



UN YOUTH VOLUNTEER DESCRIPTION OF ASSIGNMENT

Preamble:

The United Nations Volunteers (UNV) programme is the UN organization that promotes volunteerism to support peace and development worldwide. Volunteerism can transform the pace and nature of development and it benefits both society at large and the individual volunteer. UNV contributes to peace and development by advocating for volunteerism globally, encouraging partners to integrate volunteerism into development programming, and mobilizing volunteers.

In most cultures volunteerism is deeply embedded in long-established, ancient traditions of sharing and support within the communities. In this context, UN Youth Volunteers take part in various forms of volunteerism and play a role in development and peace together with co-workers, host agencies and local communities.

In all assignments, UN Youth Volunteers promote volunteerism through their action and conduct. Engaging in volunteer activity can effectively and positively enrich their understanding of local and social realities, as well as create a bridge between themselves and the people in their host community. This will make the time they spend as UN Volunteers even more rewarding and productive.

1. **UNV Assignment Title** : **UN Youth Volunteer in Basic Education Programme**
2. **Type of Assignment** : **International UN Youth Volunteer**
3. **Project Title** : **Accelerating Progress towards meeting basic education and gender equality MDG targets in Zambia by 2015**
4. **Duration** : **12 months**
5. **Location, Country** : **Lusaka**
6. **Expected Starting Date** : **February 2015**
7. **Brief Project Description:** Zambia's educational system consists of primary education (Grades 1-7), secondary education (Grades 8-12) which includes vocational and technical education and tertiary education. It follows an integrated curriculum determined by the Ministry of Education, Science, Vocational Training and Early Education (MESVTEE). Schools are generally divided into four categories:
 - (i) **Government schools:** Schools that are funded by the government. Among the Government's responsibility are infrastructure (including water, sanitation and electricity), books and other learning materials and teachers and support staff salaries;
 - (ii) **Grant-aided schools:** Schools run by faith-based organizations that receive some government grants;
 - (iii) **Community schools:** In the early 1990s, communities, with the support of NGOs and international organizations, and embraced by the Government, began forming their own schools, usually in the absence of a nearby public school and/or in response to the inability of families to meet the costs associated with Government-provided schooling (USAID, 2006). Today, the Government recognizes the importance of these institutions, which account for 20% of primary school enrolment. Teachers are a mix of volunteers from the community and trained teachers who receive salaries from the Government. The Government also provides school grants, books and other learning materials for some community schools that meet a certain criteria and
 - (iv) **Private schools:** Schools which are separated from the Government, and students pay for their education.
8. **Host Agency/Host Institute:** UNICEF

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9. Organizational Context: According to the 2011 School Census, the country had 8,993 schools from Grades 1 to 12, 60% run by Government, 29% characterized as community schools, 7% private schools and 3% supported by private and/or international aid. The students have a primary leaving examination at Grade 9 that qualifies those that pass to move into Grade 10. After finishing Grade 12, students have to qualify to enter the tertiary level of education (university and/or vocational system). In 2011, according to the Annual School Census, 3.7 million pupils were enrolled in Grades 1-12. The number of children attending school reduces considerably as they get into the more advanced grades.

Early childhood education

Early Childhood Care, Development and Education (ECCDE) services can be seen as taking up two distinct phases: one for 0-36 months (day care services/crèches) and the formal early childhood education period for children 36-72 months. Despite the fact that ECCDE is considered part of the formal educational system in Zambia, the School Census by the Ministry of Education does not collect data on preschool institutions and/or children aged 36- 59 months. Data from the 2010 School Census showed that 17% of the pupils in Grade 1 came from preschool facilities. The causes of low enrolment in ECCDE are connected mainly to the supply and demand of services in the country. There is no adequate **supply** in Zambia. The fact that many children younger than seven years old are attending Grade 1 is one indication that the supply of preschools for children three to six years old is not enough. The country has insufficient human resources and capacity to effectively coordinate early childhood programmes. There are few ECCDE teacher training colleges and employment opportunities are inadequate, leading to an insufficient attraction for this area of work (UNICEF Zambia, 2012a). On the **demand** and **personal factor** side, the concept of ECCDE centers is still relatively new in Zambia, and parents might not understand the importance of sending their children to such centers in their early years of life. Within a society where girls at a young age often take care of younger siblings, showing this is not the best practice might take time. Hence, lack of knowledge among families of the benefits of ECCDE centers means the necessary public demand to enforce the creation of such centers by the Government is not generated.

