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Approved by A/Director
MOL/REC/LT
[Signature]
27 Feb 2026



AID LINK ORGANIZATION (ALO)

SOUTH SUDAN

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Date: February 26, 2026

JOB ADVERTISEMENT

Job Title	Education Assistant
Number of Positions	One (1)
Duty Station	Kajo-Keji County, Central Equatoria State (Non-Relocatable)
Position Reports To	Education officer
Desired Start Date	ASAP
Closing Date for Applications	March 26, 2026
Contract Duration	6 Months (with possibility of extension subject to performance and funding)
Project	NRC-Supported Integrated Education and ICLA Project

Organizational Background

Aid Link Organization (ALO) is a leading national humanitarian organization operating in South Sudan since its establishment. ALO's key sectors of humanitarian intervention include **Food Security and Livelihoods, Education in Emergencies (EiE), Vocational Training Programs, Child Protection and GBV, WASH, and Shelter and NFI**. The goal of our education programming is to ensure that students access **safe, inclusive, and quality learning opportunities**. ALO has extensive experience implementing Education in Emergencies (EiE) programming across South Sudan, involving capacity building of teachers, learners, PTAs/SMCs, and provision of quality educational services. ALO currently implements integrated education and protection responses in collaboration with **Save the Children International (SCI), Ministry of General Education and Instruction (MoGEI), DRA, NRC**, and other partners. ALO has well-furnished field offices in **Akobo, Juba, Rokon, Kajo-Keji, Nyirol, Pigi, Uror, and Duk** counties, with adequate and experienced personnel to ensure quality delivery of interventions to the most vulnerable communities.

Project Context

Following the July 2025 conflict escalation in Kangapo II Payam, Kajo-Keji County, which displaced over 20,000 people and severely disrupted education services, ALO—in partnership with the **Norwegian Refugee Council (NRC)**—is implementing an **integrated Education and Information, Counselling, and Legal Assistance (ICLA) project** in five primary schools: **Kodo, Lubule, Bori, Mary Buga, and Liwolo**. The project aims to **improve access to inclusive, safe, and quality education** for conflict-affected children and youth, strengthen school governance structures, and provide legal documentation support to vulnerable schoolchildren and their families in line with **INEE Minimum Standards**.

Job Summary

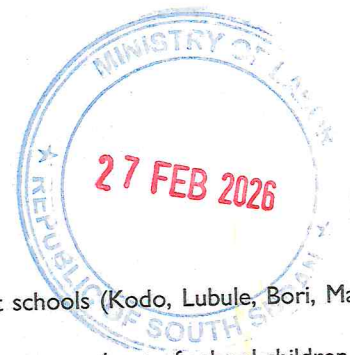
The **Education Assistant** will be responsible for coordinating, implementing mobilization of community members and awareness of school programs, and monitoring all education activities under the NRC-supported integrated Education and ICLA project in Kajo-Keji County. The Officer will work closely with the **Ministry of General Education and Instruction (MoGEI), County Education Office, PTAs, SMCs, NRC, and community structures** to ensure continuity of quality, protective, and inclusive learning for conflict-affected children, returnees, IDPs, and host communities.

Key Tasks and Responsibilities

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Education Component Implementation

- Lead implementation of all education component activities in the five target schools (Kodo, Lubule, Bori, Mary Buga, and Liwolo)
- Ensure continuity of learning for IDP children, returnees, host community learners, and out-of-school children
- Coordinate project inception and kick-off workshop with stakeholders including school leaders, PTAs/SMCs, MoGEI officials, community leaders, and partners
- Organize and facilitate community back-to-learning and enrolment campaigns reaching to community members, with integrated sensitization of community members on education for children with disabilities
- Oversee distribution of teaching and learning materials to the targeted schools

Teacher Training and Capacity Building

- Plan and facilitate two rounds of five-day teacher training for volunteer teachers on curriculum delivery, child-centred pedagogy, classroom management, Psychological First Aid (PFA), inclusive education, and gender-sensitive teaching, in coordination with MoGEI Directorate of Teacher Training, Development, and Management
- Conduct routine classroom observation, mentoring, and coaching to reinforce training content and improve teaching quality
- Support Teacher Professional Development (TPD) plans for volunteer teachers
- Promote safe schools, positive discipline, and protective teaching approaches

Incentive Management and Accountability

- Manage monthly incentive support to volunteer teachers for six months, ensuring transparent accountability systems with signed attendance sheets and school-level verification
- Link incentive payments to teacher attendance and performance
- Monitor and verify teacher attendance data and lesson delivery

PTA/SMC Capacity Building

- Plan and facilitate a training for PTA and SMC members and head teachers on school governance, roles and responsibilities, basic financial oversight, accountability to affected populations (AAP), Disaster Risk Reduction (DRR) in school settings, child protection, and community mobilization strategies
- Strengthen PTA/SMC functionality to deliver protective, child-centred, and accountable school management
- Facilitate monthly PTA/SMC meetings throughout the project to institutionalize accountability practices

Protection Mainstreaming and Referral Pathways

- Strengthen referral pathways for Child Protection, Gender-Based Violence (GBV), and Psychological First Aid (PFA) cases in coordination with NRC ICLA team, protection actors, and relevant government offices
- Ensure gender-responsive and disability-inclusive programming across all education activities
- Implement PSEA and child safeguarding protocols in all project activities
- Support community-based complaints and feedback mechanisms (CFM) at school level

