



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 (Early Childhood Development and Education - ECDE) for 2025 - 2027 that will provide critical support for advancing access to quality and equitable early learning opportunities, through services that support early childhood development (ECD), as well as through formal early childhood education (ECE).

The Education Officer (ECDE) position is proposed at an exciting time in Zambia, marked by significant momentum in the country for increased investment in ECDE, and a focus on

expanding access to quality early learning opportunities. UNICEF is the oldest partner in the sub-sector and has played a catalysing role in creating momentum across line ministries and implementing partners around integrated ECD programming at community level, with a focus on the first 1,000 days and Community ECD Hub model (Insaka), which includes ECE.

Under the supervision of the Chief of Education (P4) and technical guidance of the Education Specialist – ECDE (NO3), the JPO will have opportunities to provide broad and strategic support to the section's early childhood development and early childhood education programme; promote sustainable ECDE approaches, including the establishment of community-based integrated ECD and ECE hubs, and support planning, implementation, policy/advocacy, monitoring, reporting and management with strong focus on evidence-informed programming and integrated multisectoral service delivery for young children and their caregivers.

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:

- ✓ Day-to-day exposure to all aspect of UNICEF works in education from national to community level (ECE, primary and secondary education)
- ✓ On-the-job training on the UNICEF programme cycle benefiting from the timing of the 2023-2027 Country Programme mid-programme review process which is starting in 2025.
- ✓ Series of Regional and In-country learning exposures especially in the area of quality of learning, learning assessment, and evidence-based sector planning
- ✓ Mentorship and career development with the Chief who has vast experience in the UNICEF system, as well as an ECD Specialist with extensive experience mentoring young professionals for advanced university studies and research careers in early childhood development and education.

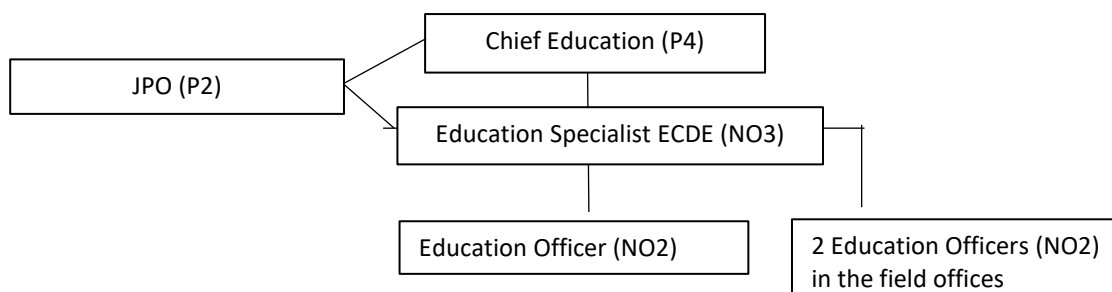
Supervisor experience: The supervisor of the post, Chief of Education (P4), brings over 15 years of extensive experience in the development and humanitarian sector, including a decade with UNICEF across multiple duty stations. Throughout her career, she has consistently demonstrated exceptional supervisory skills, effectively managing diverse teams of international and national staff at various levels, from entry to mid-level positions. Currently, she oversees a team of 11 staff members, comprising General Services personnel, national staff, and international professionals plus 3 positions currently under recruitment. Her leadership is characterized by a hands-on approach, fostering a collaborative and inclusive work environment. In her previous roles at UNICEF in Sierra Leone and Egypt, she directly supervised and mentored five Junior Professional Officers (JPOs) and International UN Volunteers (UNVs). Under her guidance, many of these individuals have successfully advanced within the UN system or pursued their careers outside, based on their aspirations. Additionally, the Chief of Education is an accredited transformational coach and a recognized UNICEF mentor through the TMI programme. Her commitment to professional development and mentorship has been instrumental in shaping the careers of numerous staff members, reflecting her dedication to nurturing talent and promoting growth within the organization.