Grades 1-7 (primary education)

According to the MDG Monitor,¹ Zambia is on track to achieve MDG2² on primary school enrolment. Enrolment in Grades 1-7 have been increasing since 2000 (**Error! Reference source not found.**), with a constant number of children enrolling after 2008. There are still more boys than girls enrolled in primary school, but the difference is not as big as in secondary school. Education from Grades 1 to 7 is free in Zambia, with a vast number of schools available for these grades. According to the 2011 School Census, out of the almost 9,000 schools in the country, 93% offered classes in Grades 1-7. As the change in the educational system is still recent, most of the primary schools in the country (Grades 1-7) are also responsible for Grades 8 and 9 (former upper basic education).

Grades 8-12 (secondary education)

The absolute number of students in secondary education (Grades 8-12) has doubled, increasing since 2000, with a small decrease from 2010 to 2011 (**Error! Reference source not found.**). Starting at Grade 8, school fees are introduced in the educational system – the consequences of these fees are described later in this chapter. Around 7% of schools in Zambia are classified as secondary schools. In addition, given the recent changes in the educational structure, 36% of schools in Zambia also cover Grades 8 and 9.

Children are enrolled mainly in Government-funded schools (86%), followed by grant-aided institutions (7%) and private schools (6%). Around 1% of students in secondary education are in community schools. The main reasons for this, as well as what happens to children from primary community schools after they finish Grade 7, need to be further investigated. Anecdotal evidence points to the fact that secondary schools are much more complex in terms of structure and teachers, hence few communities are able to

¹ http://www.mdgmonitor.org/country_progress.cfm?c=ZMB&cd=894

² The 2011 MDG report (Government of Zambia, 2011) mentions that Zambia has already reached the target related to the primary school net enrolment rate (%).

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host and support them. In Grades 8-12, there is an evident difference between the absolute number of boys and girls. This trend has been in place since 2000.

Out-of-school children

2011 School Census data shows Zambia has 3.7 million students up to 18 years old enrolled in school from Grades 1 to 12. This number may actually be bigger since data from the Ministry of Education does not consider those over 18 and still enrolled at school.³ Despite progress over the past years, the right to education is still far from being fully realized in the country. Official country data show a big number of out-of-school children who could be categorized into three complementary groups: (i) those who have never attended school; (ii) those who entered school late (but at the time of the 2010 Census data collection were not enrolled yet); and (iii) those who at some point in time were at school, but, for many different reasons, are not enrolled anymore (dropouts).

2010 Census data show 17% of the population between seven and eighteen years (considered the school-age population) *have never attended school* as shown in the table below. In absolute numbers, more than 630,000 children age seven to eighteen have never had access to education. As with other basic rights, rural areas are the most vulnerable and affected: 22% of children of school age in rural areas have never attended school.

School-age population that has never attended school, 2010 (%)

	Zambia	Rural areas	Urban areas
Total population	16	22	7
Female population	16	22	6
Male population	17	22	7

School attendance is heavily influenced by the economic status of the family. UNICEF has shown a significant difference between 10-year-old boys and girls from the poorest families, those classified as the bottom quintile in Zambia, and those from rich families (top quintile) (**Error! Reference source not found.**). On the positive side, the difference between the two quintiles was much higher in 1996 than in 2007, pointing out a possible reduction in the gap between rich and poor in school attendance. On the negative side, two out of ten boys in the poorest families have never attended school; while all boys ten years old from rich families were enrolled in school. Early pregnancies and early marriages are among the main causes of school dropout among girls. In 2010/11, 12,285 girls left school owing to early pregnancy, which represents an increase on 2009/10 (11,186 girls). Dropouts because of early pregnancy start to increase at Grade 4 and by Grade 7 more than 3,000 girls left school for that reason.

10. Type of Assignment Place: assignment without family

11. Description of tasks: Under the overall supervision of the EDUCATION Team Leader the UN Youth Volunteer will support the implementation of the following interventions:

- **Early Childhood Care Development and Education (ECCDE):** The sub component aims to assist the Ministry of Education and other relevant ministries to promote ECCDE. The expected outcome under this sub component is to increase children's access to early learning and development by 15% in target provinces by 2015 to enhance children's readiness and performance in school as well as to build a foundation for lifelong learning. In order to achieve this, it is essential to promote children's holistic development in terms of nutritional, cognitive, physical and psycho-social development. ECCDE focuses on supporting the Education Ministry to develop its capacity to provide a viable pre-primary education sub-sector and for increasing access to early learning services among the 4 to 6 year olds, especially those in under-served rural districts where less than 10 per cent of grade 1 entrants have early learning experience.