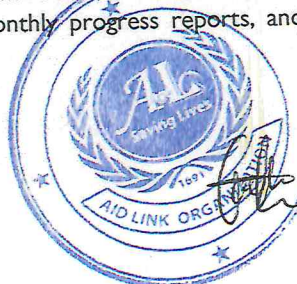
Coordination and Representation

- Represent ALO in County Education Cluster meetings, inter-agency coordination forums, and MoGEI coordination meetings
- Liaise with County Education Office, MoGEI, NRC ICLA team, and other education partners for effective coordination of activities
- Coordinate with local authorities (RRC, chiefs, Payam Administrators, Boma Chiefs) to ensure community buy-in and support

Monitoring, Evaluation, and Reporting

- Track key education indicators including school enrolment, attendance, retention rates, and teacher capacity
- Conduct regular school monitoring visits (at least 4 visits per school over 6 months) to observe teaching quality, assess learning environments, verify attendance data, and review PTA/SMC functionality
- Support baseline assessment, mid-term review, and endline evaluation activities
- Prepare weekly activity reports, monthly progress reports, and quarterly reports with gender, age, and disability-disaggregated data

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- Document lessons learned, success stories, and best practices for knowledge sharing with NRC, Education Cluster, and MoGEI

Community Mobilization and Accountability

- Mobilize communities to boost school enrolment, attendance, retention, and re-enrolment of out-of-school children, with specific focus on girls, children with disabilities, and other vulnerable groups
- Conduct Focus Group Discussions (FGDs) and Key Informant Interviews (KIs) with community members, parents, teachers, and stakeholders for informed decision-making
- Facilitate monthly feedback sessions with education stakeholders (teachers, PTAs/SMCs, head teachers, community members) to gather qualitative feedback and document community perspectives
- Support community-led school improvement initiatives and accountability mechanisms

Essential Requirements and Qualifications

Education

- **Diploma in Education, Development Studies, Social Sciences, or related field** (Required)
- **Bachelor's degree in Education or related field** (Added advantage)

Experience

- **Minimum 2 years of professional experience in Education in Emergencies (EiE)**, formal or non-formal education programming in humanitarian settings
- **Strong understanding of INEE Minimum Standards** and their application in conflict-affected contexts
- **Experience in working with conflict-affected, displaced, and returnee populations** in South Sudan or similar contexts
- **Previous experience in teacher training methodologies**, including curriculum delivery, child-centred pedagogy, inclusive education, and psychosocial support
- **Proven experience in community mobilization**, enrolment campaigns, and disability-inclusive education
- **Experience in coordination with government education authorities** (MoGEI, County Education Office) and education partners
- **Experience in monitoring and evaluation** of education projects with gender, age, and disability-disaggregated data collection

Core Skills and Competencies

- **Strong facilitation and training awareness** with ability to deliver adult learning sessions for teachers and PTAs/SMCs
- **Excellent planning, documentation, and report writing ability**, with proficiency in preparing weekly, monthly, and quarterly reports
- **High level of organization and time management**, with ability to manage multiple activities simultaneously
- **Ability to work independently and under pressure** in insecure and resource-constrained environments
- **Strong teamwork and coordination skills**, with ability to work collaboratively with partners, government authorities, and community structures
- **Computer literacy**: Proficiency in MS Word, Excel, PowerPoint for report writing, data management, and presentation
- **Strong understanding of protection mainstreaming**, including child protection, GBV prevention, PSEA, and safeguarding protocols
- **Demonstrated commitment to gender equality, disability inclusion, and accountability to affected populations**

Language Requirements

- **Fluency in English** (written and verbal) is required
- **Fluency in Juba Arabic** is required
- **Knowledge of local languages spoken in Kajo-Keji County** (e.g., Bari, Kakwa) is a strong advantage

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Safeguarding, Child Protection, and Code of Conduct

ALO applies a **zero-tolerance policy** on:

- Sexual Exploitation and Abuse (SEA)
- Sexual Harassment
- Child Abuse and Neglect

Employment is subject to:

- Background and reference checks
- Mandatory signing of ALO's PSEA and Child Protection Policy and Code of Conduct
- Ongoing safeguarding training and compliance throughout the contract period

All ALO employees are expected to work in accordance with the organization's values of being **dedicated, innovative, inclusive, and accountable**. These attitudes and beliefs shall guide our actions and relationships with beneficiaries, partners, and colleagues.

How to Apply

Interested candidates should submit:

1. **Updated CV** (maximum 4 pages)
2. **Cover letter** explaining why you would like to work for ALO and why you believe you are the best candidate for this position
3. **Copies of academic credentials** (diploma, degree, certificates)
4. **Nationality certificate or identification document**
5. **Three professional references** (one must be your current or most recent employer) with contact details (phone numbers and emails)

Submit applications to:

Email: hr@aidlinkssd.org or info.aidlinkssd.hr@gmail.com

Subject Line: **Application for Education Assistant – Kajo-Keji County**

Alternatively, submit in a sealed envelope clearly marked "Education Officer – Kajo-Keji County" to:
ALO Head Office, Juba, South Sudan or ALO Field Office, Kajo-Keji County

Important Notes

1. **This position is strictly open to local candidates** who are already based in or willing to relocate to Kajo-Keji County, Central Equatoria State
2. **Only shortlisted candidates will be contacted** by email or phone
3. **No confirmation of receipt of application** will be provided
4. **Submitted copies of academic documents will NOT be returned** to applicants after reviewing
5. **Incomplete applications will not be considered** for shortlisting
6. **Applications submitted after the closing date (March 26, 2026) will NOT be considered**
7. **Please do not submit original certificates**

Equal Opportunity Statement

ALO is an equal opportunity employer and strongly encourages applications from qualified women and Persons with Disabilities (PWDs).
FEMALE CANDIDATES WITH REQUIRED QUALIFICATIONS AND EXPERIENCE ARE HIGHLY ENCOURAGED TO APPLY.

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Improving lives and building resilient communities in South Sudan

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