



SPECIFIC JOB PROFILE

I. Post Information	
Job Title: Education Officer (Skills) Supervisor Title/ Level: 90777 Education Specialist, Level NO-3 Organizational Unit: Programme Post Location: Multi Country Office-based in Male, Maldives	Job Level: Level 2 Job Profile No.: CCOG Code: 1F Functional Code: EDU Job Classification Level: Level NO-2

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. <u>Strategic office context:</u> As part of Future Focus Initiative (FFI), UNICEF Maldives and Sri Lanka Country Offices have been identified in the Global PBR for a Multi-Country Office (MCO) and therefore, UNICEF ROSA proposed to initiate the MCO covering Maldives and Sri Lanka by 1 January 2027. The MCO model presents a renewed opportunity to maximize impact for children. It seeks to leverage the challenging funding context as an opportunity. UNICEF can, through the MCO, continue the shift towards focus and impact at scale via 'upstream' engagement, policy influencing, and systems strengthening supported by on-the-ground modelling.

For Education outcome in Maldives, the strategic shift is on improving foundational learning, expanding access to upper-secondary education through digitally enabled school ecosystems and skills, preparing students for the world of work, and building an ecosystem that links education to industry.

Purpose for the job: Under the supervision of **the Education Specialist**, the Education Officer, Skills provides professional technical, operational and administrative support throughout the programming process for education, skills development, digital learning and transition-related interventions within the Country Programme. The post supports UNICEF's efforts to address two major priorities: strengthening transition pathways for adolescents and young people, including from lower to upper secondary education and from school to work, while advancing skills, digital learning and employability interventions that contribute to building a stronger national skills ecosystem. In particular, the Officer supports programme development, implementation, monitoring, partnership engagement and knowledge management to advance the TRAIL skills framework, which aims to build technical, resilient, agency-driven and innovative young leaders for tomorrow. The Officer also supports related initiatives to ensure that skills and transition interventions are inclusive, market-relevant, youth-responsive and aligned with national education and workforce development priorities.

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**
 - Contribute to the preparation and periodic updating of the situation analysis with a focus on transitions (both from lower to upper secondary school and from school-to-work).
 - Analyze skills gaps, youth aspirations, and labour market trends, including demand for digital, green, and socio-emotional skills, to inform evidence-based programme design.
 - Support analysis of youth perspectives, participation, and barriers to transition (especially for vulnerable groups) to strength inclusive and adolescent and youth responsive programme design.
 - Contribute to the development of sectoral programme goals and strategies, ensuring integration of transition pathways, skills development, TVET, digital learning, employability outcomes, and structured youth engagement mechanisms are integrated into education sector planning and the wider skills ecosystem.

- Provide technical and administrative support to the integration of TRAILS-related interventions, digital learning approaches, youth engagement mechanisms, and feedback loops into annual work plans and monitoring frameworks.

2. Programme management, monitoring and delivery of results.

- Work with colleagues and partners to collect, analyze and share information on skills development and transition programmes, including feedback from youth beneficiaries.
- Support incorporation of youth feedback and participation data into programme monitoring to strengthen responsiveness, relevance and results.
- Identify bottlenecks and scalable and sustainable solutions to implementation challenges, including barriers faced by young people in accessing digital learning, skills development and transition opportunities, and support documentation of lessons learned to inform ecosystem strengthening and scale-up of TRAILS-related interventions.
- Participate in monitoring and evaluation exercises, including assessments of youth engagement approaches and their contribution to programme outcomes.
- Monitor and report on programme resources, including those supporting youth-focused initiatives and engagement platforms, ensuring compliance and accountability.
- Prepare draft inputs for programme and donor reporting, including progress on youth participation, skills acquisition, and transition outcomes.

3. Technical and operational support to programme implementation

- Undertake field visits and assessments to monitor progress on skills development, TVET programmes, and transition-to-work initiatives, and report on bottlenecks affecting equitable access and outcomes.
- Provide technical and operational support to government and partners on the application of UNICEF policies and strategies related to skills development, competency-based education, digital learning, and transitions, supporting effective implementation of TRAILS and related interventions and contributing to a coherent national skills ecosystem.
- Support implementation of competency-based, learner-centered and youth-responsive approaches, including digital and blended learning modalities.

4. Networking and partnership building

- Build and sustain effective working partnerships with government counterparts, national institutions, private sector actors, civil society, youth networks and development partners to facilitate programme implementation, strengthen coordination across the skills ecosystem, and build stakeholder capacity to achieve and sustain results on education, digital learning, skills and transition programmes.

- Draft communication and advocacy materials to promote skills development, youth employability, and transitions (both from lower to upper secondary school and from school to decent work), supporting awareness and resource mobilization.
- Participate in inter-agency coordination platforms to support integration of skills development and youth employment priorities within UN frameworks and joint programming.
- Research and support engagement with potential donors, private sector and other partners, including those supporting skills development, digital innovation, workforce readiness, school-to-work transition and TRAILS-related priorities.

5. Innovation, knowledge management and capacity building

- Contribute to the generation, documentation and dissemination of lessons learned and good practices on youth engagement, skills development and transition (both from lower to upper secondary school and from school-to-work) programming.
- Support the testing, adaptation and scale up of innovative approaches, including digital engagement platforms, youth feedback tools, and youth-led or co-created programme models.
- Support research and document good practices in youth participation, 21st-century skills, green skills, socio-emotional learning, and competency-based education to inform programme design and policy dialogue.
- Participate in capacity-building initiatives for government counterparts, implementing partners, youth networks and other stakeholders to strengthen inclusive, learner-centred and youth-responsive programme implementation. Support knowledge exchange among partners and stakeholders to promote learning, innovation and continuous improvement across the national skills ecosystem.

IV. Impact of Results

The efficiency and effectiveness of support provided by the Education Officer, Skills to programme preparation, planning, monitoring and implementation contributes to sustainable improvements in learning outcomes, strengthening transition pathways for adolescents and young people, and expanding access to relevant skills, digital learning and employability opportunities. By supporting the TRAILS framework and related interventions, and by helping to build a coherent skills ecosystem across education, TVET, digital learning and labour market actors, the post contributes to more inclusive, market-relevant and future-oriented education pathways. Success in these programmes contributes to maintaining and enhancing the credibility and ability of UNICEF to support equitable, inclusive and sustainable development outcomes for children and young people in the country.

V. Competencies and level of proficiency required (based on UNICEF Professional Competency Profiles)

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)
- Drives to achieve impactful results (1)
- Manages ambiguity and complexity (1)

Functional Competencies

Required:

- Applying technical expertise (1)
- Learning and researching (1)
- Planning and organizing (1)

Asset:

- Analyzing (1)

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

	Experience in skills development, TVET, digital learning, adolescent and youth programming, school-to-work transition, workforce readiness or employability programming is considered an asset. Relevant experience in a UN system agency or international organization is considered an asset.
Language Requirements:	Fluency in English and local language (Dhivehi) is required. Knowledge of another UN language is desirable. considered as an asset.