



UNITED NATIONS CHILDREN'S FUND JPO Request Form



Training and Learning Plan

- ✓ Participation in a one-week JPO Induction Programme in New York. If applicable
- ✓ 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

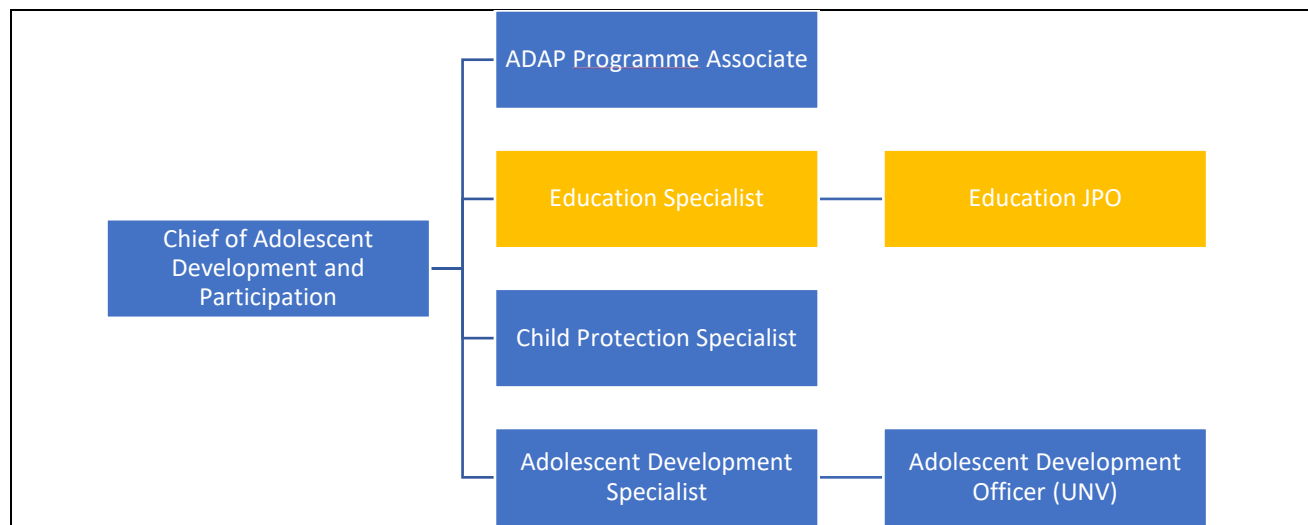
In addition, the JPO will benefit from the following specific learning opportunities in the receiving office:

- ✓ Participation in National and regional level official Education events and conferences
- ✓ Gain experience in facilitating training workshops with government officials, in particular on school health and safety.
- ✓ Have the opportunity to interact with adolescents and young people in education and skills development.
- ✓ Have the opportunity to engage with other UNICEF JPOs in the ESAR region

- ✓ This position will offer excellent exposure to UNICEF's innovative upstream work with the Ministry of Education, Arts and Culture in Namibia
- ✓ It will equally offer great opportunities and experiences to learn about Namibia's cultural diversities and landscape and how the vast country impacts on the quality of inclusive education.

Information and living condition of Duty station: [For Filed Office locations only]	
General Information	Windhoek is the capital and largest city of Namibia . It is situated at around 1,700 m above sea level with a population of 431,000, which is growing continually due to a continued migration from other regions in Namibia. Windhoek is the social, economic, and cultural centre of the country and hosts the UN House, which is a shared office space of all UN agencies operational in Namibia. UNICEF is housed in the Centre of Windhoek with other UN Agencies and makes it easy to travel around the City. Accommodation in Windhoek is also easy to get not far from the Country Office.
Security	The Security Level in Windhoek is classified as Minimal (Level 1) as per the UN security management system. Opportunistic crimes such as street robberies, pickpocketing, theft from motor vehicles and residential burglaries are the most common criminal offences. Armed robberies do happen but not frequently. The UN Security Office provides regular security updates. In addition, most suburbs have good 'neighbourhood watch' arrangements.
Housing	Different types of long-term accommodation are available in Windhoek: Apartments, standalone houses, sectional titles (houses compounds). These could be furnished and/or fully serviced, or unfurnished. Some can be rented out including water and electricity, where the tenant is expected to pay for those on a monthly bases while some are rented out with water and electricity included in the rental fee. Advertisements can be found here https://www.myproperty.com.na/to-rent and on several social media and dedicated house rental sites.
Schools & Childcare	Windhoek has a wide selection of very good public and private schools, pre-schools, kindergarten and daycare options in line with international standards. These include English as well as German-medium of instruction and options ranging from Waldorf and Montessori systems to German, UK and International systems.
Work for spouses & partners	Work opportunities for spouses/partners are limited as per the Agreement between the Government of Namibia and the UN, unless for specialized fields which is also subject to approval by the government. Spouses/partners are welcome to work in positions which offer work visa sponsorship independent of the UN.

