



## University volunteer TERMS OF REFERENCE: ToR 24

**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, University 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, University 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 University volunteers even more rewarding and productive.

The “**University Volunteer Network**” provides human resources and knowledge resources, through the recruitment of students from partner universities. These volunteers serve for six months in developing countries.

**The Universidad Autónoma de Madrid (UAM)** acts as the coordinating university of the Spanish University Volunteer Network currently comprising 27 Spanish universities. To date, 155 assignments have been carried out. This year, it is envisaged to field 45 volunteers to work towards achieving the MDGs in selected areas of education, health, environment and Information and Communication Technologies for Development (ICT4D). The volunteers are to primarily support host institutions supported by UNV’s MDG Facility as well as UN Projects and Programmes engaged in MDGs-related activities. The focus of these assignments will be on capacity building.

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- 1. UNV Assignment Title:           ICT4D Volunteer**
- 2. Type of assignment (International University volunteer):   International University Volunteer**
- 3. Project Title:                        ICT4D**
- 4. Duration:                             6 months**
- 5. Location, Country:                Egypt**
- 6. Expected starting date:         To be decided with UN Volunteers Programme**
- 7. Brief Project Description:**

UNDP is working with national and regional partners to utilize Information Communication Technologies (ICTs) as a driver for development. Over recent years, Egypt has become one of the leaders in the technology sector across the Arab region, with advances in computer programming, ambitious plans to computerize schools, the establishment of public Internet access centers and provision of free Internet access and the general promotion of technological development. The Egyptian government’s support for many of these ventures reflects its strong desire to push forward the technology sector in the country. This positive environment helped to create a series of initiatives in which UNDP and the government are working

<sup>1</sup> **Instructions for completing this form**

- The form should be completed as detailed as possible bearing in mind that the Terms of Reference are aimed at student volunteers and not professionals.
- Host organizations should retain a copy of the form.
- The goal of this form is to provide pertinent information on the qualifications requested in order to recruit the best possible candidate for this student volunteer assignment.



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to make new technologies and especially information and communication technology (ICT), work for development. Today the main tool being used to support ICT-for-development is the ICT Trust Fund for Egypt, which has been established under the joint auspices of the Egyptian Ministry of Communications and Information Technology and the UNDP. This Fund aims to foster public-private partnerships towards bridging the “digital divide” in Egypt. Currently it is estimated that only 1-2% of Egyptians have access to the Internet, while the number of telephone lines, PCs and websites is quite low compared to other countries.

Through its partnership, UNDP helped the Egyptian government to define a vision for the use of ICT and its underlying technologies to accelerate human development in the country. This vision includes increasing employment opportunities in the communications and information technology sectors and building an information society capable contributing solutions to fighting poverty. The ICT Trust Fund programme focuses on six main projects: 1) The Community Development Portal 2) IT for Illiteracy Eradication (CD-ROM tutorial for basic literacy) 3) The Mobile Internet Unit 4) Community E-Library Initiative-Information for all 5) Smart Schools 6) IT Clubs Franchise scheme.

Linked by commonalities of history, geography and developmental challenges, the countries of the South have relevant lessons and expertise to share with each other. To support such cooperation the UNDP has developed a global knowledge network that includes 132 country offices, nine sub-regional resource facilities and a Special Unit for South-South Cooperation (SU/SSC). The UNDP has encouraged and supported policy dialogue and knowledge sharing to assist countries in harnessing technical expertise relevant to development policy and programme implementation, where pertinent these partnerships have promoted the utilization of both public-private partnerships and high level governmental coordination to further developmental coordination.

### **The IT Clubs and the ICT Trust Fund**

Telecentres are established across the world to bridge the digital divide, ensure better community mobilization, rural development and information accessibility using ICTs. Egypt has been familiar with Telecentres since 1998, when the very first Telecentres were established and today, telecentres or IT Clubs are all over the country numbering more than 1400.

