



**JOB DESCRIPTION  
JUNIOR PROFESSIONAL OFFICER**

Post No.: **42327**

Post Title: **Programme Officer**

Grade: **P1**

Organization Unit: **Programme/Child Friendly Basic Education**

Duty Station: **Kampala, Uganda**

Duration of Appointment: **1- 3 years**

**Supervision**

**Direct supervision by (Name & Title):** Margo O'Sullivan, Chief Basic Education.

**Supervision to be given (what & how):** Under the direct supervision of the Chief Basic Education, contribute to programme design, implementation, monitoring and evaluation of the Child Friendly School activities of the Basic Education programme, data analysis and progress reporting.

**PURPOSE OF THE POST:**

The JPO post will contribute to the Basic Education programme's planning, implementation, promotion, monitoring and evaluation in order to keep children learning as well as increasing the gender equity. The post holder will focus on supporting education programme data analysis, progress reporting, support to government and partners in the development, design and implementation of interventions to strengthen the basic education programme. The learning process will also contribute to the achievement of the planned outputs.

**Major Duties, responsibilities and output expectations**

<b>No.</b>	<b>Major Duties and Responsibilities</b>	<b>Output (Achievement) Expected</b>
25%	1. Collect and analyze sex disaggregated data for situation analysis, programme planning, management, monitoring and evaluation purposes. Analyze programme implementation reports and evaluate against established programme recommendations and plans of action, within rights based and results focused approaches. Report outcome of analysis and propose corrective action.	Concrete inputs to periodic situation analysis, and timely and appropriate actions undertaken for planning, management, monitoring, and evaluation of the programme.

20%	2. Undertake ongoing visits to UNICEF Education project sites assess local conditions and resources and monitor UNICEF inputs, with a specific focus on gender. Communicate with local counterpart authorities and NGO, CBO and faith based partners on programme/project feasibility and effectiveness including the flow of supply and non-supply assistance.	Contribution to more effective programme implementation through field trip reports with findings and recommendations with follow up actions, and implementation of the recommendations made.
20%	3. Support the partnership specialist in Kampala, in particular following up on cash requests and the timely utilization of funds that bring about planned results. Evaluate and analyze financial and supply reports to ensure appropriateness of documentation, expenditures are within allotments, data is consistent.	Partners utilizing funds in a timely and effective manner to achieve key results. Supply and financial plans and requisition/expenditure are consistent with necessary actions undertaken.
10%	4. Undertake follow-up action on programme implementation activities and prepare relevant reports. Draft changes in programme work plans as required.	Necessary correction and concrete progress made towards CFS related goals and objectives and Basic Education Key results set out in the Country Programme 2010-2014 and annual plans of action, and documentation of the same.
10%	5. Attend technical cooperation meetings, relevant MoES working groups, such as Basic Education working group, Education Sector Review and other relevant meetings, prepare notes and undertake follow-up action related to programme implementation including donor and media visits.	Build partnership, for example, through technical cooperation meetings, for effective and efficient programme implementation.
5%	6. Maintain records of best practices in CFS, including human interest stories that emerge from programme activities for utilization in reports and donor proposals. Collate this data.	Best CFS practices collected and collated. Human interest stories collected.
10%	7. Draft relevant sections of reports (required for donors, management, annual reports, etc.). Collect information from records and reports to prepare these reports.	CFS is reflected in relevant sections of various reports and understanding of CFS activities are enhanced.

## **Qualifications and experience**

**Education:** University degree in Education or related field.

**Work experience:** Preferably 2 years of responsible professional work experience in project administration, monitoring and evaluation. Experience in developing, implementing and managing different types of activities and training related to primary education and child friendly schools would be a big asset. Primary teaching experience would also be an asset.

**Language:** Fluency in English and another UN working language required.

**Required Skills/Competencies:** - Good inter-personal and communication skills

- Good advocacy and negotiating skills
- Good analytical and training skills
- Ability to work in an international and multicultural environment
- Good knowledge of computer management and applications.

