



UNITED NATIONS CHILDREN'S FUND JPO Request Form



The Education Section at UNICEF Zambia is seeking donor support for the funding of a JPO position – Education Officer for 2025 - 2027 that will provide critical support to effectively plan, implement and manage the education programmes, especially in the areas of alternative modes of education provision, skills development and digital learning across Zambia.

Under the supervision of the Education Specialist (P3), the JPO will have opportunities to provide broad and strategic support to the section's adolescent and digital learning programmes, and support planning, implementation, policy/advocacy, monitoring, reporting and management with strong focus on evidence-informed programming and integrated multisectoral service delivery for children and adolescents.

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 2nd year

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

- ✓ Learning on the key education challenges affecting children and women, the drivers of inequities, and how to address these;
- ✓ Practical experience in implementing education and skills development programmes and activities aimed at improving learning outcomes, including through digital learning;
- ✓ Solid learning experience in the process of programme planning, implementation and monitoring of at least one annual cycle in UNICEF Country Office to understand how the country office system works;
- ✓ Guided experience in an assessment/study, education data collection and management, and contribution to the development of assessment/study protocol and monitoring and evaluation plans particularly linked to Alternative Modes for Education Provision (AMEP) including digital learning.
- ✓ Career prospects and potential for retention: Solid knowledge of the process of programme planning, implementation, monitoring and reporting of the education programme within the Country Programme and of UNICEF's vision, policies, strategies and procedures will provide the JPO with useful exposure to UNICEF programming and systems and better prospects for career

development within UNICEF. The JPO's overall supervisor (Education Specialist, P3) will provide advice and mentoring.

- ✓ Have the opportunity to engage with other UNICEF JPOs in the ESAR region.
- ✓ Opportunities and experiences to learn about Zambia's cultural diversities and landscape and how the vast country impacts on the quality of inclusive education.

Supervisor experience: The current supervisor of the post, Education Specialist (P3), has combined 19 years of working experience with over 5 years working with UNICEF continuously and in two duty stations (Namibia and Zambia). The supervisor has also worked in government as a Senior Education Officer and as Executive Director of a Non-Governmental Organization (NGO). His experience includes supervising and managing various staff from General services, national staff to international professionals as well as technical consultants. Currently, the supervisor is supervising an Education Officer at P2 level, a national officer at NOB level (currently vacant), and a national UNV as indicated in the organogram.

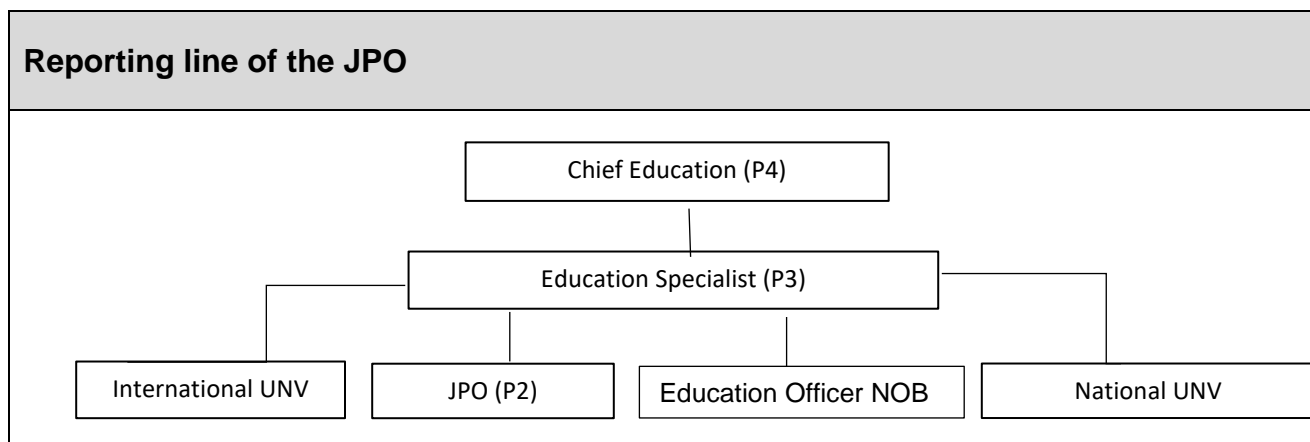
Apart from the experience of managing people, the Education has benefitted in related trainings as below:

- IMPACT+
- UNICEF ESAR's Developing Coaching Programme/ Foundational Coaching for Managers Programme
- Training in Leadership via Communication
- Results-based management

Information and living condition of Duty station: [For Filed Office locations only]	
General Information	Lusaka is the capital of Zambia and one of the fastest-developing cities in Southern Africa. The City of Lusaka is situated in the central part of Zambia on the Central African Plateau and lies at an altitude of 1280m above sea level. Lusaka is the largest city in the Republic of Zambia with a population of 3,079,964 million. It serves as Zambia's capital and the country's commercial centre. The city is located in the agricultural region of central Zambia and is connected through train and road to all major parts of the country. Lusaka Province is the most densely populated with a density of 140.1 persons per square kilometer. Lusaka is an established hub for business and culture.
Security	Zambia is generally a safe destination and is one of the popular tourist destinations in the region. The country has been at peace since Independence in 1964. Nevertheless, petty crime like snatching of phones and burglary is commonly reported and so travelers are advised to be vigilant.
Housing	<p>Majority of international and diplomatic missions are in the following residential areas of Lusaka: Kabulonga, Sunningdale, Ibex Hill, Leopards Hill, New Kasama, Woodlands (main), Mass Media, Kings Land, Roma, Kalundu, Rhodespark, Longacres and Northmead. Depending on your family size and need, it is possible to rent furnished and unfurnished houses, townhouses, or apartments. Zambia has several real estate agents offering accommodation in various decent areas of Lusaka. Please visit their websites listed below and liaise on your requirements.</p> <p>All residential houses need to be cleared by the United Nations Department of Safety and Security (UNDSS) before signing a lease agreement. UNDSS will also advise you on the safe areas to stay. UNICEF Zambia has a standard lease agreement that you can use,</p>

	<p>which also has the diplomatic clause to ensure you are safe guided in case of closure of the UN/UNICEF in Zambia.</p> <p>Horizon Properties Limited Contact no.: +260 211 260 422. Contact Person: sepiso@thehorizonproperties.com https://www.thehorizonproperties.com</p> <p>Homenet Zambia Contact no. +260 966 761483 Contact Person: Lynette@htm.co.zm</p> <p>Pam Golding Properties Contact no.: 260 211 253 420, +260 211 256334 Email: lusaka@pamgolding.co.zm https://www.pamgolding.co.zm</p> <p>Sherwood Greene Properties Zambia Contact no. 0211 225 605 / 0211 225 615 / 0966 861 176 http://www.sherwoodgreene.com</p> <p>It may be worth noting that real estate is quite expensive in Lusaka. An average rent for a 3-bedroom house will be between USD\$ 1800-3000/month.</p>
Schools & Childcare	<p>It is advisable to apply for schools in advance of your arrival in Lusaka. This is particularly relevant for preschools and lower grades as there are often waiting lists. Some of the more popular schools for expatriates living in Lusaka are:</p> <ul style="list-style-type: none"> (i) American International School of Lusaka (AISL): The American International School of Lusaka is accredited by the Council of International Schools, Middle States Association of Colleges, member of the Association of International Schools in Africa and International Schools of Zambia. AISL is an international Baccalaureate World School, delivering an international curriculum from two to 18 years old. Contacts - Leopards Hill Road, Tel 260509, 260510, 260543, Fax 260538, ais@lusaka.org, www.aislusaka.org. (ii) Baobab College: Baobab College offers the British National Curriculum from preschool to pre-university SAT's in Primary and Cambridge International Examinations at IGCSE and "A" Level in the secondary school. Baobab College is the only school in Lusaka to offer boarding facilities for both primary and secondary students. Contacts – Kafue Road Lilayi, Tel 278791-5, 0966876804, Fax278796, info@baobabcollege.org, www.baobabcollege.org (iii) International School of Lusaka (ISL): The International School of Lusaka offers classes from preschool to grade 12. The secondary programme leads to the IGCSE and /or IB diplomas. ISL is fully accredited both in the US and Europe. Contacts – 6945 Nangwenya Road, Tel 252291, 25395, Fax 252865, 250362, int.school.lusaka@gmail.com, www.islzambia.org. (iv) Lusaka International Community School (LICS): LICS offers an international syllabus for preschool (starting at grade one) to age 17 and is accredited by the European council of International Schools. Contacts – 242A Kakola Road, Roma, Tel 292449, 290626, Fax 290048, info@lics.sch.zm, www.lics.sch.zm.