The establishment<sup>2</sup> of the first Technology Access Community Center (TACC) in 1998, located in the Governorate of Sharkeya, had a measurable impact on the capabilities of surrounding population and set in motion the proliferation of IT Clubs throughout Egypt. During the following three years IT Clubs, with the support of the Government of Egypt (GoE) and UNDP, began to appear in numerous governorates. To support the growing number of IT Clubs and promote the use of ICTs as a vital developmental tool for interventions UNDP Egypt and MCIT spearheaded the establishment of the Egypt ICT Trust Fund in 2002. As the infrastructural capacity of IT Clubs continued to expand nationwide, UNDP and the GoE realized the pivotal role IT Clubs could have as vehicles for community led development, which became evident as a direct consequence of the TACC project’s success. As such an energized focus was placed on providing supporting mechanisms for IT Clubs. This led to the creation of a bundle of projects that would enhance the impact of IT Clubs nationwide, and, moreover, serve as tools to illustrate the importance of ICT for development (ICT4D). The successive scaling up of the United Nations Development Programme (UNDP) Egypt’s interventions, in coordination with the Ministry of Communication and Information Technology (MCIT), to support the operations of IT Clubs, also known as telecentres, on a national level has necessitated a broad spectrum approach to enhancing their impact at the local community level.

The establishment of the Egypt ICT Trust Fund, in 2002, marked a significant milestone in the utilization of ICTs as drivers and enablers for developmental initiatives in Egypt, It was established jointly by UNDP Egypt and MCIT. To that end it aimed to spearhead a number of initiatives to support and enhance the operations of IT Clubs nationally. These initiatives include: IT or Illiteracy Eradication (IT4IE), the Mobile ICT Unit

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<sup>2</sup> This paragraph and the following are extracted from the paper “A Changing Paradigm: Orienting Egyptian IT Clubs towards Human Capacity Development By Sherif El-Tokali & Trevor Wilson, <http://www.undp.org/Portals/0/A%20Changing%20Paradigm%20.pdf>



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(MICTU), IT Clubs for Special needs, the Community Development Portal (CDP), and ICT for Micro, Small and edium Enterprises (ICT4M/SMEs). Each of the cited initiatives seeks to complement IT Club operations in an individual way, collectively producing a bundle of applications that promote sustainable human development and knowledge accumulation and dissemination. Moreover, each of the above projects in some way stemmed from the valuable lessons learnt during the implementation process of the three original TACCs.

Below, each element of the above-cited bundle of initiatives that were created to support and enhance IT Clubs local impact will be delineated.

There are currently over 1,400 IT Clubs located throughout Egypt, with the majority of the said IT Clubs still linked to MCIT. As the network of IT Clubs has grown enormously, not all the IT Clubs are still serving as a Community Access Centres as their original mandate was. Therefore, UNDP Egypt and MCIT are currently working to synchronize this vast infrastructure and to augment each IT Clubs ability to better serve their respective community's. To this end both UNDP Egypt and MCIT are planning to tap into the potential these IT Clubs collectively possess to create a Central IT Club Entity that focused on integrating and networking IT Club operations to improve amplify and strengthen their local capacities. The Central IT Club Entity will serve as tool to further capacitate IT Clubs and their staffs within the context of the communities they operate in. For, through providing IT Club operators and staff with skill sets relevant to human capacity development, UNDP Egypt continues to support IT Clubs towards operating in a more effectual manner, so as to be able to better serve as driver's for local, community based human development.

In line to UNDP Country Programme (2007-2011), UNDP is committed to support the integration of ICT into national development programmes and increase citizens' access to information and connectivity while safeguarding against the formation of a digital divide along socio-economic lines.

### **Current IT Clubs issues of sustainability**

The recent paper "Sustainability Revisited :Egypt IT Clubs<sup>3</sup>" by Karim Kasim and Purvi Shah, analyses the situation and provides a comprehensive picture of the challenges ahead of the IT clubs in their search of digital inclusion and social impact / development through the use of ICTs.

According to the article, and corroborated by various interviews and field visits, there are several key challenges facing the IT clubs, as those inherent to the socio-economic milieu in which they evolve, or their nature (either Government affiliation or NGOS with limited capacity) and the market value of the IT Clubs' services. But the article enhances that "Limited capacity not only includes lack of infrastructure, but more gravely, the lack of IT and management skills of staff. This is one more reason why the IT Clubs in Egypt have not been able to sustain themselves".

As in many countries, the capacity of the operators and managers is the key that leads to successful telecenters, and their training a key challenge for the emerging networks that support the community telecentres.