**Learning Elements**

- Learn on the job overall education and CFFS programme areas and improve skills in programme planning, management, monitoring, evaluation, and reporting following UNICEF's Results Based and Programme Planning and Management and Human Rights Based Approach to Programming which are in accordance with UNICEF's Programme Planning Procedures.
- Uganda's specific developmental needs and procedures are learnt and skills enhanced, such as sector-wide approach and emergency coordination and programme planning.
- Participate in regional/office wide training on programme planning and management, communication, writing and documentation as and when provided, and participate in regional technical review meetings on ECD related issues.
- Complete relevant UNICEF e training courses.
- Undertake individual specific learning areas as identified by the JPO using JPO training funds.

***After the 3 year assignment, the JPO will be able to:***

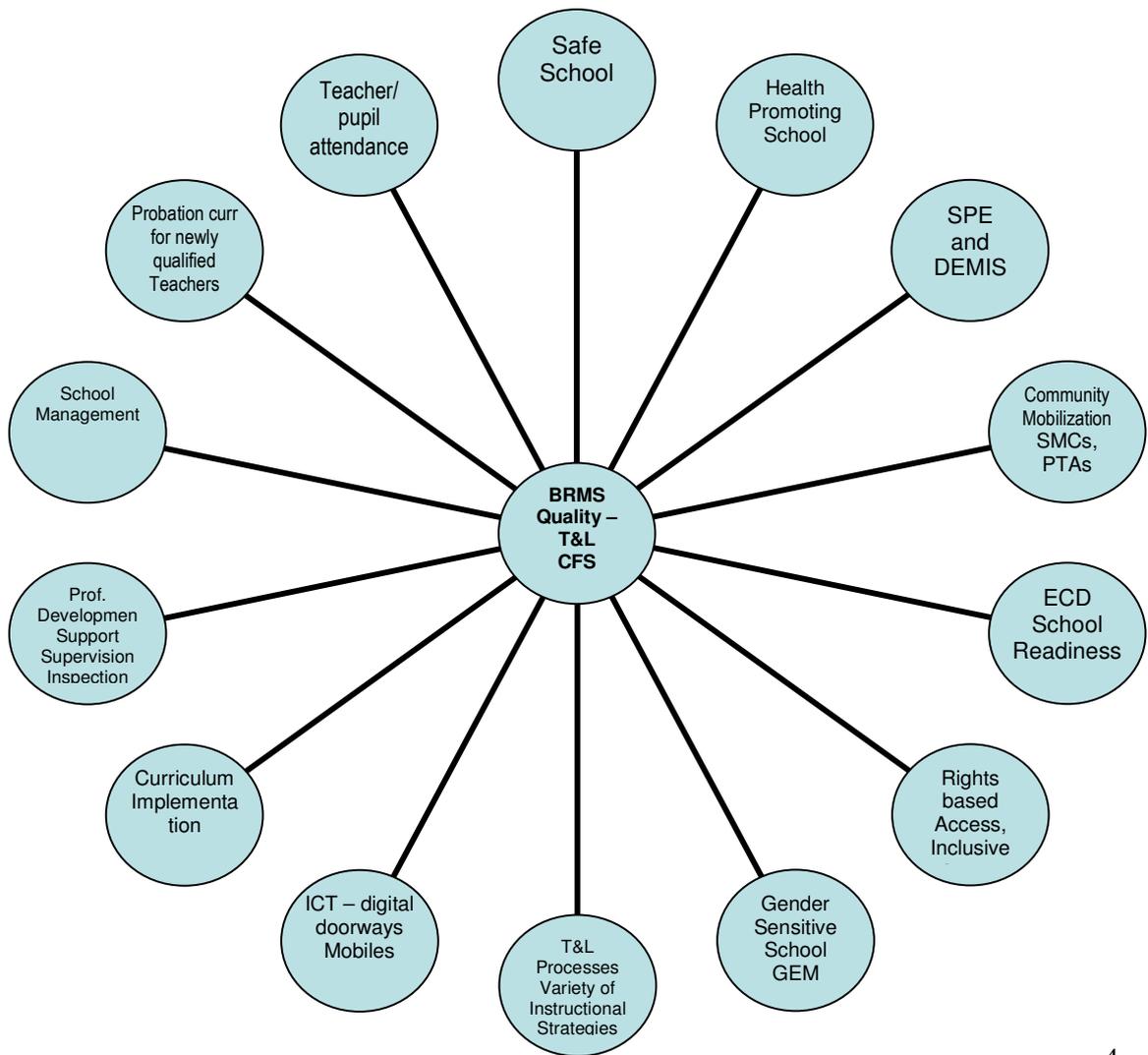
- Smoothly and flexibly work in a multi-cultural context and as part of a team.
- Engage in respectful, assertive, constructive and action-oriented dialogue with other professional of diverse background and perspectives on social planning.
- Produce more precise and consistent written and oral communications on matters related to social development and humanitarian action.
- Undertake more precise and consistent analysis of children's situation as well as formulation and monitoring of programmes and projects addressing the upholding of child rights, particularly in the themes of child protection.

