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PLAN INTERNATIONAL SOUTH SUDAN

EXTERNAL JOB ADVERTISEMENT

Plan International is an independent development and humanitarian organization that advances children's rights and equality for girls. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 80 years we have been building powerful partnerships for children and girls, and we are active in over 80 countries. Plan International has been working in South Sudan since 2009 and in close collaboration with the key stakeholders at all levels to bring positive and sustainable changes in the lives of children and girls of South Sudan.

In order to enhance its response program, Plan South Sudan is seeking to recruit a qualified South Sudanese to fill the position of **“Education in Emergency Coordinator – to be based in Juba and Kajo-Keji”**.

No. of Vacancies (1)

Job Title:	Education in Emergency Coordinator
Department:	Programs
Reports to:	Project Manager
Level:	13
Location:	Juba and Kajo-Keji



Purpose of the Role:

Plan International South Sudan is seeking an Education in Emergency (EiE) Coordinator for the PlayMatters project, implemented through a consortium led by the International Rescue Committee (IRC) together with Plan International and War Child Alliance (WCA), in partnership with the LEGO Foundation. This role contributes to the broader PlayMatters 3.0 initiative, a teacher professional development project, which aims to expand access to quality play-based learning for 500,000 children affected by conflict and crisis directly and 2.5 million indirectly across East Africa, including South Sudan, Ethiopia, and Uganda.

The EiE Coordinator will lead the technical planning, coordination, and oversight of the adaptation, piloting, and implementation of Learning through Play (LtP) approaches, content, and tools. As a member of the PlayMatters Content Development Committee (CDC), the role will ensure that the PlayMatters content and tools are effectively contextualized to the South Sudan education system and operational realities.

Working in close collaboration with the Ministry of General Education and Instruction (MoGEI), particularly the Teacher Education, Curriculum, and Quality Assurance departments, and their structures at State, County, and Payam levels, the EiE Coordinator will support the IRC-led content development committee with aligning LtP approaches with national systems, including the Teacher Development and Management System (TDMS). Particularly, the role will facilitate structured

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engagement of sub-national stakeholders, including County Education Offices and Teacher Training Institutes (TTIs), in the adaptation, refinement, validation, and rollout of content and delivery models.

A central mandate of the role is to ensure quality assurance across all levels of implementation. This includes setting and maintaining technical standards, ensuring fidelity to PlayMatters approaches, and strengthening government-led supervision, mentoring, and follow-up systems to sustain quality teaching and learning practices.

The EiE Coordinator will also guide and oversee the delivery of high-quality training and post-training support linked to TPD systems, including cluster-based and school-based modalities. Through technical oversight of Education Project Officers (EPOs) and national partners, the role will ensure consistent and practical application of LtP in classrooms, school routines, and community engagement processes. The role will also strengthen school–community linkages by ensuring that School/Center Management Committees (S/CMCs), PTAs, and community leaders are effectively oriented, supported, and monitored to fulfil their roles, such as school development and improvement planning, community mobilization, and promoting learner participation, while integrating LtP into school and community practices.

Operating within a consortium framework, the EiE Coordinator will provide technical leadership across Plan International South Sudan’s implementation areas, ensuring coherence, quality, and alignment with agreed standards while allowing for contextual adaptation. All approaches will be grounded in system strengthening, reinforcing existing government and community structures rather than creating parallel mechanisms, and contributing to sustainable institutionalization and scale.

In addition, the EiE Coordinator will ensure that Plan International’s priority areas, particularly gender equality, disability inclusion, accountability, and meaningful community engagement, are systematically integrated and reflected across all materials, technical processes, stakeholder engagements, and implementation approaches. In the event of a project-related emergency, the EiE Coordinator will also contribute to technical leadership in the design and implementation of a crisis modifier, ensuring continuity and adaptation of quality LtP delivery in affected areas.

The position will be based in Juba during the initial phase to support content development, coordination, and alignment with national stakeholders, before transitioning to a field location, kajo-Keji, to provide hands-on technical support to EPOs, national partners, and local education structures. More information on PlayMatters can be found here: <https://www.playmatters.org>

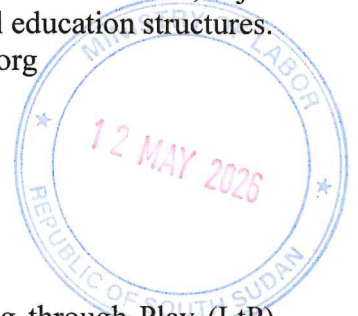
Key End Results and typical Responsibilities;

Dimensions of the role

Technical Leadership and Content Development (30%)

- Lead the design, adaptation, piloting and integration of inclusive Learning through Play (LtP) approaches within education activities, ensuring alignment with PM3.0 country strategy, MoGEI frameworks, and curriculum priorities.
- Provide overall technical leadership on development and contextualisation of inclusive LtP Co-create training content, tools, and materials, ensuring relevance to large class sizes, low-resource settings, and multilingual environments with MoGEI and technical stakeholders
- Ensure timely and high-quality technical support to field teams and partners on the application of LtP in classrooms, schools, and community settings.