### **The Global Telecentre Academy**

The telecentre.org Academy is a global initiative to provide telecentre managers with ongoing training, capacity building, and professional development opportunities. Structured as a consortium of national academies and partners with a small global support unit, the Academy supports and coordinates training programs, promotes the collaborative development and sharing of resources, and maintains accreditation and certification standards. The Academy's goal is to ensure that telecentre managers have the necessary skills and support to excel in their day-to-day work. National academies in Spain, Colombia, and the Philippines have already been established, to be followed by Peru, Chile, Brazil, Sudan, Egypt, India, and Mozambique by the end of 2008. Together, it aims to train one million people by 2012.

At the global level, the telecentre.org Academy will:

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<sup>3</sup> <http://www.telecentremagazine.net/articles/article-details.asp?articleid=170&typ=Country%20Focus>



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- Establish national academies, in partnership with academic institutions, government, NGOs, and the private sector, and provide support for business and sustainability planning
- Set standards to accredit national academies and develop a certification scheme that recognizes telecentre managers' training achievements and skills gained through work experience; promote accreditation and certification using a brand or seal that symbolizes high-quality training and skills
- Support the development of open curricula and promote the creation, coordination, and improvement of common resources
- Facilitate events, networking, and knowledge sharing activities, including engaging the community to contribute to a shared, multilingual repository based on UNESCO's Open Training Platform (to include curricula, certification standards, best practices, models, list of experts, etc.)
- Develop a web-based learning management system
- Develop partnerships to secure additional resources and support
- Reach out to governments and donors supporting telecentres to help them incorporate continuous and sustainable capacity building into their program design

At the national or regional level, each academy will localize materials, deliver training, and link managers to ongoing mentoring and coaching opportunities. The telecentre.org Academy is a participatory initiative. National academies come together to determine the direction and activities of the global support unit.

### **Fundación Esplai Telecentre Academy model**

Since 2000 Fundación Esplai (an NGO based in Barcelona Spain) and has developed and implemented face to face and online training for more than 5.000 telecentres operators and managers. It also manages a network of centres, Red Conecta, with 64 telecentres. Esplai Foundation's e-Learning training module for telecentre managers (developed over a period of three years in Spain) include a unique feature of content generation and dissemination strategy for 88 e-Learning modules. The Spanish NTA model is created in a way that the participants have their own professional colleagues as their trainers. The model has thus created methodological spaces for explaining the experiences of professional colleagues and aiding transmission of expertise to all the Spanish Networks.

Fundación Esplai has inspired the Philippine telecentre academy model, and is currently finishing a know-how partnership with Colombian Telecentre Network, that succeeded in establishing the Colombian Telecentre Academy.

Esplai is also starting new project in Bolivia and Panama with the same objective of helping setting up the National Telecentre academies, and is as such, recognised as a global leader in this field.

Through a partnership Fundación Esplai (NGO-Spain), Egypt ICT Trust Fund will:

- Set up the technical aspects of the National Egyptian Telecenter Academy:
- Train a team of coordinators, content/course developers, and tutors.
- Develop and test a comprehensive training curriculum for telecentre operators and managers, mixing on-line and face to face training.
- Implement a pilot phase of training of (120) telecentre operators and managers

**8. Host Agency/Host Institute: UNDP**

**9. Organizational Context: UNDP**

**10. Description of Duties:**

Volunteers in education can provide assistance in teaching and tutoring. Typically, volunteers in ICT4D can help to develop and set-up websites and networks as well as databases, e.g. through the provision of training. In Panama, volunteers have helped to promote capacity building activities in the area of disaster-related education activities. University volunteers in health have helped to educate and raise awareness among Cape Verdian mothers in HIV/AIDS. In the area of environment, they have developed information material in disaster-related management.



The volunteer will be supporting the following area(s) of the MDGs.