Reporting line of the JPO



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: Education Officer
Supervisor Title/ Level: NOB Education Specialist
Organizational Unit: Adolescent Development and Participation
Post Location: Windhoek

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 and young people have an opportunity to survive, develop and reach their full potential, without discrimination, bias or favoritism. To the degree that any child or young person 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 and young people 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 and young people, 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:

Namibia was classified by the World Bank in 2009 as an Upper-Middle-Income Country (UMIC), which has since resulted in many donor countries leaving the country and minimal resources being allocated to address the development Agenda. Despite being an upper middle-income country, inequalities are stark, poverty is on the increase as well as high levels of youth unemployment, which currently stands above 40%. The UNICEF Namibia Country Office (CO) has continued to allocate financial and technical resources to support the government to implement programmes benefiting children and women as per the Agency's mandate. This includes the allocation of technical staff to provide strategic support and guidance to the government in the implementation of their national education strategy.

The Country programme Document (CPD) was implemented from 2019 to 2023 and extended for an additional year to bring it in line with the government of Namibia's 6th National Development Plan (NDP6). Limited financial resources have limited the ability of the CO to fully support the MoEAC to the level required. With an increasing focus on upstream programmatic technical support to the government foreseen for the coming strategic period, the CO would like to strengthen the education team with the addition of a technical JPO

position to provide much-needed support for the UNICEF's commitment to the promotion of quality inclusive education for children in Namibia. Emphasis will be placed on integrated education with specific focus on strengthening foundational skills, integrated school health and safety, education management information systems and adolescent school retention.

The JPO will support the ADAP section's ability to ensure quality and timely technical support to various Education related initiatives underway with the MoEAC including strengthening of the legal and regulatory framework for education; strengthening the collection, management, and use of quality disaggregated education data; and strengthening quality inclusive education in line with SDG 4.

The **potential for retention** for this position is limited for Namibia. We are an Upper Middle Income country and as such, funding is limited. However, needs remain and Namibia is ranked as the second most unequal society in the world after South Africa. As such, while the needs are there, resources to address those needs are limited. We offer a dynamic role working upstream with government at the systems level. We do work very closely with other countries in the Southern Africa region where strategies and approaches are very similar and there has been a lot of movement of staff between countries when opportunities arise. There could be potential there but it is not guaranteed.

The **supervisor**, Dr. Aune Victor, has a long career in Education both nationally and internationally. She served as Education programme Specialist at UNESCO in Paris between 1993 and 2005 managing and mentoring a team under the Section for Preventive Education both at UNESCO Paris and at the UNESCO Windhoek Cluster Office covering Angola, Lesotho, Namibia, South Africa and Swaziland. Since joining UNICEF in Namibia in 2014, Dr. Victor has been managing officers and consultants and two of the education officers whom she supervised have become international staff. Dr. Victor has both the outstanding education qualifications and management experience to effectively support and mentor an Education Officer.

Purpose for the job:

1. Support to programme development and planning, with a focus on Education Management Information System (EMIS) and contribute to quality assurance of EMIS Reports.
2. Support the Government in coordinating, overseeing, implementing monitoring and evaluating the Integrated School Health and Safety Programme, and advocate for continued visibility raising the profile and awareness on School Health in Namibia as it relates to positive learning outcomes.
3. Provide support in line with the Transforming Education Summit commitments to strengthen capacity for foundational skills.
4. Support UNICEF and the MoEAC in addressing adolescent retention and ensuring quality learning outcomes at secondary level.