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- Ensure materials integrate gender equality, disability inclusion, and community engagement principles and oversee access to and effective use of teaching and learning materials (TLMs) and ensure alignment with national curriculum and foundational learning priorities.

Teacher Professional Development Systems Strengthening (25%)

- Align LtP integration with TDMS and national frameworks
- Strengthen the role of TTIs and local education authorities in teacher support
- Ensure inclusive and gender-responsive approaches are embedded in TPD systems
- Lead the design, oversee and delivery of Teacher Continuous Professional Development (TCPD) models, including Training of Trainers (ToTs), Teacher Learning Cycles (TLCs), coaching, and supervision systems. (Cluster-based, school-based, mentoring)
- Strengthen the capacity of teachers, school leaders, national partners, and community actors to deliver inclusive, learner-centered, and practical pedagogy.
- Facilitate professional exchanges, peer learning, and collaboration platforms to promote continuous learning and application of LtP approaches.

Quality Assurance and Technical Oversight (20%)

- Establish and maintain technical quality standards across implementation
- Ensure fidelity to PlayMatters approaches across all delivery channels
- Provide technical oversight and support to EPOs and national partners
- Strengthen government-led monitoring, mentoring, and supervision systems
- Conduct field visits to verify quality and provide corrective guidance
- Contribute to and review workplans, strategies, reports, and implementation guidance notes for technical soundness.
- Ensure strong quality assurance systems across training, classroom implementation, and community engagement activities.
- Conduct regular field visits for supportive supervision, compliance monitoring, and documentation of lessons learned and best practices.
- Collaborate with RMEAL teams to ensure accurate, timely, and high-quality data collection, reporting, and learning, including integration of feedback and accountability systems.
- Contribute to research, assessments, and evidence generation to inform adaptive programming and scaling of LtP.



School and Community Engagement Systems (10%)

- Guide training and support for SMCs, PTAs, and community leaders
- Ensure inclusive participation and gender-responsive engagement approaches
- Promote integration of LtP into school development and community practices
- Strengthen community ownership and accountability mechanisms



Learning, Adaptation, and Knowledge Management (5%)

- Work with RMEAL to track implementation quality and outcomes
- Document and disseminate best practices, including inclusive and gender-responsive innovations
- Support adaptive management based on field feedback and evidence
- Contribute to consortium learning and technical exchanges

Staff Management & Capacity Building (5%)

- Line managers, mentors, and support education staff and partner teams, ensuring high performance, accountability, and professional development.

- Lead recruitment, onboarding, and continuous capacity strengthening of staff and partners on LtP, safeguarding, inclusion, and programme delivery standards.
- Foster a collaborative team environment and ensure effective coordination across field teams and technical functions.
- Partnership, Coordination & Representation
- Strengthen and manage relationships with national partners, ensuring quality implementation through a partner-first approach and structured capacity support.
- Coordinate closely with consortium partners—War Child Alliance and Plan International and government stakeholders to ensure harmonized delivery and alignment with system priorities.
- Represent PlayMatters in technical forums, coordination platforms, and stakeholder engagements, contributing to knowledge sharing, policy dialogue, and sector alignment.
- Promote integration across sectors and workstreams (e.g., MHPSS, safeguarding, inclusion) to ensure holistic Programme delivery.

Safeguarding Children and Young People (Safeguarding), Gender Equality, and Inclusion (GEI) Commitment (5%)

- Commit and contribute to an environment where children and adult program participants feel respected, supported, safe and protected;
- Never act or behave in a manner that results in violence including SHEA against a child, young person or adult or places them at risk of such violence;
- Be aware of and adhere to the provisions of the Safeguarding Policy, PSHEA Policy and COC of Plan International;
- Report and respond to safeguarding and SHEA concerns and breaches in line with the applicable procedures of Plan International;
- Maintain confidentiality of safeguarding and PSHEA concerns reported;
- Never participate in or support child marriages.

Dealing with Problems/Risks

Complexity of problems handled & the degree of investigation, analysis, & creative thinking required to solve them;

- Address system capacity gaps and uneven implementation quality
- Balance fidelity to LtP with contextual adaptation in fragile settings
- Navigate constraints such as teacher attrition, insecurity, and limited resources
- Provide practical, scalable, and inclusive solutions within a complex context



LEADERSHIP AND BUSINESS MANAGEMENT COMPETENCIES

Leadership Competencies;

- Align work priorities and resource deployment in own area with Plan International's wider goals and longer-term direction.
- Lead through influence rather than position, and role model PI values, accelerating gender equality inside and outside Plan International and addressing resistance. Self-aware and keen to learn, seeking feedback and creates a safe environment for others to challenge self or raise concerns.
- Achieve desired outcomes and finds innovative solutions by using the expertise and creativity of others and adopting a coaching approach with the people they manage or advice.
- Delegate tasks and decisions, trusting and stretching others but ensuring they have the resources and support they need.



