OXFAM SOUTH SUDAN

**JOB DESCRIPTION**

 **EU BRICE PROJECT COORDINATOR**

Reporting to Education Programme Coordinator

Internal Job Grade C2 National

Contract type **Fixed term contract**

Location **Juba South Sudan**

Staff reporting to this post

Budget responsibility

**Oxfam purpose**

To work with others to find lasting solutions to poverty and suffering.

**Job Purpose**

Oxfam South Sudan is looking for an experienced Education Project Team Leader who will be responsible for the national level coordination of the 4-year cross-border project: "Resilient learners, teachers and education systems in South Sudan and Uganda". The objective of the project is to contribute to improved access to and completion of safe quality education for children and youth in fragile and crisis-affected environments and it includes a strong regional and global evidence-based research and a advocacy component. The project will be implemented through a consortium. The job holder will be responsible for ensuring project alignment to the key strategic objectives and program standards; will support resource mobilization, specifically for areas relevant to the focus areas of the project.

**Role Context**

Oxfam has been working in South Sudan since 1983, devoted to empowering people against poverty. In 2015, the organisation consolidated its efforts to meet the needs of the most vulnerable and has reached over 1.2 million people across South Sudan with life-saving sustainable assistance.

***Program Support, Communication and Representation:***

* Takes overall responsibility for compliance with the European Union’s Communication & Visibility Manual during implementation.
* Liaises with other team members at the country office to ensure there is synergy and close collaboration and complementarity between the project and other country programs.
* Liaises with the Project Manager based in Kampala to support development and implementation of Project modules and models (such as for accelerated learning, for professional development of teachers/educators)
* In close coordination with the Education Team in South Sudan and Project Manager, represents the project in the country vis à vis country stakeholders.
* Regularly conducts context analysis relevant to the project and make recommendations to country project team and partners on the trends and opportunities. The job holder will be expected to keep abreast with latest developments in the focus areas of the project or how those developments impact on them.
* Liaises with the rest of the Project Management Unit to initiate the linking and learning of the work and country / regional/global project teams
* Contributes to country funding initiatives such as providing input into concepts and proposals related to the project and to the Education theme.

***Communication, Coordination and Partner Support***

* Coordinates project implementation amongst partners in South Sudan and facilitates ongoing exchange of information regarding the project activities with and among project partners (both at national, regional and global levels) and where needed with other relevant actors.
* Supports the monitoring of activities and collection of data on an annual basis in close partnership with the consortium partners and the project’s Education Officer in respect to data collection for each of their activities.
* Identifies and addresses capacity development and learning needs of local partners and the projects Education Officer that influence the delivery of project outcomes.
* Is responsible for coordinating national level education policy influencing and advocacy with the partners, including facilitation and support to the development of national advocacy campaigns and materials, organising national policy dialogue forums and participation in relevant events organised by others.

***Compliance and Reporting***

* Participates in country level reporting on the project.
* Develops and maintains a country level project database and maintain records, documents and other communication materials related to the project available for partners

**Requirements for the job**

* At least 5 years’ experience working with partners in an international NGO setting.
* Knowledge of and affinity with Building Resilience Education Opportunities in Fragile Crisis Affected Environments projects.
* Relevant Academic background (degree in Education from a recognized university/ Master’s degree in Education would be an added advantage)
* Excellent written and verbal English
* Administrative project management skills
* Excellent ICT skills (Microsoft Office and database)
* Excellent organizational, coordination and networking skills;
* Ability to perform complex tasks and to prioritize multiple projects
* Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies in a multicultural environment
* Ability to communicate effectively, both orally and in writing
* Ability to make administrative/procedural decisions and judgments
* Ability to analyze budgetary line items for compliance with budget guidelines

**Key Behavioural Competencies**

|  |  |
| --- | --- |
| **Competencies**  | **Description** |
| **Decisiveness** | We are comfortable to make transparent decisions and to adapt decision making modes to the context and needs. |
| **Influencing** | We have the ability to engage with diverse stakeholders in a way that leads to increased impact for the organization We spot opportunities to influence effectively and where there are no opportunities we have the ability to create them in a respectful and impactful manner. |
| **Humility** | We put ‘we’ before ‘me’ and place an emphasis on the power of the collective, nurture the team and play to the strengths of each individual. We are not concerned with hierarchical power, and we engage with, trust and value the knowledge and expertise of others across all levels of the organization. |
| **Relationship Building** | We understand the importance of building relationship, within and outside the organization. We have the ability to engage with traditional and non-traditional stakeholders in ways that lead to increased impact for the organization. |
| **Listening** | We are good listeners who can see where deeper levels of thoughts and tacit assumptions differ. Our messages to others are clear and consider different preferences. |
| **Mutual Accountability** | We can explain our decisions and how we have taken them based on our organizational values. We are ready to be held to account for what we do and how we behave, as we are also holding others to account in a consistent manner. |
| **Agility, Complexity, and Ambiguity** | We scan the environment, anticipate changes, are comfortable with lack of clarity and deal with a large number of elements interacting in diverse and unpredictable ways. |
| **Systems Thinking** | We view problems as parts of an overall system and in their relation to the whole system, rather than reacting to a specific part, outcome or event in isolation. We focus on cyclical rather than linear cause and effect. By consistently practicing systems thinking we are aware of and manage well unintended consequences of organizational decisions and actions. |
| **Strategic Thinking and Judgment** | We use judgment, weighing risk against the imperative to act. We make decisions consistent with organizational strategies and values. |
| **Vision Setting** | We have the ability to identify and lead visionary initiatives that are beneficial for our organization and we set high-level direction through a visioning process that engages the organization and diverse external stakeholders. |
| **Self-Awareness** | We are able to develop a high degree of self-awareness around our own strengths and weaknesses and our impact on others. Our self-awareness enables us to moderate and self-regulate our behaviors to control and channel our impulses for good purposes.  |
| **Enabling** | We all work to effectively empower and enable others to deliver the organizations goals through creating conditions of success. We passionately invest in others by developing their careers, not only their skills for the job. We provide freedom; demonstrate belief and trust provide appropriate support. We give more freedom and demonstrate belief and trust, underpinned with appropriate support. |