**Background information**

**Basic Education, UNICEF Uganda - CFS and BRMS within CP 2010-2014**

UNICEF in 2010-2014, with support from partners, will support the implementation of the Directorate of Education Standards [inspectorate] / Ministry of Education and Sports (MoES) Basic Requirements Minimum Standards and Child Friendly Schools (BRMS/CFS) in all primary schools in Uganda, with a focus on primary schools in our 16 focus districts in Northern, North Eastern and Western Uganda, from 2010.

**Figure 1. BRMS and Child Friendly Schools in Uganda 2010-2014**



### **UNICEF Key results CP 2010-2014**

Over the next five years, Education in UNICEF Uganda will focus on improving the quality of Basic Education (ECE and primary), which ultimately will bring about improvements in literacy and numeracy achievements and reduce dropout. UNICEF activities will be informed by the contextual teaching and learning conceptualisation of quality indicated in the ESSP - “Above all, it [ESSP] aims at improving the quality of Education – what participants learn and how they learn” (ESSP, p. 5).

UNICEF’s Basic Education Key results for the CP 2010-2014, are informed by MoES goals. They are:

- The percentage of girls and boys that enroll in grade one of primary school at the age of six increases from 53 per cent to 63 per cent nationally and from 46 per cent to 56 per cent in focus districts.
- The percentage of girls and boys who complete their primary education will increase from 51 per cent to 61 per cent nationally and from 29 per cent to 40 per cent in focus districts.
- Nationally, boys and girls at grade three (P3) and grade six (P6) levels increase their competence in (a) literacy, from 47 per cent to 67 per cent in P3 and from 51 per cent to 76 per cent in P6, and (b) numeracy, from 46 per cent to 61 per cent in P3 and from 44 per cent to 59 per cent in

### **Strategies and activities to achieve Key results within CFS/BRMS schools**

UNICEF will use a variety of strategies to realize these targets, including working within SWAP, advocacy, system strengthening, in particular TDMS, and capacity building through the use of technical support, when needed, of main national and district stakeholders - DES, TED, EPD, BE, NCDC, DIS, DEOs, PTCs, KYU, UNATU, and working with NGO and CBO partners. UNICEF CP 2010-2014 presents various activities, within these strategies, which seek to realize the key results. Many of these activities can be included within the BRMS standards, which DES is currently finalizing. See figure 1 on p. 1. These standards and areas form the basis of a child friendly school relevant to the Ugandan context, a school that ultimately will bring about improved learning achievements and completion rates. The areas in the BRMS/CFS model are also included in the QEI.

