



UN VOLUNTEER DESCRIPTION OF ASSIGNMENT

Id 1723057841516800

VMAM Id 1723057841516800

Opportunity Type (Online/Onsite) Onsite

Opportunity Title Education Specialist – Alternative Learning and Area Programme

UN VOLUNTEER DESCRIPTION OF ASSIGNMENT

Host Entity UNICEF
Country of Assignment Zambia
Duty station Lusaka,
Volunteer Category International UN Volunteer Specialist
Number of UN Volunteers 1
Duration 24m
Possibility of Extension No
Expected Start Date 10/01/2023
Sustainable Development Goal 4. Quality education
Disabilities No

DOA Details

Organisation mission and objectives

UNICEF helps build a world where the rights of every child are fully realized. It is our conviction that nurturing and caring for children are the cornerstones of human progress. UNICEF was created in 1946 to work with others to overcome the obstacles that poverty, violence, disease and discrimination place in a child's path. It has global authority to influence decision-makers, and a wide variety of partners at grassroots level to turn the most innovative ideas into reality. For 70 years, UNICEF has been working on the ground in 190 countries and territories to promote children's survival, protection and development. The world's largest provider of vaccines for developing countries, UNICEF supports child health and nutrition, good water and sanitation, quality basic education for all boys and girls, and the protection of children from violence, exploitation, and AIDS. UNICEF is funded entirely by the voluntary contributions of individuals, businesses, foundations and Governments.

**Assignment
context**

Primary education in Zambia once was near-universal but the system is significantly pressured due to population growth and years of under-investment (net enrolment rate for primary declined from 94.4% in 2014 to 81.8% in 2020). Access to secondary education has been also low with a Gross Enrollment Rate (GER) standing at 45.8% and is particularly challenging for adolescent girls who are disproportionately affected by child marriage and early pregnancy. The Government has taken bold steps to implement a series of education sector reforms, including the abolition of user fees for all secondary level learners and ECE learners including tuition fees, examination fees, and Parent Teacher Association (PTA) fees, which brought in massive number of learners back into the system. The Government is now focusing on the expansion of infrastructure and teacher recruitment to ensure quality learning provision to all those who have now enrolled in the education system. As concerns learning quality, international and national assessments have shown poor learning outcomes in foundational areas such as literacy, numeracy and problem solving. COVID-19 further worsened the situation as only 4% of Grade 2 learners were able to read at the grade level (USAID 2021) and some 75.2% of the assessed Grade 5 learners did not meet the minimum level of reading proficiencies expected for the grade (Examination Council Zambia 2022). Key factors leading to this were overcrowding in classrooms, low levels of early childhood education, low right-age entry to Grade 1, limited education levels of teachers and weak pedagogical practices, lack of teaching and learning materials, and teacher and learner absenteeism. By age 18, children in Zambia can expect to complete an average of 9.2 years of education but acquire only the equivalent of 5.2 years of learning (World Bank 2018). The situation was further worsened by a series of school closures caused by the global COVID-19. Noting the profound learning crisis faced by Zambia, Ministry of Education (MoE) renewed its commitment to Foundational Literacy and Numeracy strengthening. UNICEF Zambia supports the Government of Zambia's efforts in strengthening access, quality and equity of the education provisions from ECE level to lower secondary level, with strong focus on vulnerable and disadvantaged learners including refugee children. The flagship programme in Luapula and North-Western Provinces include Teaching at the Right Level (Catch-Up Programme) which aims to strengthen foundational literacy and numeracy skills of primary school children from both refugee settlements and host communities). Taking the lessons from the COVID-19 school closure, UNICEF Zambia's education programme supports Ministry of Education (MoE) in strengthening distance and digital learning platforms and contents (called Learning Passport) that is open to all Zambians for their continuation of learning. The incumbent will support UNICEF's Education team to effectively plan, implement and manage the education programmes, especially in the areas of alternative modes of education provision such as e-learning and distance education and the education programmes implemented in Luapula and North-Western Provinces. He/she will work closely with the Ministry of Education at national and local levels, UN agencies, private sector, other development partners and NGO counterparts.

