



## UNITED NATIONS CHILDREN'S FUND JPO Request Form



### Training and Learning Plan

- ✓ Participation in a one-week JPO Induction Programme in New York.
- ✓ Guidance and advice in relation to training opportunities within the field of expertise.
- ✓ Use of yearly JPO training funds for internal/external training opportunities.
- ✓ Participation in the Mentoring, Coaching, and Career Counselling and Career transition programmes.
- ✓ Encourage field mission and/or stretch assignment during and after the 2<sup>nd</sup> year

In addition, the JPO will benefit from the following specific learning opportunities in the receiving office:

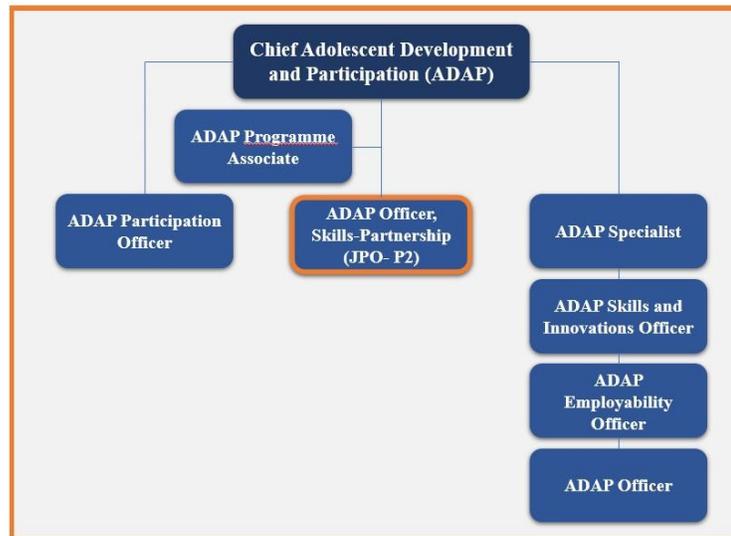
- ✓ **On the job training and mentoring:** The person will have the advantage of working across multiple programme domains in the country office gaining experience and exposure to Adolescent participation, Education, Social protection, Child protection, Social Behaviour Change, Communication and advocacy including guidance and development support from senior technical experts in the above domain.
- ✓ **Certified Training programmes:** will have opportunity utilize UNICEF training budget to participate in all internal mandatory training and access UN recognized certified-career development trainings through UNICEF supported online training platform.

Adolescents are growing up in a transforming world. Technology, migration, climate change and conflict are reshaping society, forcing people across the globe to adapt to unexpected changes in their lives and work. To keep up, adolescents must be able to seize opportunities and confront challenges. They need education and skills to become lifelong learners, secure productive work, make informed decisions and positively engage in their communities. Being a part of the multi-sectoral and cross-sectoral area of work, the JPO will have exposure to a wide range of programmatic areas and will be able to find opportunities to apply for UNICEF and other UN posts pertaining to a wide range of adolescent and youth development programmes.

The supervisor will be a senior developmental professional, Chief of Section, with technical and managerial expertise in Adolescent and youth development. At middle managerial level (P4) the supervisor will have a proven track record in UNICEF managing and coaching national and international professionals and development of young professionals at entry level, UN Volunteers and Interns in UNICEF.

<b>Information and living condition of Duty station:</b>	
General Information	<p>The Republic of Tajikistan is located in the south-east of Central Asia. The total territory is 143.1 thousand square kilometers. The population is around 10 million people. The currency unit is Somoni introduced in October 2000.</p> <p>The geography of the Republic of Tajikistan is mountainous with heights above sea level varying between 300 and 7495 meters. Mountains belonging to the highest ranges of Central Asia make up 93% of the total area of the country.</p> <p>UNICEF operates from Dushanbe, the national capital of Tajikistan, located along the Varzob River in the Gissar valley, in the southwest of the country. Dushanbe has a population of about 1 million inhabitants. It is a family friendly duty station. Official language is Tajik (a variant of Persian; Farsi), while Russian is widely used.</p> <p>Dushanbe is a clean, European-style city. The city is located at 820 meters above sea level and has wide tree-lined streets with plenty of cafés to enjoy coffee or tea with local sweets. Dushanbe is the financial, political, administrative, and cultural capital of Tajikistan. All Government offices and Embassies are located in Dushanbe.</p>
Security	<p>The overall Security Level for Tajikistan, including Dushanbe where UN personnel resided is low. The threat rating of the Crime category is moderate. The general crime situation is assessed as moderate and is under control by law enforcement agencies. The number of registered crimes in Tajikistan during the current year decreased by 6.8% from the corresponding period of the previous year (2022).</p>
Housing	<p>Different types of long-term accommodation are available in Dushanbe: standalone houses and apartments are most common housing. The price for monthly rent varying depending on location, size and condition. It is recommended to choose an apartment that has secure doors and windows, and limits access to the building at the main entrances. The physical security aspects of housing are important such as having grills on lower floor windows, having functional CCTV system, ensuring well-illuminated streets and entrances, and choosing residences in good neighborhoods. Local Admin team will support international staff in identifying the most suitable option.</p>
Schools & Childcare	<p>Most of UNICEF international staff's children attend international schools with an academic system that is widely recognized abroad.</p> <p>There are few international schools available in Dushanbe: QSI International (<a href="https://dushanbe.qsi.org">dushanbe.qsi.org</a>), Contofield International (<a href="https://contofield.com/">https://contofield.com/</a>), Modern International School (<a href="https://mistj.edupage.org/">https://mistj.edupage.org/</a>). There is number of childcare and pre-school institutions available for children under the school age. Local Admin team will support international staff in identifying the most suitable option.</p>
Work for spouses & partners	<p>Work opportunities for spouses/partners are limited. UNICEF, to the extent possible, assist spouses of international staff members seeking employment in UNICEF or other UN agencies. A spouse of an international staff member may be recruited to fill a vacant post provided that: a) his/her qualifications meet the requirements of the vacant post; b) his/her qualifications are substantially equal to those of competing external candidates; c) the fullest regard has been given to the qualifications and experience of staff already in service; d) he/she will not be assigned to serve in a position: which is superior or subordinate in line of authority to his/her spouse; and/or where it could be perceived that there is a conflict of interest because of the nature of the work.</p>