The successful implementation of a CFS/BRMS school will be enabled through a variety of activities and interventions, all of which work within MoES structures and systems. They will enable the strengthening of MoES systems, in particular, the TDMS system and DES/MoES M&E and support supervision systems, and the development of key staff capacity. The activities and interventions include:

- bringing in technical assistance to support capacity building, especially for CCTs

- use of IT innovations, such as the digital doorways and use of mobile phone technology for EMIS
- Training – workshops and school based with follow up support
- Devising training modules, already Safe schools has module, devised by MoES with UNICEF support
- Devising a best practices booklet
- GEM clubs and other UNGEI activities

All of the areas in the model require capacity development of teachers and head teachers. This will be provided mainly by the CCTs, within the TDMS system. Care will be taken not to overload the CCTs and to provide them with needed capacity building. Technical capacities of CCTs is critical to the success of the BRMS/CFS implementation. UNICEF seeks to ensure that CCTs themselves develop their own understanding and skills in use of various activities and initiatives. Only then, can they competently train teachers and head teachers. The implementation of the CFS will be through and with MoES, and they will guide a focus on particular areas at any one time over the CP timeframe 2010-2014. Some areas will be focused on together, some will get complete focus. For example, it is expected that the Health Education policy will be finalized by end of 2009 and MoES is likely to implement in 2010, which will require intensive support at that time.

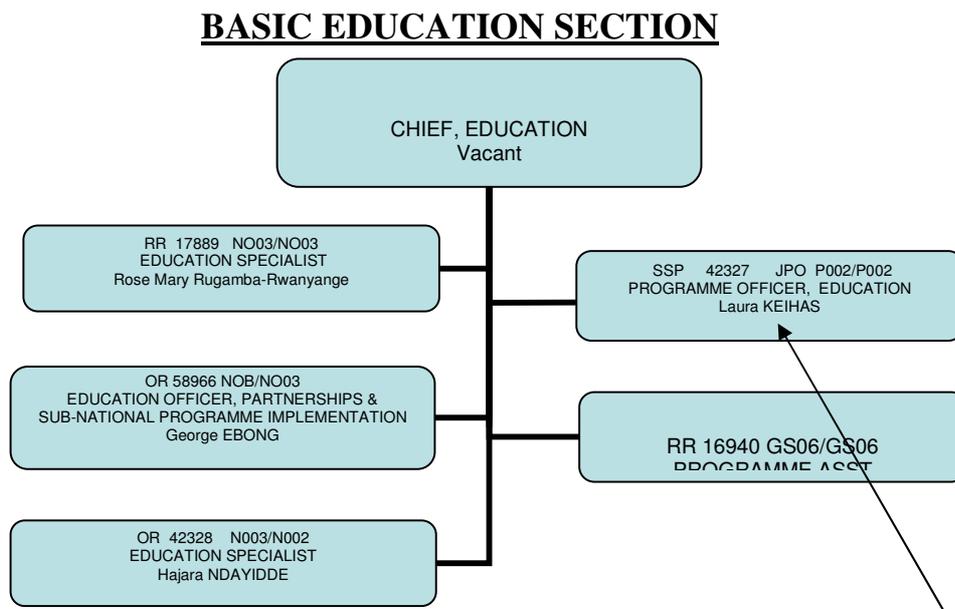
### **Needs assessment and best practices**

The CFS/BRMS programme will begin in first term of 2010 with a needs assessment, involving 50 schools in each of the districts, as a representative sample. This will involve devising of CFS indicators, based on the BRMS. The needs assessment will also identify best CFS/BRMS practices and will inform a DES booklet to accompany the BRMS to support its implementation. For example, a recent field visit to Kyenjojo identified the following as effective CFS practices:

- Open days and best performing pupils and teachers rewarded
- Soccer games at Open Days to inspire community involvement
- Open Days to share SPR and DEMIS data with parents and community members,
- Each open day focuses on a particular theme, such as school lunches.
- School gardens
- Competition to find most CFS school in district
- System to address dropout, all teachers sign attendance register daily and head teacher monthly sends record of number of lessons taught daily by teachers to district. The district has sacked a few teachers for poor attendance.
- Pupil absenteeism being addressed in Butiti Sub County, through implementation of district bye-law which requires parents to send children to school. Parents fined 40,000 or community service. District officials and police attend weekly market days and send children there back to school. Police also go to villages and check if any children at home who should be at school.
- Some teachers sick, 28 officially HIV positive in district. A club formed for positive teachers.
- Radio talk shows effective in community mobilization

- One of the key reasons for Nyakasanyi Primary school being chosen as best CFS school is the leadership of the head teacher and a supportive SMC and PTA.