	<p>(v) L'Ecole Francaise de Lusaka (French School): The French school offers classes from preschool to secondary level. All classes follow the curriculum of the French Ministry of National Education. The school is member of the "AEFE" network (Agence des Ecoles Francaise a l'Etranger). Contacts – 22725 Alick Nkhata Road, Tel 254122, 0979 614019, secretariat@ef-lusaka.ne.</p> <p>(vi) Italian School: The Italian School of Lusaka offers classes from preschool to grade seven. English is the language of instruction. Contacts – Lubu Road, Tel/Fax 254181, italsch@zamnet.zm</p> <p>(vii) Swedish School: The Swedish School offers language lessons in Swedish for children and adults. The school is also a meeting place for Swedes and other Northerners. Those who are interested in Nordic languages and cultures are also welcome. The school has libraries for children, youths and adults. It is located along Alick Nkhata Road, Lusaka. www.sweschool.com</p> <p>(viii) Indian School: Indian School of Lusaka is a new and exciting education facility located in the heart of Lusaka city. In Lusaka, Zambia, there are several schools that offer international curriculum, nevertheless, Indian school of Lusaka is one of the first to offer the Indian CBSE (Central Board of Secondary Education) curriculum. Contact details: +260 211 256633/+260 960 709033 561. indianschooloflusaka.com</p> <p>(ix) Boarding Schools: There are several boarding schools within one or two hours from Lusaka such as Banani International Secondary School located one hour along the Great North Road (schooladmin@banani.sch.zm) and Musikili Primary School located in Mazabuka (Office@musikili.sch.zm). A little further away is Chengelo School located in Mkushi (www.chengelo.sch.zm, chengelo@zamtel.zm) among others.</p> <p>The schools mentioned above usually have long waiting lists for entry, particularly at the lower levels, so that early advance arrangements are necessary if children are to be admitted. Pre-school is also available at most of these schools.</p>
Work for spouses & partners	Work opportunities for spouses/partners are limited. Spouses of officials covered under diplomatic privileges are not permitted to work. However, where such privileges are revoked and if hired by any organization a work permit must be applied for through the same hiring organization.





UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

I. Post Information

Job Title: Education Officer (JPO)
Supervisor Title/ Level: Education Specialist (P3)
Organizational Unit: Education Section
Post Location: Lusaka, Zambia

Job Level: P2
Job Profile No.:
Job Classification Level:

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.

Strategic office 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).

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. Taking the lessons from the COVID-19 school closure and ongoing school disruptions due to climate induced disasters such as drought and floods, UNICEF Zambia's education programme supports Ministry of Education (MoE) in strengthening access to Alternative Modes of Education Provision (AMEP) and digital learning platforms and content via the Learning Passport Zambia (LPZ) which is open to all Zambians for continued learning. The LPZ was officially launched by the Minister of Education in December 2022, and with support from UNICEF and Airtel Zambia, MoE is actively uploading all available digital contents for all grade levels.

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, skills development and digital learning** across Zambia and specifically, the education programmes implemented in Luapula and North-Western Provinces. He/she will further ensure programme implementation is aligned to UNICEF's flagship programmes in Luapula, Eastern, Southern and North-Western Provinces. These 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).

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.

Purpose for the job:

Under the direct supervision of the Education Specialist (P3), the Education Officer will undertake the following tasks:

- Support the implementation of UNICEF's education programmes in *Luapula, Eastern, Southern and North-Western Provinces*. 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;
- 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 online and offline use of the Learning Passport;
- 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 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 (online, country office level, regional trainings, and orientations) to be familiarized 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.;
- Analyze collected data and information pertaining to education and prepare progress re-ports including monitoring and reporting indicators, segregated by age and gender.

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

1. Support to programme development and planning

- Participate in strategic programme discussion on the planning of education programmes. 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 (UNDAF), regional strategies and national priorities, plans and competencies.
- Support the preparation, design and updating of the situation analysis for the education programmes to ensure that current and comprehensive data on education issues is available to guide UNICEF's strategic policy, advocacy, intervention and development efforts on education programmes.
- 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.