**Reporting line of the JPO**



JPO will Report to section Chief (P4-level)

\*\*\*You may use the GJP or use the Specific JD for the below sections\*\*\*



**UNITED NATIONS CHILDREN'S FUND  
SPECIFIC JOB PROFILE**

**I. Post Information**

Job Title: Adolescent Development Officer, (Skills and partnerships):  
 Level: P2 level  
 Supervisor Title/ Level: Chief, Adolescent Development  
 Organizational Unit: UNICEF-programme  
 Post Location: Dushanbe

## **II. Strategic Office 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 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 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. UNICEF in Tajikistan has completed more than 30 years of operation and Adolescent development programme with young people's skills development for economic empowerment is a relatively nascent programme with very high scope for expansion. UNICEF works very closely with the Ministry of Labour, Ministry of Education and Ministry of Industry and new Technology for achieving set results for skills and employability of youth.

### **Strategic office context:**

Adolescent Development and Participation Section at UNICEF is seeking donor support for the funding of a JPO position for 2023-2025 that will provide critical support for the accelerated implementation of the National Government's vision enshrined in the National Development plan 2030 and other Economic and Social Development programmes, Sustainable Development Goals (SDG) and the United Nations partnership framework (UNSDCF).

Tajikistan has enormous potential for economic growth, which could be driven by numerous factors including a young and growing population, digital and green economy, agriculture and food processing, and tourism. The Government of Tajikistan has set an ambitious target – to increase domestic income by 200 to 350 per cent between 2016 and 2030. This will require a new growth model based on a dynamic private sector that is motivated to invest and create jobs for Tajikistan's rapidly growing population. It would also require the implementation of important structural reforms focusing on public sector efficiency and transparency, including in the state-owned enterprises.

The specific program for which the JPO will be responsible aims to empower young people with job skills for a seamless transition from learning to earning, to promote sustainable economic development outcomes in Tajikistan. The JPO will critically contribute to the national and international private sector partnership development and in developing alliance with multilateral partnership with countries. JPO will support the office's ability to ensure the technical excellence and quality of programmatic work in young people's transition from learning to earning and contribute to globally recognized GenU partnership of UNICEF. Gender and inclusion of people with disability and innovation and knowledge management will be part of the responsibility of the JPO.

Promoting strategic partnerships and fostering innovative approaches to promoting employability are key drivers of the skills and employability programme of the UNICEF's adolescent development programme.

**Purpose for the job:** The Adolescent Development officer reports to the Chief, ADAP for guidance and general supervision. The Adolescent Development officer (JPO) provides support to country office colleagues and internal and external partners and stakeholders throughout the programming processes by providing technical, quality assurance and monitoring support. S/he will ensure that skills and employability component of the adolescent development programme with focus on reducing NEET, economic empowerment of young people with market-driven job skills support the achieving the seamless transition of young people from learning to earning.

S/he will lead the partnership portfolio under the skill development programme. The person will also actively contribute to UNICEF's programme results in line with the Country programme agreed with the Tajikistan

Government, UNICEF's Strategic Plan, gender action plan and standards of performance and accountability framework.

