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| **TITLE: Anticipatory Action Project Officer** | | |
| **TEAM/PROGRAMME**: Program Operations-Team. | **LOCATION**: Maban, South Sudan | |
| **GRADE**: 4 | **CONTRACT LENGTH:** Six (06) months with possibility of extension) | |
| **CHILD SAFEGUARDING:**  Level 3:  the post holder will have contact with children and/or young people *either* frequently (e.g. once a week or more) or intensively (e.g. four days in one month or more or overnight) because they work at field programs office; or are visiting country programs; or because they are responsible for implementing the police checking/vetting process staff. | | |
| **ROLE PURPOSE:**  The Anticipatory Action Project Officer together with the designated schools and community based flood committees and school based DRR committees including government authority and partners supporting DRR and climate adaptation activities in Maban County will act ahead of a predicted hazard (floods) to prevent or reduce the impacts on such hazard on the communities before they fully unfold. He/She in coordination with flood committees will leverages a window of opportunity between when an early warning or forecast is available and a full-blown crisis using pre-positioned resources and plans to take protective action for communities. He/She will work with the community to save lives and livelihoods from flooding through strengetheing early warning systems and flood alerts, mitigate suffering, improve effectiveness of preemptive and anticipatory actions, and, importantly, better preserve the dignity of communities.. The Officer will collect reliable information about flood risk and vulnerability and plan ideally pre-defined resources to act based on forecasts to prevent or mitigate humanitarian impact on populations. He/She will be responsible for collecting data, monitoring, follow up on anticipatory activities. The Officer will work closely with flood committee, child led DRR clubs, community leaders, timely develop individual work plan. The Officer will also write timely and quality reports at different reporting intervals. | | |
| **SCOPE OF ROLE:**  **Reports to:** Education Programme Coordinator  **Staff reporting to this post: 1**  **Direct:** 1  **Indirect :** 0  **Budget Responsibilities:** N/A  **Dimension of Role:**  South Sudan is one of the most challenging and exciting working environments that Save the Children currently works in. The newest country in the world, its legacy of thirty years of war has yet to be even partly addressed as its new government struggles to both mature and reach out to its people. Disasters like flooding continue to affect and negatively impact education of children and livelihood of the entire population. According to UNICEF (2020), More than two million children, or over 70 per cent, are out of school in South Sudan, putting at risk their futures and the future of the country. Some of the out-of-school children are living in pastoral communities, moving with their cattle and are at high risk not able to attend regular classes. The largest group of out-of-school children in South Sudan are girls. Disaster and climate change continue to increase poverty, child marriage and cultural and religious views hinder girls' education. The frequent different types of disasters and risks are primary contributing factors to low enrolment in schools and children droppingout of school. The agencies still provide some 75% of the basic services of the South Sudanese population yet hindered by knowledge and under standing of Disaster and risk reduction and climate change adpatation. Parts of the country are still racked by insecurity tribal militias, rebel militia groups and direct conflict excerbated with natural disasters like flooding with the north of South Sudan all take their regular toll on the civilian population.  Save the Children has been active in South Sudan for over 20 years. In 2010 the three active field agencies – Save the Children Sweden, US and UK came together under a unified presence with Save the Children UK as the managing member in the country. We reach and help then meet the rights of hundreds of thousands of children every year.  This is a challenging role in a complex environment. It requires a dedicated, experienced and highly motivated individual who can manage the difficulties of living and working in such an environment and still be fundamental in helping to drive forward our programmes and our ambitions. Equally, South Sudan today is a rewarding place to be a new country that still needs much of its plans for the future to be laid out and put in place. Joining Save the Children here now is thus an immensely exciting opportunity to help shape the future of a country as we, one of the largest agencies in the country, help formulate the future direction of this country helping to put its children first.  **Role Dimension:**  **Internally:** HR , Finance,Supply Chain Team, CYP Team and Education Team  **Externally:** Communicates with Head-teacher, County leaders, county education officilas, Payam Supervisors and Inspectors, School leadership, community leaders, PTAs, SMCs, local flood committee and Children | | |
| **KEY AREAS OF ACCOUNTABILITY:**  **Plan, prepare and deliver high quality flood anticipatory action activities in schools and community.**  **Deliverables**   * Training sessions are developed in accordance with South Sudan quality standards and frame work under the guidance of the Education Programme Coordinator. * Effective use is made of AA and early warning audios, video, information and communication technologies and participatory methodologies to achieve learning aims and lesson objectives. * Develop AA training content and materials while making sure they are appropriate to the local context and sensibilities. * Promote AA mainstreaming within SCI led humanitarian and development programmes and their Govt counterparts. * Request and ensure timely and accurate delivery and accounting of AA material supplies to schools and communities including its management. * Develop a monthly individual activity plan and ensure project interventions are implemented according to work plan * Facilitate the development of contingency plans in targeted schools and communities. * Conduct awareness raising activities on community-school based disaster risk management and climate adaptation strategies. * In Collaboration with Education programme Coordinator, support the county and Payam level government officials to facilitate leveraging of government action for implementing risk informed development actions.     **Establish child-led and community driven anticipatory action plan and including monitoring.