



**JOB DESCRIPTION
CFE PROGRAMME COORDINATOR**

National Association	SOS Children's Villages South Africa
Location	Village Communities
Functional Area	Programmes Department
Job Title	CFE Programme Coordinator
Name of Employee	
Job Title & Name of Direct Supervisor	CFE Programme Manager
Job Titles of direct subordinates	None
Additional professional support and instruction	

The Community Family Empowerment (CFE) Programme is Prevention and Early Intervention (PEI) meant to transform family and community environments into safe, nurturing and loving environments for children and young people. It builds the capacity of parents and caregivers to ensure safeguarding, socio-emotional well-being of children in homes and community settings. It empowers parents with sustainable livelihood programmes to alleviate multiple deprivation situations in families. The MA South Africa has 7 children's villages and 3 Social Centres. The CFE programme will be rolled out in all 7 villages and social centres. Out of these 10 sites there will be CFE teams consisting of Social Workers (as supervisors and field work and driving psycho-social support in targeted families, secondly there will be Literacy Facilitator who will provide training to educators and youth and follow up trainees with mentorship and coaching support for applied practice.

Within each CFE site, the Programme Coordinator is responsible for the day-to-day coordination, implementation and monitoring of youth and sustainable livelihood programmes through school-based interventions and income generation workshops with parents. The role involves setting up Peer Champions in schools for psycho-social programmes in schools, run awareness workshops on life skills in schools and monitor Tutors supporting learners struggling with subject content. Further Programme Coordinators will work with unemployed youth in communities, identify their skills development, employment and mental health needs. Furthermore Programme Coordinators will assist parents in establishing small businesses, grow food gardens and pursue local economic opportunities for sustainable livelihoods.

General aim/purpose of the position

1. **Beneficiaries and Community Profiling:** Assess and capture community and school needs by capturing demographic details, living conditions, health status, developmental support, care approaches and economic status of the target population. Follow regional community entry guidelines.
2. **Stakeholder Mapping:** Identify target schools, all child-care organisations (i.e. ECD centres, Drop-in Centres, other Aftercare programmes existing in the area.) Identify community leadership, CBOs active in the area and government and private sector

Head of Finance

interventions within the area. Further identify partnerships that can add value to the programmes

3. **Fund Requests:** Calculate what material financial resources are needed and submit monthly requisitions as per project plan and budget
4. **Supporting the work of Literacy Facilitators:** support their planning, visits and reporting
5. **Risk identification and assessment:** Identify potential risks to the programme in each area and communicate to Line Manager.
6. **Arrange School Awareness Programmes:** On target schools in partnership with teachers arrange workshops on Sexual Reproductive Health, skills development opportunities, life skills development, etc.
7. **Set up Sustainable Livelihoods Programmes:** In target families train parents on sustainable livelihoods for income generation and food security
8. **Referrals:** Refer youth to relevant platforms, departments and organisations that provide services or solutions they need
9. **Report-writing:** On monthly basis capture information and complete forms on activities done, i.e. parents training, mentorship/coaching, work with schools and referrals

KPA 1: Beneficiary, Community and Stakeholder Mapping

- Together with CFE Manager arrange initial meetings with Education District Circuit Managers/ Directors to introduce project and identify target schools
- Arrange meeting with target schools and meet with School Management Teams to introduce the programme
- Complete the community profiling form, include government services available, local schools, local CBOs, sources of employment, type of households, poverty conditions, distance to various services, child-care institutions, safety hazards for children and youth, available youth support and services, local platforms and channels to communicate to youth and families
- Work with grade 8 & 9 teachers to identify learners in needs of extra classes or learners struggling with psycho-social issues that could lead to school drop-out
- Search for teachers (subject specialists) or retired teachers willing to run weekend classes for struggling learners. One teacher per CFE site. Facilitate the contracts of teachers and monitor their progress
- Arrange awareness programmes for target schools to build skills and knowledge on key issues young people struggle with, i.e teenage pregnancies, decision making, stress management, career decisions, suicide, bullying, etc
- Work with community leaders (Ward Councillors/Traditional Leaders) to identify unemployed youth in target communities. Assess the needs of unemployed youth
- Identify partner organisations or youth empowerment programmes relevant to identified needs
- Together with CFE Manager develop stakeholder matrix, determine which stakeholders have interest in the project, which ones need to be consulted constantly and which ones just need to be informed or updated about the project

KPA 2: Fund Requests and Administration

- Based on programme budget for each month, together with Social Worker draft a monthly budget for your site. Submit fund requests as per need or order of priority
- Plan ahead events, meetings and activities. If there will be a community meeting arranged by SOS, Programme Coordinators secure venues, prepare the meeting settings, prepare programmes, ensure invitations have been sent to all relevant stakeholders. For training prepare transport refunds two weeks early, catering, training manuals and materials early
- Send you Fund requests to Social Work for first approval, the Social Worker will send to Programme Manager for final approval. The programme Finance and Admin Coordinator will load it on the

payment system for payment. Check with Finance and Admin Coordinator if payment or proof of payment. Communicate with service providers when the payment has been made for services to be prepared

- Safeguarding of funds and SOS assets in programme site.

