



Job Opportunity

Location: Juba South Sudan

Job title: Girls Education South Sudan (GESS 2) Mentoring Assistant

Reporting to: Regional Team Leader GESS 2 Programme

Duration: 12 months, extendable subject to performance and funding.

Duty station: Mobile within CES former.

This post is reserved for South Sudanese Nationals only.



Stromme Foundation:

Stromme Foundation (SF), founded in 1976, is a Norwegian based Non-Governmental Organization (NGO). It provides development support to needy communities in 12 Countries in the Regions of West Africa, Eastern Africa and Asia. Stromme Foundation supports intervention in Education and Microfinance through likeminded registered national partners.

Stromme Foundation, one of ten Regional Anchors (RA), has been contracted by Mott MacDonald Ltd trading as Cambridge Education (MM/CE) to manage the implementation of the 5-year 'Girls' Education South Sudan Phase 2 (GESS 2) programme in Central Equatoria State former -South Sudan. The GESS 2 is a Programme co-funded by the Government of South Sudan and the United Kingdom (UK) Department for International Development (DFID).

Background

GESS 2 seeks to build on the successes of the Girls' Education South Sudan Phase 1 (GESS 1) programme. GESS 1 provided a range of interventions – Cash Transfers paid to girls, Capitation Grants to support schools, initiatives designed to improve the quality of education, research, support to girls through mentoring and learning groups and large-scale behavior change interventions specific to the importance of girls' education.

Position objective and description:

Implementation of GESS 2 mentoring programme for 8,000 girls and boys by Regional Anchors across the country by:

1. Setting up mentoring clubs in secondary schools in the region;
2. Rolling out mentoring programme in secondary schools through provision of training to peer mentors in secondary schools;



3. Rolling out mentoring programme in selected primary schools through empowering peer mentors to work with P7 and P8 learners and inspire them to keep up high attendance, develop advance study skills, develop knowledge of what is needed to be successful in the PLE and inspire them to join secondary schools;
4. Organisation of the National Girls' Education Day and annual career fairs;
5. Providing training to Head Girls and Head Boys on their roles in SMC/BoG;
6. Providing support to SMC/BoG in selected schools to plan for activities benefiting girls, removing barriers to education for girls and improving learning outcomes in English and Maths for girls with learning difficulties;
7. Liaising with BRAC and Community Girls' Schools (CGS) and providing occasional training to CGS Teachers on the mentoring programme;
8. Providing training and ongoing support to school mentors;
9. Tracking the number of beneficiaries of mentoring programme;
10. Mainstreaming gender sensitive approaches in all undertaken work;
11. Contribute to the review of existing mentoring programmes and materials;
12. Contribute to the periodical reviews of GESS2 mentoring programme.

Specifically, the GESS2 Mentoring Assistant will:

1. Participate in training for GESS2 Mentoring Assistants;
2. Develop roll-out plan for Mentoring Programme in the Region;
3. Identify Senior Girls in secondary schools with a potential of becoming peer mentors;
4. Train the peer-mentors in secondary schools to run the mentoring clubs;
5. Track progress of the mentoring clubs;
6. Provide support, coaching, encouragement and advice to peer-mentors in secondary schools and school mothers in primary schools;
7. Advise and assist the peer-mentors to set up a follow-up and support system resulting in good attendance and improved learning outcomes;
8. Provide support to Boards of Governors and School Management Committees to plan for activities supporting girls' attendance and performance;
9. Provide training to Head Girl and Head Boy on their roles and responsibilities in school development planning and their roles in BoG/SMC;
10. Organise National Girls' Education Day and annual career fairs;
11. Create a network of female role-models at county level and keep in touch with them, encourage them to periodically participate in peer-mentoring sessions;
12. Liaise and keep in touch with GESS2 Community Mobilisers and Radio Producers to maximise the use of GESS2 radio programmes and contribute to their design;
13. Liaise and keep in touch with School Trainers, reach out for support when needed;

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14. Report challenges and successes of the mentoring programme in primary and secondary schools;
15. Actively participate in professional development opportunities for Mentoring Assistants, especially in the gender and inclusion training opportunities, training courses for the GESS 2 Mentoring Assistants and other as recommended by the GESS 2 Gender and Mentoring Advisor and GESS 2 Regional Anchor Team Leader;
16. Mainstream gender sensitivity and gender sensitive planning and budgeting approaches in all undertaken activities.

The GESS 2 Mentoring Assistant may be requested to perform other duties related to mentoring of secondary and primary school girls and boys.

During the induction programme, the GESS 2 Mentoring Assistant will participate in a series of an in-depth conceptual and practical training in the above-mentioned areas.

As part of the job, the GESS 2 Mentoring Assistant will be tasked to build strong professional relations with the County Education Staff, Payam Education Supervisors, schools, and GESS2 staff. The GESS 2 Mentoring Assistant will be expected to work closely with secondary schools and neighbouring primary schools and with BoGs and SMCs, school mothers and female role models from the locality where the Mentoring Assistant lives and works.

Ongoing monitoring and follow-up will also be an integral part of the job. The GESS 2 Mentoring Assistants will produce monthly reports based on the monitoring data collected as part of the implementation of the mentoring programme.

The GESS 2 Mentoring Assistant will be expected to travel to the training and walk/travel to schools' in his/her catchment locations. All training that Mentoring Assistant will organise will be school based

The end result:

At the end of the deployment, the GESS2 Mentoring Assistant would have:

1. Trained peer-mentors in secondary schools and empowered them to run a mentoring programme in their secondary schools and neighboring primary schools;
2. Operationalized mentoring clubs;
3. Created a network of especially female-role models in the county/Payam;
4. Shared knowledge with secondary school students about the opportunities they can choose from after they finish secondary education;
5. Inspired secondary school students to complete secondary education and to support P8 and P7 learners to join secondary schools;
6. Set-up attendance follow-up system;
7. Set-up a support system helping learners to keep up with their learning objectives and continuously improve their performance;
8. Innovate the GESS 2 mentoring programme, improve it to better suit the needs of learners and better contribute to their improved attendance and learning outcomes;
9. Developed a self-development plan and career ambition;

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10. Completed gender and inclusion training;
11. Developed email and report writing skills;
12. Developed strong presentation skills;

Qualifications desired

Candidates with at least South Sudan Certificate in Secondary Education, O level certificate or the equivalent.

Experience needed

This is an entry-level position. It is the aim of this position to be temporary and develop the Mentoring Assistant's professional skills and prepare them to find a further-education placement, a suitable teaching opportunity or an officer level job within the education or gender sectors. The candidate will receive training courses and on-the job support to develop necessary skills to successfully perform this job.

Skills and attitude:

- Fluency in English and simple Arabic/or an applicable local language
- Self-confidence;
- Eagerness to learn;
- Speaking and presentation skills at secondary graduate level;
- Approachability and friendliness;
- Writing skills at secondary graduate level;
- Basic computer skills will be an advantage;

How to apply

- Simply send your application, curriculum vitae (CV), copies of academic certificates, nationality and assessment of age by email to robert.monoji@stromme.org or juliuos.ebam@stromme.org and copy alice.tiyo@stromme.org

Application deadline

- Applications must reach the above email addresses by 5:00 pm, 28th February 2020. Due to urgency in the position, short listing will be done on a rolling basis as applications are received in the first week. Only shortlisted candidates will be invited for interviews.

Female candidates are highly encouraged to apply

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