### **III. Key functions, accountabilities, and related duties/tasks:**

#### **Actively contribute to the Adolescent Development and Participation (ADAP) programme.**

- 1. Support to programme development and planning.**
- 2. Partnership building and networking.**
- 3. Innovation and knowledge management.**

#### **Key tasks**

- Support updating the situation analysis for the skills and employability component of ADAP to ensure that comprehensive data is available to guide UNICEF's programme and intended results and further inform current the programme design.
- Lead the partnership portfolio- develop and manage national and international private sector partnerships and relationships with other multilateral agencies to promote innovation and knowledge exchange, including:
  - Develop tools and systems to support partnership development and partnership management activities.
  - Develop linkages between local and international government and private sector to promote digital jobs including entrepreneurship.
- Foster innovation, - applying innovative approaches for programme delivery and sustainable programme results for young people's transition from learning to earning.
- Support knowledge- develop national and international partnerships for exchange of knowledge, skills, resources and technical know-how, best practices in developing and implementing futuristic skills development programme.

#### **1. Support to programme development and planning.**

- Support the preparation, design and updating of the situation analysis for the skills and employability component of ADAP to ensure that current and comprehensive data is available to guide UNICEF's strategic policy, advocacy, intervention, and development efforts on education programmes.
- Help supervisor set priorities, strategies, design and implementation plans. Keep abreast of development trends to enhance programme management, efficiency and delivery.
- Participate in strategic programme discussion on the planning of ADAP. Formulate, design and prepare programme proposals for the sector, ensuring alignment with UNICEF's Strategic Plans and Country Programme and coherence/integration with the UN Development Assistance Framework (UNSDCF), regional strategies and national priorities, plans for economic empowerment of young people.
- Work closely and collaboratively with internal colleagues and partners to discuss strategies and methodologies, and to determine national priorities to ensure the achievement of concrete and sustainable results.
- Provide technical and operational support throughout all stages of programming processes and to ensure integration, coherence, and harmonization of programmes/projects with other UNICEF sectors and achievement of results as planned and allocated.
- Prepare required programme documentations/materials/data to facilitate the programme review and for tracking the results.

#### **2. Partnership building and networking.**

- 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 adolescent development and participation programmes for promoting skills and employability.

- Lead the partnership portfolio- develop and manage national and international private sector partnerships and relationships with other multilateral agencies to promote innovation and knowledge exchange. Including;
- Develop tools and systems to support partnership development and partnership management activities.
- Develop linkages between local and international government and private sector to promote digital jobs including entrepreneurship.
- Draft information materials to promote strategic collaborations and establish partnership/networks and alliances to support market-driven skill development, partnership to promote jobs and resource mobilization to support the programme plan.
- Participate in appropriate inter-agency meetings, UN, Bilateral-agencies, IFI and other events to leverage resources, programmes and knowledge.

### **3. Innovation and knowledge management**

- Research and report on best and cutting-edge practices for development planning of
- knowledge products and systems.
- Apply innovative approaches and promote good practice to support the implementation
- and delivery of concrete and sustainable programme results.
- Foster innovation, - applying innovative approaches for programme delivery and sustainable programme results for young people's transition from learning to earning.
- Identify, capture, synthesize and share lessons learned for knowledge development and
- to build globally scalable best practices.
- Support knowledge- develop national and international partnerships/platforms for exchange of knowledge, skills, resources and technical know-how, best practices in developing and implementing futuristic skills development programme.

## **IV. Impact of Results**

The efficiency and efficacy of support provided by the Officer to the programme preparation and promoting partnerships for skills and employability programmes will contribute to and accelerate the national development plans and economic development targets of the country including the efforts to achieve the SDGs. This will improve the economic status of young people, their families and impact the economic resilience of the population of the country that promotes greater social equity in the country.

## **V. Competencies and level of proficiency required**

<p><b><u>Core Values attributes</u></b></p> <ul style="list-style-type: none"> <li>• Care</li> <li>• Respect</li> <li>• Integrity</li> <li>• Trust</li> <li>• Accountability</li> <li>• Sustainability</li> </ul>	<p><b><u>Core competencies skills</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrates Self Awareness and Ethical Awareness (1)</li> <li>• Works Collaboratively with others (1)</li> <li>• Builds and Maintains Partnerships (1)</li> <li>• Innovates and Embraces Change (1)</li> <li>• Thinks and Acts Strategically (1)</li> <li>• Drives to achieve impactful results (1)</li> <li>• Manages ambiguity and complexity (1)</li> </ul>
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<b>VI. Recruitment Qualifications</b>	
Education:	A university degree in one of the following fields is required: Economics, Business administration, education, or another relevant technical field.
Experience:	A minimum of two years of professional experience in development programming in any country, experience in a developing country will be an asset. Experience working in one or more of the following areas is required. Working in economic development programme, working with adolescent and youth development, skills and employability/technical vocational or education field. Developing and nurturing business/start-ups/innovative initiatives for youth. Relevant experience in a UN system agency or organization is considered as an asset.
Language Requirements:	Fluency in English is required. Knowledge of Russian and/or Tajik is considered an asset.