**Organizational Structure:**



**Living Conditions and Working Environment:**

The JPO position will mainly be office based in Kampala, but with regular work travel to the field to meet local government and other partners, to provide technical support supervision, and to assess progress of field activities.

**Duty Station:**

The JPO will be based in UNICEF Country Office in the city of Kampala located at 1,200 meters (4,000 feet) above sea level. Adequate housing facilities are readily available to rent houses and apartments. The rent of a small apartment varies from USD 800 to 1,500 and House: USD 1,000 to 2,000 for small to medium size houses

**Food and telecommunication availability:**

Kampala City offers about 4 big Supermarkets and a wide variety of local markets with plenty of available fresh food stuffs of all kinds. There are three international telecommunications systems, easy access to internet and modern banking facilities.

**Public Transport:**

Public transport within Uganda consists of long-distance buses, local (mini)buses (known as matatus or taxis), taxis (known as special hires) and motorbike or cycle taxis (known as boda-bodas). Long-distance buses, matatus and boda-bodas are cheap but not particularly safe or comfortable ways of traveling. It is not advisable to use Boda boda (motor cycles) as they are largely unlicensed, uninsured and the majority of the riders are of doubtful competence. Special hires are usually safe and reliable, but the price should be agreed / negotiated at the start of the journey.

Yellow Cabs, the first metered taxis in Kampala have recently started to operate. These are more expensive than other forms of public transport, but the cars are new and manned by responsible drivers. (Telephone 041-532437, 031-262036, 078-384842). They also have female drivers available.

**Climate:**

The climate is pleasant, largely because most of the country is at about 1,200 meters (4,000 feet) above sea level. Temperatures range between 20 and 30 degrees Celsius. The climate is uniformly warm and moderately humid, thus the need for warm clothing may not arise.

**Security:**

The operational areas vary from Phase 1 to 3 – Precautionary – of the UN Security Plan. Kampala is at Phase 1 level. All new staff undergoes Security briefing at the UNDSS (UN Department for Safety and Security) and elaborate Security documents are provided as well as all relevant Security information.

**Health and Welfare:**

UN Clinic is operating within the UNDP premises for eligible UN staff and their dependants. Working hours are 8.00 am-5.00 pm with a lunch break on weekdays; 9.00 am –1.00 pm on Saturday and closed on Sundays.

Services provided include day-to-day medical assistance with dispensing of essential. Laboratory investigations and medical examinations, travel vaccinations, referrals to other specialized physicians.

Doctors, Dentists and Opticians in Kampala

There are several hospitals in Kampala, but if you need specialized hospital treatment, which is not available in Uganda, it would be preferable to have it in Kenya or South Africa. There are a number of Obstetricians /Gynecologists available in Kampala.

There are a number of opticians in Kampala and good quality frames and contact lenses are available. It is difficult to find cleaning solutions for hard gas-permeable lenses.

**Emergency Services and Medical Evacuation:**

During an emergency, the UN doctor can be contacted for advice and medical evacuations are coordinated through UN Clinic after being approved by the respective Resident Representative.

**Vaccinations required:**

As recommended by the United Nations Medical Services Division (UNMSD), please ensure that your necessary inoculations have been obtained and recorded in your vaccination booklet.

Required:/Must:           Yellow Fever  
Recommended:           Hepatitis A and B (good for 10 yrs)  
                                  Anti - Malarial Tablet

Booster injections and injections for children and infants are available locally.