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

1. **Support to programme development and planning, with focus on Education Management Information System (EMIS) and contribute to quality assurance of the EMIS Reports.**
 - a) Support in-house capacity strengthening at the MoEAC Directorates on data validation, verification, analysis and report building.
 - b) Enhance awareness about the importance of data usage and help institute a sector-wide culture of evidence-informed planning and management through strengthening the Data Must Speak (DMS) approach.
 - c) Support the MoEAC to foster linkages between EMIS and payroll data and EMIS and examinations data. Suggest solutions on routine programme implementation and submit reports to alert appropriate officials and stakeholders for higher-level intervention and/or decisions.

<p>2. Support the Government in coordinating, overseeing, implementing monitoring and evaluating the Integrated School Health and Safety Programme, inclusion for children with disabilities, and advocate for continued visibility of raising the profile and awareness on the importance of School Health in Namibia as it relates to positive learning outcomes.</p> <p>a) Support coordination of the joint work in various agencies within the UN system, namely UNFPA, UNESCO, UNFPA, WHO and UNICEF in providing joint technical and financial support to the Government on School Health.</p> <p>b) Provide technical support for increased demand and service in delivery on School Health and Safety at regional levels in an integrated fashion through established and continued support of/to the Regional School Health Task Forces.</p> <p>c) Provide technical support in promoting adolescent-friendly programming including integrated school health and safety, and school sports for development, and undertake field visits and surveys 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.</p> <p>d) Work closely and collaboratively with internal technical staff to share information on implementation issues related to school health and safety.</p>
<p>3. Provide support in line with the Transforming Education Summit commitments to strengthen capacity for foundational skills</p> <p>A). Support the development of a national assessment tool to assess literacy and numeracy at the exit of the foundation phase (end of Grade 3).</p> <p>a) Support the scaling of the Early Grade Reading Assessment (EGRA) tool.</p> <p>b) Support the process to develop the Early Grade Mathematics (EGMA) tool to strengthen the numeracy teaching in the foundation phase</p>
<p>4. Support UNICEF and the MoEAC in addressing adolescent retention and ensuring quality learning outcomes at secondary level.</p> <p>a). Support the collation of data on adolescent participation in secondary education and evidence on effective strategies to enhance retention and improve learning outcomes for adolescents.</p> <p>b). Support the MoEAC and UNICEF in the development and implementation of strategies to address adolescent retention and improved learning outcomes.</p>
<p>5. Other</p> <p>A). Apply innovative approaches and promote good practice to support the implementation and delivery of concrete and sustainable programme results.</p> <p>B). Prepare draft inputs for programme/donor reporting and donor proposals.</p> <p>C). Participate in relevant internal, UN and stakeholder meetings, conference and workshops and share meeting outcomes with the Chief of ADAP.</p>

IV. Impact of Results

The technical support the JPO will provide to the UNICEF Namibia country office, and the education programme in particular, will contribute the implementation of the Government's National Development Plan and UNICEF Country Programme Document to improve access to equitable quality education as per the 4th Sustainable Development Goal (SDG4). In addition, through collaborating with other UN Agencies in the implementation of national policies such as the school health and safety policy, the JPO will contribute to further enhancing the UN work in '*Delivering as One*' (DaO), which in turn enhances the ability of the joint UN in leveraging resources to improve positive learning outcomes and the quality of lives of children in Namibia.

V. Competencies and level of proficiency required

<p><u>Core Values attributes</u></p> <ul style="list-style-type: none"> • Care • Respect • Integrity • Trust • Accountability • Sustainability <p><u>Core competencies skills</u></p> <ul style="list-style-type: none"> • Nurtures, Leads and Manages People (1) • Demonstrates Self Awareness and Ethical Awareness (2) • Works Collaboratively with others (2) • Builds and Maintains Partnerships (2) • Innovates and Embraces Change (2) • Thinks and Acts Strategically (2) • Drives to achieve impactful results (2) • Manages ambiguity and complexity (2) 	<p><u>Functional Competencies</u></p> <ul style="list-style-type: none"> • Persuading and influencing (1) • Applying technical expertise (1) • Learning and researching (2) • Planning and organizing (2)
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VI. Recruitment Qualifications	
Education:	A university degree in one of the following fields is required: education, psychology, sociology, communication, public relations or another relevant technical field.
Experience:	<p>A minimum of two years of professional experience in programme planning, management, and/or research in education is required.</p> <p>Experience working in a developing country is considered an asset.</p> <p>Relevant experience in a UN system agency or organization is considered 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.