

# Post-assignment Report

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# DUTIES PERFORMED

## Task1



My support encompassed the identification and development of knowledge and innovations, along with the implementation and monitoring/reporting back related to interventions at both national and subnational levels. These interventions were specifically targeted at Ethnic Minority Education, with a particular emphasis on Mother Tongue Based Bilingual Education (MTBBE), Children with Disabilities (CWD), girls, and other vulnerable children. I also took on the task of developing templates for the education section's future Theory of Change (TOC). Additionally, I provided support to the team by conducting research on the LEGO funding application. I actively participated in field trips within Hanoi and assisted with donor reports related to grants for CWD, girls, and vulnerable children.

## Task 2



I was responsible for supporting the Education Officer in the coordination work in remote areas. This involved managing all aspects of the program cycle, including planning, implementation, monitoring, and evaluation, as well as facilitating donor and other visits. To support MTBBE donor visits, I wrote postcards and sourced useful images. I managed the grants and pipeline for the education team and searched for potential grants. Furthermore, I contributed to the education team's response to typhoon Yagi.

## Task 3



As a member of the team, I assisted in the section's efforts towards new initiatives such as inclusive digital literacy, communications, social behavior change, and mental wellbeing. I also supported donor-related issues within the Education section. I led the Social and Behavior Change (SBC) work from the education team in collaboration with the Communications team. I developed the concept note and Terms of Reference (TOR) for SBC.

## Task 4



I participated in team meetings, sector-wide meetings, and country office cross-sectoral working group meetings, along with other discussions and consultations to support the Inclusive Education workstream. I also joined various fruitful workshops and talks to gain valuable insights, including the Brown Bag Lunch (BBL) on Youth Engagement in COP 29, EAPR Global Induction in September, and Solar Training for UNICEF personnel.

# LEARNING EXPERIENCES



## a. Proposal Writing

I have significantly enhanced my proposal-writing skills. I was initially intimidated by the task, but through continuous practice and guidance from my colleagues, I learned how to structure a compelling proposal. I had to research in-depth about the educational issues in Vietnam, such as the lack of access to quality education in rural areas and the digital divide affecting online learning. Based on this research, I learned to clearly define the problem, present evidence-based solutions, and outline a realistic budget.



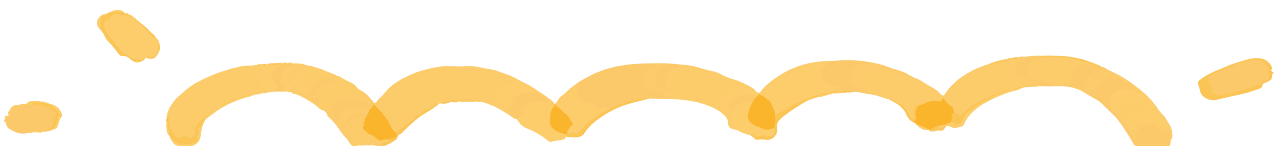
## b. Cross-sectoral communication

Working in an organization like UNICEF, which has multiple sections, has taught me the importance of effective cross-sectional communication. I frequently interacted with colleagues from the communication section to progress the SBC work. I learned to listen actively to their perspectives and find common ground. I also became more proficient in using shared platforms and tools to exchange information. This has not only improved the efficiency of our work but also helped in building stronger relationships within the organization.



## c. Community-centric Approach

One of the most profound cultural insights I gained was the strong community-centric approach in Vietnam. In the educational projects I was involved in, I witnessed how communities actively participated in the development and implementation of educational programs. In rural villages, parents would volunteer their time to help build school facilities, and community elders would share traditional knowledge with the students. This has made me realize the importance of involving local communities in any development initiative. It is not just about providing resources from the outside but also about empowering the community to take ownership of the change. In the context of education, this community-led approach ensures that the educational programs are relevant to the local culture and needs, leading to better outcomes for the students.



# CHALLENGES ENCOUNTERED

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## Cultural differences

The perception of time in some cultural settings in Vietnam can be more flexible. Schedules for meetings or project implementation might not be as strictly adhered to as I was accustomed to. This caused some initial frustration when trying to keep projects on track.

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## Language barriers

There were numerous Vietnamese - language educational policies, reports, and research materials. Without strong language skills, I had to rely on translations, which sometimes led to a delay in accessing and fully understanding important information.

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## Natural disasters

During my assignment, typhoon yagi hit some of the areas where we were implementing educational projects. This interrupted the educational activities. We had to quickly shift our focus to providing emergency support and finding alternative ways to continue education.

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## Funding uncertainties

During my assignment, there were some uncertainties in funding for our education projects. This created a lot of stress as we had to justify the continuation of the projects and explore alternative funding sources while also trying to maintain the momentum of the work.

# REFLECTIONS

My six-month adventure as a UN volunteer in UNICEF Vietnam's education section has been a profound learning experience. I've gained a deep-seated understanding of the UN's work model, where global goals are intricately woven with local needs. For instance, in Vietnam, we tailored education initiatives to suit the diverse geographical and cultural landscapes, highlighting the importance of context-specific solutions within the UN's overarching framework.

On a personal level, the experience has been transformative. I've grown in cultural competence, learning to navigate the nuances of Vietnamese culture. Professionally, my skills in project management, research, and proposal-writing have seen significant improvement. Each challenge, be it a language barrier or an unexpected disaster, has fortified my resilience and deepened my empathy for the communities we serve.

