance, and school-to-work transition opportunities for adolescents and youth. The position will also support partnerships and system-strengthening efforts to institutionalize learning and skills programmes within government systems.

In addition, the Education Officer will support the generation of evidence, documentation of good practices, monitoring of programme results, and development of advocacy and knowledge products to inform policy dialogue and scale-up of effective approaches to adolescent learning, skills development, and human capital outcomes in Nepal.

MAIN TASKS AND ACCOUNTABILITIES

Summary of key functions/accountabilities:

- Support to programme development and planning

- Programme management, monitoring and delivery of results
- Technical and operational support to programme implementation
- Networking and partnership building
- Innovation, knowledge management and capacity building

1. Support to programme development and planning

- Contribute to the preparation and updating of the situation analysis for the development, design and management of education related programmes/projects. Research and report on development trends (economic, social, health etc.) and data for use in programme development, management, monitoring, evaluation and delivery of results.
- Contribute to the development and establishment of sectoral programme goals, objectives and strategies and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and goal setting.
- Provide administrative support throughout all stages of UNICEF's foundational learning and skills programs in order to effectively meet program outcomes, particularly those related to the development of local level education plans.
- Work closely with the field offices and implementing partners to develop plans and activities as outlined in the LUL, Skills4Girls description of actions.
- Work closely with the Education Specialist to ensure that all activities under the common package are implemented as per agreed plans.
- Work closely with the education team, field office and communications team to follow up on activities outlined in the communication and visibility plan.
- Liaise with field office teams and partners to ensure that local governments receive timely support on developing and budgeting activities in their education plans.

2. Programme management, monitoring and delivery of results.

- Work closely and collaboratively with provincial and local government, internal colleagues and partners to collect, analyze and share information on implementation issues.
- Suggest solutions on routine programme implementation for learning and skills related programming areas (and, in case of humanitarian response) and submit reports to alert appropriate officials within UNICEF 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.
- Work closely with output managers to monitor and report on the use of programme resources (financial, administrative and other assets), verify compliance with approved allocations, organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity. Report to the supervisor 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.

3. 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 provincial 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 education related issues to support programme implementation, operations and delivery of results.

4. 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 meetings and events on programming to collaborate with cross sectoral colleagues and inter-agency partners.

5. Innovation, knowledge management and capacity building

- Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.

- Apply innovative approaches and promote good practice to support the implementation and delivery of concrete and sustainable programme results.
- Research 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/stakeholders.

WORK PLANNING AND EXPECTED RESULTS

By the end of the assignment/contract period, the Education Officer is expected to contribute to the achievement of the following results:

- Foundational learning initiatives effectively supported and monitored, contributing to improved implementation, quality assurance, and evidence generation for foundational literacy and numeracy interventions.
- Learning and skills pathways for out-of-school children and adolescents strengthened, with support provided for the design, implementation, monitoring, and scale-up of non-formal education and alternative learning programmes.
- Adolescent skills development and school-to-work transition programmes advanced, including support for transferable skills, career guidance, employability skills, and pathways to further education, training, and employment opportunities.
- Government capacity and ownership strengthened through technical support, coordination, and partnerships with federal, provincial, and local governments to institutionalize effective learning and skills programmes within education systems.
- Programme monitoring, reporting, and knowledge management enhanced, with timely tracking of results, documentation of lessons learned, development of knowledge products, and dissemination of promising practices.
- Evidence generation and policy engagement supported, including the analysis and use of data, development of technical briefs and reports, and contribution to policy dialogue on foundational learning, adolescent development, skills, and non-formal education.
- Coordination and partnerships strengthened with government counterparts, development partners, civil society organizations, and UNICEF field offices to ensure effective implementation and scale-up of education and skills initiatives.
- Quality programme implementation and donor reporting supported, ensuring that planned activities are delivered on time, programme risks are monitored, and reporting requirements are met in line with UNICEF standards.

QUALIFICATIONS AND SPECIALIZED KNOWLEDGE/EXPERIENCE REQUIRED

Educational requirements

A university degree in one of the following fields is required: education, psychology, sociology or another relevant technical field.

Experience required

A minimum of two years of professional experience in programme planning, management, and/or research in education is required.

Experience working with the provincial and local governments on education delivery.

Language required

Fluency in English and Nepali language is required.

Technical skills required

- Knowledge of foundational learning, including literacy, numeracy, and teacher support approaches.
- Understanding of non-formal education, alternative learning pathways, and education for out-of-school children and adolescents.
- Experience in adolescent skills development, transferable skills, and school-to-work transition programming.
- Skills in programme planning, implementation, monitoring, evaluation, and reporting.
- Ability to analyze data, generate evidence, and develop knowledge products.
- Experience working with government counterparts, partners, and multi-stakeholder coordination mechanisms.
- Strong communication, facilitation, and capacity-building skills.
- Proficiency in Microsoft Office applications, particularly Excel, PowerPoint, and Word.

Desirable

Experience working in a developing country is considered as an asset.

Relevant experience in a UN system agency or organization is considered as an asset.

COMPETENCIES

i) Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

ii) 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)

ESTIMATED DURATION OF THE CONTRACT AND PROPOSAL

364 days with possible extension.

REPORTING TO

Education Specialist (Formal Education and System Strengthening), NOC

DUTY STATION

Kathmandu, Nepal Country Office