Information and living condition of Duty station: [For Field Office locations only]

| General Information | Zambia is a family-friendly duty station. The capital city, Lusaka is centrally located in the country, has an extremely pleasant climate make it an ideal duty station. Lusaka is a modern metropolis and home to about two and half million (2.5M) inhabitants of many different nationalities. Its political, social, economic and cultural significance has also increased over the years, and it is the seat of the republic's Government and the base for all diplomatic missions, international organizations, industrial and commercial. Lusaka has many amenities that make a visitor's stay comfortable. For more information, please visit: http://www.zambiatourism.com . | | | | | | | | | | | | |
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| Security | <p>According to the UN security management system, Zambia's security level is classified as Minimal (Level 1).</p> <p>The security situation in Zambia is relatively calm with no ongoing concern over any religious, political or ethnic extremism. Among the principal concerns for UN staff are property crimes, which are largely opportunistic and non-violent. The high frequency of road traffic accidents in the capital and on the main roads throughout the country is also a concern. Zambia has a high rate of HIV infection. Malaria is prevalent in Luapula and the Northern Provinces. Waterborne diseases are common especially during the rainy season. Threats to security by category are listed below:</p> <table border="1"> <thead> <tr> <th>Category</th><th>Threat Rating</th></tr> </thead> <tbody> <tr> <td>Armed Conflict</td><td>Minimal</td></tr> <tr> <td>Terrorism</td><td>Minimal</td></tr> <tr> <td>Crime</td><td>Moderate</td></tr> <tr> <td>Civil Unrest</td><td>Low</td></tr> <tr> <td>Hazards</td><td>Moderate</td></tr> </tbody> </table> | Category | Threat Rating | Armed Conflict | Minimal | Terrorism | Minimal | Crime | Moderate | Civil Unrest | Low | Hazards | Moderate |
| Category | Threat Rating | | | | | | | | | | | | |
| Armed Conflict | Minimal | | | | | | | | | | | | |
| Terrorism | Minimal | | | | | | | | | | | | |
| Crime | Moderate | | | | | | | | | | | | |
| Civil Unrest | Low | | | | | | | | | | | | |
| Hazards | Moderate | | | | | | | | | | | | |
| Housing | Different types of long-term accommodation are available in Lusaka, Zambia: standalone houses, houses in gated compounds, apartments. These are available furnished and/or fully serviced, or unfurnished. | | | | | | | | | | | | |
| Schools & Childcare | Most children of international staff attend international schools with an academic system that is widely recognized abroad. International schools often include kindergarten and pre-school classes (sometimes even a nursery) for younger children. It is advisable to ask your embassy in Zambia which schools your compatriots prefer for their children. | | | | | | | | | | | | |

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| Work for spouses & partners | Work opportunities for spouses/partners are limited. However, if hired by any organization a work permit must be applied for through the same hiring organization. |
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Reporting line of the JPO



UNITED NATIONS CHILDREN'S FUND SPECIFIC JOB PROFILE

I. Post Information

Job Title: **Education Officer**
 Supervisor Title/ Level: **Chief, Education Section, Level 4**
 Organizational Unit: **Programme**
 Post Location: Lusaka, Zambia

Job Level: **Level 2**
 Job Profile No.:
 CCOG Code:
 Functional Code: **EDU**
 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 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.

Job organizational context: The Education Officer GJP is to be used in a Country Office (CO) where the Education Programme is a component of the Country Programme (or UNDAF). The Education Officer reports to

the Chief of Education (P4), with dotted reporting line for technical supervision by the Education Specialist – ECDE (NO3).

Purpose for the job: The Education Officer provides professional technical, operational and administrative assistance throughout the programming process for education programmes/projects, particularly in the area of early learning and childhood development, within the Country Programme from development planning to delivery of results, preparing, executing, managing and implementing a variety of technical and administrative programme tasks to facilitate programme development, implementation, programme progress monitoring, evaluating and reporting.

