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|  | **UNITED NATIONS CHILDREN’S FUND** **INTERNSHIP ToR** |

**Education**

**Location: Liberia**

**Duration: 6 months with possibility of extension**

UNICEF works in some of the world’s toughest places, to reach the world’s most disadvantaged children. To save their lives. To defend their rights. To help them fulfill their potential. Across 190 countries and territories, we work for every child, everywhere, every day, to build a better world for everyone.  And we never give up.

**For every child, *[insert tagline]***

Liberia is presently graded as a fragile state with an education system that continues to suffer from impacts of previous and current emergencies on the education sector.  More specifically, since the onset of Ebola Virus in Liberia just under 10 years ago, the country continues to face severe emergency related challenges that have had a direct and negative impact on the progression of education goals and hindered the strengthening of the education system and sector. There are three significant challenges and bottlenecks for the education sector: Close to 57% of school-age going children especially adolescents’ girls are out of school with many schools yet to recover from years of neglect. Underlying low enrollment is significant factor of overaged children in the systems with for example, 63% of children in ECE being overaged; learning outcomes remain low with between 25-35% able to demonstrate foundational learning outcomes (literacy and numeracy) at the right level: and finally, the demand for education is heavily impacted by poverty and low value attachment to education.

The UNICEF Liberia Country education Programme aims to ensure that “by 2024, the most vulnerable and excluded groups have improved quality of life with rights-based, gender-sensitive, inclusive, equitable access and utilization of essential social services in an environment free of discrimination and violence including in humanitarian situations”. This is to be attained through the attainment of three key outputs: i) through improved advocacy, sector policy and planning; ii) through the strengthening of education service delivery especially building of capacity of institutions for improved access to quality education; iii) through community engagement and ensuring resilient; and iii) strengthening the education in emergency preparedness and response. The programme has made significant progress in three areas with a focus on equity and inclusion: i) strengthening responsive and flexible school systems both formal and non-formal to increase access especially for adolescent girls; ii) addressing poor learning outcomes through promotion of foundational literacy and child centered pedagogies; and iii) through engagement with school/communities, local cultural leaders and young people participation to increase support for education. Strengthening education information management systems is at the center of systems strengthening to ensure results for children are documented and there is evidence to support both policy development and advocacy.

**How can you make a difference?**

*[Insert purpose of post and bullet points on main activities]*

The purpose of the Internship is threefold: i) to support strengthening information management systems including a school based real-time information management system and child level monitoring; ii) to support education innovations including digital learning; and ii) to support programme research, evaluation, and documentation. The following key activities will be carried out by the intern in support education programme implementation.

1. To assist the programme plan, organize and provide technical support to relevant ministries in strengthening EMIS, especially conduct of annual school censuses.
2. To assist the programme plan, organize and provide technical support for the school based real time information systems.
3. To assist the programme plan, organize and provide technical support to research studies, including operational research, programme monitoring and evaluation.
4. To assist the programme in programme documentation including reporting of programme results.
5. To assist the programme, provide technical support to the development and implementation of digital learning solutions including remote distance learning.

**To qualify as an advocate for every child you will have…**

* An advanced university degree (Master’s or higher) in relevant development studies with a bias in qualitative and quantitative research;   
  *\*A first University Degree in a relevant field combined with 2 additional years of professional experience may be accepted in lieu of an Advanced University Degree.*
* A minimum of 2-3 years of relevant professional experience in the area of knowledge and information management or research and use of ICT;
* Developing country work experience and/or familiarity with emergency is considered an asset.
* Fluency in English is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian or Spanish) or a local language is an asset.

**For every Child, you demonstrate...**

UNICEF's values of Care, Respect, Integrity, Trust, and Accountability (CRITA).

To view our competency framework, please visit [here](https://www.unicef.org/careers/media/1041/file/UNICEF%27s_Competency_Framework.pdf).

UNICEF is committed to diversity and inclusion within its workforce, and encourages all candidates, irrespective of gender, nationality, religious and ethnic backgrounds, including persons living with disabilities, to apply to become a part of the organization.

UNICEF offers [reasonable accommodation](https://www.unicef.org/careers/unicef-provides-reasonable-accommodation-job-candidates-and-personnel-disabilities) for personnel with disabilities. This may include, for example, accessible software, travel assistance for missions or personal attendants. We encourage you to disclose your disability during your application in case you need reasonable accommodation during the recruitment process and afterwards in your assignment.

UNICEF has a zero-tolerance policy on conduct that is incompatible with the aims and objectives of the United Nations and UNICEF, including sexual exploitation and abuse, sexual harassment, abuse of authority and discrimination. UNICEF also adheres to strict child safeguarding principles. All selected candidates will be expected to adhere to these standards and principles and will therefore undergo rigorous reference and background checks. Background checks will include the verification of academic credential(s) and employment history. Selected candidates may be required to provide additional information to conduct a background check.

**Remarks:**

Only shortlisted candidates will be contacted and advance to the next stage of the selection process.

The selected candidate is solely responsible to ensure that the visa (applicable) and health insurance required to perform the duties of the contract are valid for the entire period of the contract. Selected candidates are subject to confirmation of fully-vaccinated status against SARS-CoV-2 (Covid-19) with a World Health Organization (WHO)-endorsed vaccine, which must be met prior to taking up the assignment. It does not apply to selected candidates who will work remotely and are not expected to work on or visit UNICEF premises, programme delivery locations or directly interact with communities UNICEF works with, nor to travel to perform functions for UNICEF for the duration of their contracts.