Task description

Under the direct supervision of Chief of Education, The Education Specialist – Alternative Learning and Area Programme Support, will undertake the following tasks:

- Support the implementation of UNICEF’s education programmes in Luapula Province and North-Western Province. This will include working with the UNICEF Education Team, the Ministry of Education Headquarters, Provincial and District Education Authorities, UNHCR and school personnel to plan, monitor and provide technical support on programme implementation;
- Provide support to strengthening the cross-sectoral coordination with other sectors, e.g., nutrition, WASH, child protection and health, to support the needs of vulnerable learners including refugee children;
- Support strengthening of the distance and digital learning platform (Learning Passport - LP) by developing teacher training modules on the effective use of blended learning, support MoE to identify existing digital contents (e-books, audio materials etc.) and uploading them to LP, and collaborate with UNICEF’s Communications Unit to support the Ministry of Education in developing dissemination strategies for wider use of LP;
- Strengthen the monitoring mechanisms of learners enrolled in LP with the Ministry of Education; Liaise with UNICEF Global and Regional team on the latest digital learning development and on the progress of LP implementation and share Zambia’s experiences with other countries;
- Support a series of on-going research pieces and studies including assessment of the alternative modes of education provision, school effectiveness study and language of instruction study to strengthen their findings and quality products and to help generate meaningful findings to improve quality of learning;
- Based on field visit experiences, lessons learnt and information/data analysis, develop education advocacy materials (both internal and external) and contribute to fund raising activities for enhancing the learning of the most disadvantaged children and adolescents in Zambia;
- Participate in a series of learning opportunities (on-line, country office level, regional trainings, and orientations) to be familiarised with UNICEF operations and programme areas;
- Contribute to the development of the annual work plans and budgets of the education section;
- Contribute to drafting of programme/project status reports required for management and donors, including budgetary reviews, programme analysis, annual reports, etc;
- Analyse collected data and information pertaining to education and prepare progress reports including monitoring and reporting indicators, segregated by age and gender.

Eligibility Criteria

Age 27-80

Nationality INTERNATIONAL

Additional eligibility criteria

This assignment is funded by JICA, therefore only former Japan Overseas Cooperation Volunteers (JICA-JOCV) who could get recommendation by JICA-JOCV Secretariat are eligible to apply. Please check your application eligibility on the JICA website (https://www.jica.go.jp/volunteer/obog/career_support/unv/index.html). The assignment is planned to start October/November 2023.

DOA Requirements

DOA Requirements

Required education level Bachelor degree or equivalent

Area(s) of specialisation Education, Teaching and Curriculum Development, Economics, Development, Social Sciences, and related fields

Required experience

Required experience³

Required skills and experience

in Education, International Development, or related development programmes at the national or international level; • Experience working in the UN or other international development organization is an asset. Experience in data analysis, monitoring evaluation is an advantage; • Strong willingness to learn and understand the distance and e-learning education programmes and other technical skills related to this area; • Demonstrated interest in improving quality of learning, foundational literacy and numeracy and vulnerable children such as girls, refugee children, children with disabilities; • Ability to orally communicate well in English; • Skills in writing good quality reports and advocacy materials; • Flexibility and interest to work and travel to locations with limited internet and difficult- to-pass roads; • Previous experience living in another culture (i.e., studies, volunteer work, internship) would be highly regarded; • Experience working, traveling, or volunteering in rural settings in low-income settings is an asset.

Language

Language	Language skills	Language requirement
English	Fluent	No

Area of Expertise

- Education

Driving license required

No

Type of driving licenses

Competencies and values

• Accountability • Adaptability and Flexibility • Building Trust • Client Orientation • Commitment and Motivation • Communication • Creativity • Empowering Others • Ethics and Values • Integrity • Judgement and Decision-making • Professionalism • Respect for Diversity • Working in Teams

Other information

Living conditions and other remarks

Zambia is a landlocked, middle-income country with a population estimated at 18 million. It is a resource-rich country with sparsely populated land in the centre of Southern Africa. It shares its border with eight countries (Angola, Botswana, Democratic Republic of Congo, Malawi, Mozambique, Namibia, Tanzania, and Zimbabwe) that serve as an expanded market for its goods. Lusaka became the capital city of Zambia in May 1935. Lusaka's central position in Zambia and its pleasant climate were two of the main reasons for its selection as the capital. It is a metropolis, which provides a home to about two and half million (3.3 M) inhabitants of different nationalities. It has grown to become the seat of the Government of the Republic of Zambia and as such all diplomatic missions, international organizations, industrial and commercial entities are based there. Its political, social, economic and cultural significance has also increased through the years. Public transport is provided by private operators using minibuses and taxis. The bus routes are not mapped, and roads are often congested. Good modern housing for rent is available on the open market. The official language is English, which is widely spoken. The country is generally food secure, with sufficient local fresh fruits and vegetables available in the markets, as well as various dairy, poultry and meat products. There are several international schools using the Cambridge GCSE or IGCSE syllabi, from key stage one through to A levels. Health conditions are generally good, although malaria is endemic. Zambia is generally a safe place to live in, although not free of crime. Some prudence is required. For more info, visit: <http://www.zambiatourism.com>
<https://www.unv.org/>