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 updating of the situation analysis for the development, design and management of education related programmes/projects, specifically focused on early learning and childhood development. Research and report on development trends (economic, social, health etc.) and data for use in programme development, management, monitoring, evaluation and delivery of results.
- Contribute to the development and establishment of sectoral programme goals, objectives and strategies and results-based planning through research, collection, analysis and reporting of education and other related information for development planning and goal setting.
- Provide technical and administrative support throughout all stages of programming processes by executing and administering a variety of technical programme transactions, preparing materials and documentations, and complying with organizational processes and management systems, to support programme planning, results-based planning (RBM) and monitoring and evaluation of results.

2. Programme management, monitoring and delivery of results

- Work closely and collaboratively with internal colleagues and partners to collect, analyze and share information on implementation issues.
- Suggest solutions on routine programme implementation and submit reports to alert appropriate officials and stakeholders for higher-level intervention and/or decisions. Keep record of reports and assessments for easy reference and/or to capture and institutionalize lessons learned.
- Participate in monitoring and evaluation exercises, programme reviews and annual sectoral reviews with government and other counterparts and prepare minutes/reports on results for follow up action by higher management and other stakeholders.
- Monitor and report on the use of sectoral programme resources (financial, administrative and other assets), verify compliance with approved allocation, organizational rules, regulations/procedures and

donor commitments, standards of accountability and integrity. Report on issues identified to ensure timely resolution by management/stakeholders. Follow up on unresolved issues to ensure resolution.

- Prepare draft inputs in excellent written English language for programme/donor reporting.

3. Technical and operational support to programme implementation

- Undertake field visits and surveys specifically related to early learning and childhood development and, share information with stakeholders to assess progress and refer to relevant officials for resolution. Report on critical issues, bottlenecks and potential problems for timely action to achieve results.
- Provide technical and operational support to government counterparts, NGO partners, UN system partners and other country office partners/donors on the application and understanding of UNICEF policies, strategies, processes and best practices on education related issues to support programme implementation, operations and delivery of results.

4. Networking and partnership building

- Proactively 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 programmes.
- Draft communication and information materials for CO programme advocacy to promote awareness, establish partnerships and alliances, and support fund raising for early childhood education (ECE) programmes.
- Participate in appropriate inter-agency (UNCT) meetings and events on programming to collaborate with inter-agency partners on UNDAF operational planning and preparation of education programmes/projects focused on early learning and childhood development, and to integrate and harmonize UNICEF's position and strategies with the UNDAF development and planning process.
- Research information on potential donors and prepare resource mobilization materials and briefs for fund raising and partnership development purposes.

5. Innovation, knowledge management and capacity building

- Contribute to identifying, capturing, synthesizing, and sharing lessons learned for knowledge development and capacity development of stakeholders.
- Apply innovative approaches and promote good practice to support the implementation and delivery of concrete and sustainable programme results.
- Research and report on best and cutting-edge practices for development planning of knowledge products and systems.
- Participate as a resource person in capacity building initiatives to enhance the competencies of clients/stakeholders.

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 mothers and children that promotes greater social equality in the country.

V. Competencies and level of proficiency required

i) Core Values

- Care
- Respect
- Integrity
- Trust
- Accountability

Core Competencies (For Staff without Supervisory Responsibilities)

- 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)

VI. Recruitment Qualifications

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| Education: | A university degree in one of the following fields is required: education, psychology, sociology or another relevant technical field. |
| Experience: | <p>A minimum of two years of professional experience in programme planning, management, and/or research in education, early learning or early childhood development (ECD) is required.</p> <p>Experience working in a developing country is considered as an asset.</p> <p>Relevant experience in a UN system agency or organization is as an asset.</p> |
| Language Requirements: | Fluency in English is required. Knowledge of another official UN language (Arabic, Chinese, French, Russian, Spanish) or a local language is an asset. |