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- Create space for reflection and uses external evidence and internal evaluation to identify what and how we need to improve and then to support others through change.
- Build positive relationships outside their own work area, being willing to compromise own preferences to achieve our broader purpose and longer-term impact

BUSINESS MANAGEMENT COMPETENCIES

- Understand relevant sectorial context including how the sector operates in terms of partners and governance and awareness of Plan's purpose, values, and global strategy
- Manage legal and reputational risk including risk assessment, communication, risk management and reporting in full compliance with risk-related standards, including in areas such as Child and Youth Safeguarding and Protection, Gender equality and inclusion, Counter Fraud, Safety and Security
- Manage people and information including skills in assessment and coaching, evidence-based management, communication skills, both speaking and writing, and digital working, including personal digital skills

Technical Expertise, Knowledge and Skills Required to Achieve Role's Objectives:

Knowledge;

- Master's degree in education, EiE, TPD, Curriculum Studies, or related field
- At least 5-8 years of experience in education programming in emergencies/development contexts
- Proven experience in teacher professional development and system-strengthening programs
- Experience working with government education systems
- Experience in consortium or multi-partner programmes
- Experience in educational content development.

Core Knowledge;

- Learning through Play or play-based pedagogy
- Teacher Professional Development systems (pre- and in-service)
- South Sudan education system and TDMS
- Inclusive education, gender-responsive programming, and community engagement
- EiE standards (INEE, CPMS, MHPSS guidelines)
- Designing and implementing crisis modifiers

Key Skills

- Strong participatory facilitation, training, and content development skills
- Systems thinking and institutional strengthening approach
- Excellent coordination and stakeholder engagement skills
- Strong analytical, problem-solving, and adaptive management skills
- Ability to translate technical concepts into practical application

Desirable

- Experience in teacher education or as a Teacher Training Institute tutor
- Active participation in education coordination forums at national or sub-national level.



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Communications and Working Relationships:

Working contacts inside and outside the organization, include the purpose and level (high, medium, low) of the contact.

Internal:

- Education Project Officers (Technical oversight)
- National Partner Technical Staff (Technical oversight)
- RMEAL Assistant (Technical oversight)

External

- Consortium
- Government and Public Sector
- Partners
- External Stakeholders



PLAN INTERNATIONAL'S VALUES IN PRACTICE

We are open and accountable

- Promotes a culture of openness and transparency, including with sponsors and donors.
- Holds self and others accountable to achieve the highest standards of integrity.
- Consistent and fair in the treatment of people.
- Open about mistakes and keen to learn from them.
- Accountable for ensuring we are a safe organization for all children, girls & young people

We strive for lasting impact

- Articulates a clear purpose for staff and sets high expectations.
- Creates a climate of continuous improvement, open to challenge and new ideas.
- Focuses resources to drive change and maximize long-term impact, responsive to changed priorities or crises.
- Evidence-based and evaluates effectiveness.

We work well together

- Seeks constructive outcomes, listens to others, willing to compromise when appropriate.
- Builds constructive relationships across Plan International to support our shared goals.
- Develops trusting and 'win-win' relationships with funders, partners and communities.
- Engages and works well with others outside the organization to build a better world for girls and all children.

We are inclusive and empowering

- We empower our staff to give their best and develop their potential
- We respect all people, appreciate differences and challenge equality in our programs and our workplace
- We support children, girls and young people to increase their confidence and to change their own lives

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Physical Environment

- Standard office environment with some exposure to heat, cold, dirt, noise and rainy weather conditions; dim or crowded surroundings, especially when in the field
- The post holder has a travel required of 40-50% to the field locations.

Level of Contact with Children:

- High level of contact with children

Inclusion and Diversity.

Plan International is an equal opportunity employer within the meaning of the relevant UN convention, Equality, diversity and inclusion is at the very heart of everything that Plan International stands for. Qualified Women and people with special needs are strongly encouraged to apply.

Employment of Relatives:

Plan International South Sudan is an equal opportunity employer. However, it discourages employment of relatives of staff members because of the conflict of interest associated with it. While trying to avoid such cases, applicants are required to declare in writing if they have any relatives working with Plan International South Sudan.

Application Submission Details:

All applications should be marked “**Application for the Position of “Education in Emergencies Coordinator” Based in Juba and Kajo-Keji”** and should be addressed to:

**The Director of People and Culture - Shared Services
Plan International South Sudan
Juba, Hai Jerusalem.**



NB: Applications should be submitted Online through hr.ss@plan-international.org
OR Hand Delivery to Plan International Office in Juba.

The closing date for receipt of applications is before close of business on Friday, 29th May 2026.

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