- |  |  |
|--|--|
| <input checked="" type="checkbox"/> <i>Eradicate extreme poverty and hunger</i>      | <input type="checkbox"/> <i>Improve maternal health</i>                    |
| <input type="checkbox"/> <i>Achieve universal primary education</i>                  | <input type="checkbox"/> <i>Combat HIV/AIDS malaria and other diseases</i> |
| <input checked="" type="checkbox"/> <i>Promote gender equality and empower women</i> | <input type="checkbox"/> <i>Ensure environmental sustainability</i>        |
| <input type="checkbox"/> <i>Reduce child mortality</i>                               |  |

Under the direct supervision of Sherif El Tokali, ICT4D Specialist the University volunteer will undertake the following tasks:

- Assist in supporting the partnership with Fundación Esplai in all aspects of the project cycle,
- Help coordinate activities with existing national and regional partners relating to utilizing ICTs as a driver for development.
- Help in drafting, in coordination with stakeholders, the ICT Specialist and the ICT4D Associate, project documents and concept notes in a clear and concise manner.
- Take part in developing and formulating projects, elaborating work plans, report writing and conducting background research.
- Perform various other duties as they arise.
- Report regularly to the National Officer on the status of the assigned tasks.
- Keep a file with materials and information of relevance to ICT4D.
- Complete as required performance appraisal and UNV periodic reports (Initial, Annual and Final).
- Promote the spirit of Volunteerism through participation in UNV meetings, activities and events.

In addition University volunteers are encouraged to further promote volunteerism and engage in volunteering activities:

- Strengthening their knowledge and understanding of the concept of volunteerism by reading relevant UNV and external publications and taking active part in UNV activities (for instance in events that mark IVD)
- Getting acquainted with and building on traditional and/or local forms of volunteerism in the host country
- Reflecting on the type and quality of voluntary action that they are undertaking, including participation in ongoing reflection activities
- Assisting with the UNV Buddy Programme for newly-arrived University volunteers
- Promoting or advising local groups in the use of online volunteering, or encouraging relevant local individuals and organizations to use the UNV Online Volunteering service whenever technically possible
- Contributing articles/write-ups on field experiences and submitting them for UNV publications/websites, newsletters, press releases, etc.

#### **11. Results/Expected Output:**

- A final statement of achievements towards volunteerism for development during your assignment such as specific quantification of mobilized volunteers, activities, capacities.
- Document researched best practices in the area of establishing telcentre-networks
- Conduct a background research on training curriculum for telecentre operators and managers, mixing on-line and face to face training.



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## 12. Qualifications/Requirements:

- **Education:** Secondary education and enrolled in a under-graduate university program
- **Language:** Fluent in written and spoken English and Spanish
- **Specific skills in requested area (e.g. related to education, health, environment or ICT4D)**
- **Computer/software skills:** IT literate with knowledge of MS Office
- **Additional skills:**
  - Fluent in verbal and written English
  - Former volunteering experience is a plus
  - Good communication skills in different social contexts
  - Good networking skills
  - A flexible and versatile team player
  - Ability to learn
  - Creative problem solver
  - Good interpersonal and communication skills
  - Willingness and ability to travel within Egypt

## 14. Other information:

### A) Visa

Please specify type of visa needed for nationals from Spain to enter your country:

- Upon arrival at airport, renewal will be granted with the help of UNDP Egypt**

### B) Accommodation

- **Location of assignment:** Cairo, Egypt
- **Nearest airport:** Cairo, Airport
- **Type of accommodation:** Rental, not provided by the UNDP Egypt
- **Address:** to be decided with UNV, UNDP Egypt to provide counselling
- **Approximate monthly cost of accommodation:** 2500.00 Egyptian Pound approximately 500.00 US Dollar
- **Security provision and approximate costs:** Not provided by UNDP Egypt
- **Means of local transport for the volunteer:** Not provided by UNDP Egypt; Metro, taxi and public buses
- **What other facilities will be offered to the University volunteer(s)?** Non

### C) Local transportation

- **Means of local transportation for the volunteer:** Not provided by UNDP Egypt; Metro, taxi and
- **Approximate monthly cost:** Not provided by UNDP Egypt; range from 300-500 Egyptian Pound approximately 60-100 US Dollar

### D) Security provision

- **Security provision and approximate costs:** Not applicable and not provided by UNDP Egypt.

## 15. Conditions of Service

Monthly volunteer stipend (intended to cover housing, basic needs and local transport), equivalent to EUR 683 per University volunteer; visa fees, life and health insurance; return airfares.

Date April 1, 2009