³ Students over 18 can still be at school. Age is not a discriminatory factor; however, the School Census from 2000 to 2010 does not give figures for the population over 18 years old still enrolled at school.

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- **Quality Education:** While school enrolment rates exceed the Millennium MDG target, significant concerns remain regarding the age of enrolment, attendance and retention, progression and completion, and quality, especially in relation to learning achievement. More than a quarter million children are out of school and 47% of those enrolled in school do not complete the primary cycle. Therefore, more than 50% of Zambia's children either do not have access to quality education and attain basic literacy skills or lack access to schools. To contribute to the improvement of quality education, UNICEF is promoting the CFS concept. The CFS model aims to improve the quality education services in a multidimensional and holistic approach in order to address the child's needs comprehensively. In this context, the CFS models are concerned as much with the health, safety, security, nutritional status and psychological well-being of the child as they are with teacher training and the appropriateness of the teaching methods and learning resources used for schooling. This sub component supports government with the adaption of the CFS standards and its applications to selected community schools. The children excluded from the education system are typically those in remote rural poor households, children in urban slums, working children (both boys and girls), children with disabilities, children affected by or infected with HIV, orphans, children who do not achieve minimum learning standards. Due to limited resources and capacity, the Government support usually does not reach these marginalized communities. The sub component therefore also aims to reduce the number of out of school children aged 7-14 years nationally to less than 80,000 by 2015.
- **HIV and AIDS and Life Skills:** Currently there are approximately 3,300,000 children enrolled in schools and institutions and another 260,000 are out-of-school. These are the target age group called the "window of hope", that needs access to correct knowledge and information related to HIV and AIDS prevention; they also need help to demonstrate appropriate knowledge, attitudes and skills to prevent themselves and others from HIV infection. A key focus area under this sub component is to reduce teenage pregnancies, increase HIV and AIDS knowledge and improve HIV prevention through capacity development of teachers to deliver effective life skills education to all learners, strengthening the content of the life skills being offered to include sexuality education and also through enhancing partnership with Civil Society Organizations (CSOs), line ministries such Ministry of Community Development, Mother and Child Health (MCDMCH) to expand youth friendly health services to provide access to reproductive health services in a friendly environment for in- and out-of-school children and youths.
- **Performance Monitoring:** There is needed to track project performance and improve monitoring, reporting, evaluation and knowledge management.

Therefore, in order to strengthen quality and sustainability of results in these areas the UNV will contribute to the following tasks:

- Assist UNICEF Education Technical Team to support government: Ministry of Education, Science, Vocational Training and Early Education (MESVTEE), and other key line ministries in planning and monitoring of education programmes;
- Assist UNICEF Education Technical Team to increase district capacity to support programme implementation, monitoring and reporting;
- Participate in the roll-out of M&E mechanisms and procedures designed by UNICEF to support government;
- Participate in advocacy activities designed to influence government and other stakeholders prioritize early learning, learning outcomes, retention (especially for girls and learners with special education needs), life skills and HIV prevention;

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- Participate in the promotion of innovative, cost effective and affordable models for improved learning achievement;
- Contribute to development of C4D skills and knowledge management amongst education stakeholders and
- Support promotion of public private partnerships to support delivery of quality education services

12. Results/Expected Output:

- Review, planning, reporting processes led by the government of Zambia are strengthened both at central and decentralized level resulting in increased accountability to deliver improved education services to most vulnerable communities;
- Monitoring and Evaluation mechanisms of the education programmes are strengthened and well established / adopted at all levels with constant attention to keep things simple and well aligned with the priorities of the government;
- Advocacy action plan with focus on prioritization of Early Learning, learning outcomes and life skills for behavior change and HIV prevention and
- Under the leadership of the government, innovative cost effective models are piloted, documented, disseminated and scaled-up.