**  **Deliverables**   * Conducting anticipatory risk assessment with established community-based flood committess * Spearhead the overall implementation of anticipatory actions and initiate activities to enhance risk reductions skills of targeted schools and communities. * Conducting cash feasibility assessment in the communities and writing report of your findinds * Conduct capacity and vulnerability assessment in identified schools and communities, to ensure integrated programming * Conduct ‘No regrets’ activities with the intent to prevent or mitigate the impact of floods: * Conduct awareness raising activities on community-school based disaster risk management and climate adaptation strategies. * In Collaboration with education programme Coordinator, develop strategies to strengthen technical competency and partnership between local Authorities and target Communities at local level as a platform to prevent and respond to crises. * Closely liaise with communications and advocacy unit to ensure proper documentation of AA activities. * In collaboration with partners, act as key advocacy liaison person for DRR related national events * Work closely with other education POs, teacher trainers, Data assistant, Child Protection officers , Case management and Child Resilience officers in implementing and developing all aspects of the education project. * Compile and timely submit weekly monthly, quarterly and annual work plans and reports to the Education Coordinator. * Develop an effective and sustainable bridge between the local Authorities, and SCI based on good communication, representation, and feedback. * Establish good relations with the local civil administration and community leaders, particularly the umdas, chiefs, sub-chiefs, PTA, SMC, members, women’s group, parents and children. * **Administration: Participate in Child friendly AA and climate adaptation tools development, testing, evaluation and feedback including early warnings.**   **Deliverables**   * Collaborate with education programme Coordinator, develop strategies to strengthen technical competency and partnership between local Authorities and target Communities at local level as a platform to prevent and respond to crises. * Closely liaise with communications and advocacy unit to ensure proper documentation of DRR activities. * Collaborate with partners, act as key advocacy liaison person for DRR related national events * Work closely with other education POs, teacher trainers, Data assistant, Child Protection officers , Case management and Child Resilience officers in implementing and developing all aspects of the education project. * Compile and timely submit weekly monthly, quarterly and annual work plans and reports to the Education Coordinator. * Develop an effective and sustainable bridge between the local Authorities, and SCI based on good communication, representation, and feedback. * Work with communities to encourage Child based DRRCA activities in regard to gender (girls) and suggest DRRCA strategies that ensure girls’ participation and retention in school. * Request and ensure timely and accurate delivery and accounting of DRRCA material supplies to schools including its management. * Develop a monthly individual activity plan and ensure project interventions are implemented according to work plan   ***Other Duties***   * Work with the education and CYP teams to ensure synergy between the school based DRRCA, teacher capacity development and CYP help desks in schools to bolster holistic Safe school program * Participate in any other activities as may be assigned by supervisor from time to time. * Comply with all relevant Save the Children International policies and procedures with respect to child protection, code of conduct, health and safety, security, equal opportunities and other relevant policies | | |
| **BEHAVIOURS (Values in Practice**)  **Accountability:**   * holds self accountable for making decisions, managing resources efficiently, achieving and role modelling Save the Children values * holds the team and partners accountable to deliver on their responsibilities - giving them the freedom to deliver in the best way they see fit, providing the necessary development to improve performance and applying appropriate consequences when results are not achieved.   **Ambition:**   * sets ambitious and challenging goals for themselves and their team, takes responsibility for their own personal development and encourages their team to do the same * widely shares their personal vision for Save the Children, engages and motivates others * future orientated, thinks strategically and on a global scale.   **Collaboration:**   * builds and maintains effective relationships, with their team, colleagues, Members and external partners and supporters * values diversity, sees it as a source of competitive strength * approachable, good listener, easy to talk to.   **Creativity:**   * develops and encourages new and innovative DRRCA solutions * willing to take disciplined risks.   **Integrity:**   * honest, encourages openness and transparency; demonstrates highest levels of integrity. | | |
| **QUALIFICATIONS**   * Bachelor in Social Sciences, Development Studies, Environmental studies, Disaster preparedness or relate field of studies. * Atleast 3 to 4 years experience in implementing Anticipatory activities with recent in South Sudan Disaster prompt areas. | | |
| **EXPERIENCE AND SKILLS**  **Essential**   * Proficiency in computer skills (Mircrosoft word, spreadsheet, powepoint, internet). * Knowledge in DRR and climate change adaptation and management. * Experience of delivering DRRCA trainings to children and adult groups * Proven experience of supporting and implementing Disaster Risk Reduction in schools and Safe school programming. * Experience in facilitating DRRC and Climate adaptation mechanism in schools and communities. * Good planning and organising skills * Good communication and interpersonal skills; including spoken, written and reading fluency in Arabic and English. * Self-motivated and ability to work with little supervision * Good interpersonal and communication skills * Team player and flexible to take roles in supporting school administration as part of mentoring teachers * Respect for local culture and customs * Familiarity with DRRCA, Child rights and Education issues in South Sudan   **Desireable**   * South Sudanese with good knowledge of Child led and school based Disaster Reduction and climate change activities in South Sudan. * Motorbike driving licence is a **Must** * Representational skills; * NGO experience relevant to Disaster Risk Reduction and climate change is a must. * Knowledge of Juba or classic Arabic language spoken is necessary. | | |
| **Additional job responsibilities**  The duties and responsibilities as set out above are not exhaustive and the role holder may be required to carry out additional duties within reasonableness of their level of skills and experience. | | |
| **Equal Opportunities**  The role holder is required to carry out the duties in accordance with the SCI Equal Opportunities and Diversity policies and procedures. | | |
| **Child Safeguarding:**  We need to keep children safe so our selection process, which includes rigorous background checks, reflects our commitment to the protection of children from abuse. | | |
| **Health and Safety**  The role holder is required to carry out the duties in accordance with SCI Health and Safety policies and procedures. | | |
| **JD written by:** Ojara George Achana | | **Date:** 21/07/2023 |
| **JD agreed by:** Legesse Zewde | | **Date:** 21/07/2023 |
| **Updated By:** Ojara George Achana | | **Date:** 19/02/2024 |
| **Evaluated:** | | **Date:** 19/02/2024 |