2. Programme management, monitoring and delivery of results

- Plan and collaborate with internal colleagues and external partners to establish monitoring benchmarks, performance indicators and other UNICEF/UN system indicators to assess/strengthen performance accountability, coherence and delivery of concrete and sustainable results for the assigned sector on education programmes.
- Participate in monitoring and evaluation exercises, programme reviews and annual reviews with the government and other counterparts to assess progress and to determine required action/interventions to achieve results.
- Prepare and assess monitoring and evaluation reports to identify gaps, strengths and weaknesses in programme management.
- Identify lessons learned and use knowledge gained for development planning and timely intervention to achieve goals.

- Actively monitor programmes/projects through field visits and surveys, and exchange information with stakeholders to assess progress, identify bottlenecks and potential problems, and take timely decisions to resolve issues and/or refer to relevant officials for timely resolution.
- Monitor and verify the optimum and appropriate use of sectoral programme resources (financial, administrative and other assets) confirming compliance with organizational rules, regulations/procedures and donor commitments, standards of accountability and integrity, ensuring timely reporting and liquidation of resources.
- Prepare regular and mandated programme reports for management, donors and partners to keep them informed of programme progress.

3. Technical and operational support to programme implementation

- Provide technical guidance and operational support to government counterparts, NGO partners, UN system partners and country office partners and donors on interpretation, application and understanding of UNICEF policies, strategies, processes and best practices and approaches on education and related issues to support programme management, implementation and delivery of results.
- Arrange/coordinate availability of technical experts with Regional Office/HQ to ensure timely and appropriate support throughout the programming process.
- Participate in education programme meetings including programme development and contingency planning to provide technical and operational information, advice and support.
- Draft policy papers, briefs and other strategic programme materials for management use.
- Support the education section to implement activities that contribute to increasing access to quality and inclusive education for all children in Zambia.
- Closely work with the output lead in reviewing and refining the strategic objectives under the adolescent learning and skills development output.
- Support design and development of digital learning activities for in and out of school children and adolescents.
- Support implementation of digital learning initiatives including national rollout of the Learning Passport Zambia.

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/ADAP programmes.
- Support advocacy, networking and partnership building for digital learning and digital transformation of the education system to improve learning outcomes for learners in Zambia.
- Draft communication and information materials for Country Office (CO) programme advocacy to promote awareness, establish partnerships and alliances, and support fund raising for education programmes.

- Participate in appropriate inter-agency (UNCT) meetings and events on programming to collaborate with inter-agency partners on United Nations Sustainable Development Cooperation Framework (UNSDCF) operational planning and preparation of education/ADAP programmes/projects and to integrate and harmonize UNICEF's position and strategies with the UNSDCF development and planning process.
- Research information on potential donors and prepare resource mobilization materials (e.g., proposals) and briefs for fund raising and partnership development purposes.

5. Innovation, knowledge management and capacity building

- Apply and introduce innovative approaches and good practices to build the capacity of partners and stakeholders and to support the implementation and delivery of concrete and sustainable programme results.
- Keep abreast, research, benchmark, and implement best practices in education management. Assess, institutionalize and share best practices and knowledge learned.
- Contribute to the development and implementation of policies and procedures to ensure optimum efficiency and efficacy of sustainable programmes and projects.
- Organize and implement capacity building initiatives to enhance the competencies of clients/stakeholders to promote sustainable results on education and related programmes/projects.
- Support implementation of innovative digital learning approaches e.g. offline hubs, audio textbooks, assistive digital learning technologies.

IV. Impact of Results

The efficiency and efficacy of support provided by the Education Officer to programme preparation, planning and implementation, contributes to the achievement of sustainable results to improve learning outcomes and universal access to quality, equitable and inclusive education. Success in education programmes and projects in turn contribute to maintaining and enhancing the credibility and ability of UNICEF to provide programme services for women and children that promotes greater social equality in the country.

V. Competencies and level of proficiency required

<u>Core Values attributes</u> <ul style="list-style-type: none"> • Care • Respect • Integrity • Trust • Accountability 	<u>Core competencies skills</u> <ul style="list-style-type: none"> • 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)
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VI. Recruitment Qualifications	
Education:	A university degree in one of the following fields is required: Education, economics, psychology, sociology, or another relevant technical field.
Experience:	<p>A minimum of two years of professional experience in one or more of the following areas is required: education, adolescent programming and/or digital learning.</p> <p>Relevant experience in a UN system agency or organization is considered as an asset.</p>
Language Requirements:	Fluency in English is required. Knowledge of another official UN language or local language of the duty station is considered as an asset.