13. Qualifications/Requirements:

- University degree in one of the disciplines relevant to the following areas: Education, Social Sciences, or a related technical field;
- Demonstrated interest and/or experience of education development issues, policies, as well as social programme strategies, procedures in international development cooperation in the education sector ;
- Willingness and ability to conceptualize, innovate, plan and execute ideas as well as transfer knowledge and skills;
- Ability to work in a multi-cultural environment and establish harmonious and effective working relationships both within and outside the organization;
- Excellent communication (written and verbal) skills in English;
- Computer literacy and proficiency in the use of computers: presentation, word processing, spread sheets, graphics, internet, etc. is a must;
- Willingness to contribute and work as part of a team;
- Flexible and open to learning and new experiences;
- Respect for diversity and adaptability to other cultures, environments and living conditions;
- Previous experience as a volunteer and/or experience of another culture, (i.e. studies, volunteer work, internship) would be highly regarded;

14. Learning expectations

Learning and development are a central part of the UN Youth Volunteer's assignment and take place before, during and after his or her assignment in the field. Ideally, offering diverse opportunities for learning and development aim to strengthen the volunteer's skills and competences, improve the quality of the assignment and keep the volunteer's motivation high.

Learning elements for the UN Youth Volunteer include the development of:

- Professional skills: including specific competencies and reflection on assignment-related abilities; and on-the-job skills such as time management, problem solving, team building; and career preparedness such as interview skills, CV preparation, job searching.
- Inter-personal skills: including communication and listening skills; multi-cultural awareness and cultural competency; and conflict and stress management.
- Volunteering-related skills: including leadership; civic responsibility; and engagement and active participation.



Beyond the learning opportunities provided by UNV, host agencies are expected to support knowledge and capacity development in the technical areas that are relevant to the UN Youth Volunteer's assignment. Host agencies are also expected to provide, at their expense, UN Youth Volunteers with equal opportunity to participate in training courses and workshops offered to the host agency's personnel.

Furthermore, the UN Youth Volunteer is encouraged to:

- Strengthen the knowledge and understanding of the concept of volunteerism by reading relevant UNV and external publications and taking active part in UNV events.
- Be acquainted with and build on traditional and/or local forms of volunteerism in the country;
- Reflect on the type and quality of voluntary action that they are undertaking, including participation in ongoing reflection activities;
- Contribute articles/write-ups on volunteering experiences and submit them to the team at UNVHQs for consideration (beyond other communications responsibilities), and input to the UNV publications/websites, newsletters, press releases, etc.;
- Assist with the UNV Buddy Programme for newly-arrived UN Youth Volunteers;
- Promote or advise local groups in the use of online volunteering, or encourage relevant local individuals and organizations to use the UNV Online Volunteering service.

15. Living Conditions: Lusaka became the capital city of Zambia in May 1935. Lusaka's central position in Zambia and its extremely 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 (2.5M) inhabitants of many 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 have set base. Its political, social, economic and cultural significance has also increased through the years. Lusaka has all amenities in place that would make a visitors stay comfortable. For more info, visit: <http://www.zambiatourism.com>.

16. Conditions of Service

A 12 months contract; monthly volunteer living allowance (VLA) intended to cover housing, basic needs and utilities equivalent to USD 1,682; life, health, and permanent disability insurance; return airfares (if applicable); resettlement allowance for satisfactory service.

17. How to Apply:

If you are not a candidate in the UNV database, please apply by registering your profile through the following link: <http://ereta.unv.org/html/index.php?module=myprofile&ad=YTH14ZAM000458>

Important: Once you have created your UNV account and validated your email address, please complete all sections of your profile and make sure the correct advertisement code **YTH14ZAM000458** is selected in the 'Special Recruitment' tab of MyProfile. Your application can only be considered once you have clicked on the green 'Submit My Profile' button. As a confirmation of your successful registration, you will receive an email with your UNV roster number.

If you already are a candidate in the UNV database, please update your profile through <http://MyProfile.unv.org> and select the code **YTH14ZAM000458** from the drop down list in the 'Special Recruitment' tab.

Closing date: Profiles of interested applicants must be fully registered in the UNV database of candidates not later than **22 November 2014** (applications received after that date will not be taken into consideration). Only shortlisted candidates will be contacted.

Description of Assignment prepared by the UNV Field Unit/UN Agency: Demeku Argaw, Human Resources Specialist - UNICEF

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Date: 19/06/2014

Description of Assignment approved by: Robert Palmer – Portfolio Manager – Southern Africa

ⁱ MoE of Republic of Zambia (2009) Education Statistical Bulletin. Preliminary Edition