KPA 3: Train Parents on Sustainable Livelihoods and Set up Income Generating Initiatives

- Train project parents on Sustainable Livelihoods programmes i.e, savings groups, small business, etc.
- Monitor the setting up of small businesses and arrange mentorship support from relevant service providers

KPA 4: Youth Empowerment (in and out of school youth)

- Identify tutors who will support learners during weekends on difficult subjects
- Monitor the work of tutors and coordinate their stipend payments
- Work with schools to identify learners to attend tutoring sessions
- Work with teachers to identify learners in Grade 8 & 9 to become Peer Champions
- Support the school in setting up Child Protection Committees
- Introduce Child Protection Committees to Department of Social Development for monitoring
- Arrange and run school awareness programmes on life skills, sexual reproductive health, how to handle trauma, suicidal thoughts, gender based violence, bullying, decision making, emotional intelligence, etc.

KPA 5: Manage Literacy Facilitators

- Support Literacy Facilitators identify households, ECDs and Drop-in Centres to establish reading culture
- Coordinate each week with Literacy Facilitators visits and work to be done
- Support the report-writing process of Literacy Facilitators

KPA 6: Monthly Reports

- Submit monthly reports to the Social Worker monthly, following the provided reporting template
- Support various reporting processes driven by CFE Manager, Impact and Learning Manager or Head of Programmes for external and internal purposes

Special authority and representation: (e.g. special signing authority)

Date, Signature Employee:

Date, Signature Direct Supervisor:

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This job description outlines only the general scope of activity and the basic tasks and responsibilities associated with this position. It is reviewed annually in the course of performance appraisal. It may be supplemented with a more detailed definition of tasks, responsibilities and involvement in processes. The Job profile below defines the ideal candidate for the job.

Job Profile

LEGISLATIVE REQUIREMENTS	
Adherence to relevant South African legislation.	
QUALIFICATIONS, EXPERIENCE, SKILLS / KNOWLEDGE,	
QUALIFICATIONS	<ul style="list-style-type: none"> • Matric Certificate, Community Development certificate or related field. • Minimum 3 years' experience in youth, family strengthening, or community development. • Knowledge of South African child protection legislation and UN Guidelines. • Experience in trauma-informed care and psychosocial support.
	<ul style="list-style-type: none"> • A Valid South African Drivers Licence.
EXPERIENCE	<ul style="list-style-type: none"> • Minimum 2 - 4 years' experience in community-based programme implementation, preferably within child, youth or family strengthening programmes. • Experience working with schools, families and community structures will be an advantage. • Experience supervising or supporting field-based programme staff will be an advantage. • Demonstrated experience in trauma-informed care and psychosocial support.
SKILLS / KNOWLEDGE	<p>Knowledge Specific to the Position</p> <ul style="list-style-type: none"> • Sound understanding of Community and Family Empowerment (CFE) principles and community-based development approaches. • Basic understanding of child protection and safeguarding principles and referral processes applicable to community and school-based programmes. • Knowledge of school-based and community-based support systems, including learner retention, child wellbeing and family strengthening initiatives. • Understanding of NGO programme operations, implementation models and community-level service delivery. • Working knowledge of Monitoring, Evaluation and Learning (MEL) processes, including data collection tools, activity tracking and reporting requirements. • Understanding of quality assurance principles as they relate to programme implementation and service delivery. • Familiarity with education policies and community development frameworks relevant to children, youth and families. • Ability to identify and support community partnerships, referral networks and stakeholder engagement to strengthen programme implementation.
	<p>Skills and Competencies (Key Technical Skills)</p> <ul style="list-style-type: none"> • Strong facilitation and coordination skills for community meetings, parenting sessions and school-based activities.

	<ul style="list-style-type: none"> • Effective record-keeping, report-writing and documentation skills using approved programme tools and templates. • Planning, organising and coordination skills to manage multiple programme activities and community engagements concurrently. • Working under the supervision of the Social Workers , work collaboratively with Social Workers, Programme Managers, educators and community partners. • Strong interpersonal and communication skills to engage families, children, youth, educators, community leaders and service providers. • Practical problem-solving skills to address implementation challenges and support effective programme delivery. • Professional presentation and communication skills suitable for engagement with schools, communities and service providers. • Adaptability and responsiveness when working in dynamic community and school environments.
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PERSONAL ATTRIBUTES

Results, Service Delivery and Programme Implementation

- Coordinates and supports the implementation of CFE programme activities in line with approved workplans, schedules and programme guidelines.
- Demonstrates commitment and resilience in supporting families, children and youth through community- and school-based interventions.
- Takes initiative to improve day-to-day programme coordination, activity delivery and follow-up processes.
- Manages assigned programme activities and responsibilities effectively to meet agreed targets, timelines and reporting requirements.
- Remains adaptable and responsive when working under pressure or in dynamic community and school environments.

Professional Communication, Responsibility and Accountability

- Communicates clearly and professionally with families, children, youth, educators, community leaders and service providers.
- Makes sound day-to-day decisions within delegated authority and escalates safeguarding concerns and complex issues to the Social Worker or Programme Manager as required.
- Takes responsibility for the quality and completion of assigned programme activities, documentation and referrals.

Analytical, Coordination and Problem-Solving Ability

- Identifies implementation challenges affecting programme activities and proposes practical solutions in consultation with the Social Worker and Programme Manager.
- Collects and uses information from families, schools and communities to inform activity planning, follow-up and reporting.
- Works collaboratively with Programme Managers, Social Workers and partners to strengthen coordination and service delivery.

Continuous Improvement, Learning and Quality Support

- Ensures programme activities and family strengthening interventions are implemented in line with CFE priorities, safeguarding standards and organisational guidelines.



- Monitors progress of assigned activities against agreed milestones and standards and reports variances timeously.
- Maintains accurate and up-to-date programme records, registers and activity documentation.
- Contributes to continuous improvement by sharing lessons learned, good practices and implementation insights from field activities.