

Terms of Reference

GESS 2 Gender Equity, Social Inclusion (GESI) and Mentoring Adviser

Basic Programme Data

Title:	Girls' Education South Sudan Programme Phase 2 (GESS 2)
Operational Area:	South Sudan
Total Duration:	5 years
Inception phase:	1st May 2019 – 31st July 2019
Implementation phase:	1 st August 2019 – 31 st March 2024 (including respective break points)
Donor:	UK Government's Department for International Development (DFID)
Client:	Government of the Republic of South Sudan (GRSS)
Lead Supplier:	Mott MacDonald/Cambridge Education (MM/CE)
Consortium Partners:	BBC Media Action, Leonard Cheshire, Montrose, Windle Trust

Background and Description

South Sudan, the newest country in the world, has some of the worst educational indicators, with education for girls being particularly poor. Only one girl in ten completes primary education and girls comprise just one-third of the secondary school population. There are many barriers (cultural, financial, physical, quality) that are preventing children from enrolment and completing school. The Girls' Education in South Sudan Phase 2 (GESS 2) Programme aims to contribute to removing these barriers and enable a transformative societal change through education.

The GESS2 Programme results chain is as follows:

The **impact** of the Programme will be to continue to transform the life chances of a generation of South Sudanese children (particularly but not exclusively girls) through education, while stabilizing priority areas of the education sector and concurrently seeking to deliver improved quality education. The impact may therefore be permanent, although a long-term impact on the sustainability of the education sector requires positive changes in the context (in particular the economy and the conflict) and the political will of the Government of the Republic of South Sudan.

The **outcomes** of the Programme will be an improvement in girl's educational attainment from that already achieved in GESS1; building further gains on school enrolment, reducing barriers to education and promoting equity in access for all children.

The **outputs** of the Programme will be: Cash Transfers to individual girls; Capitation Grants to schools; Behavioural Change; Learning Groups and Quality Interventions, Accelerated Learning and Livelihoods for adolescents previously without access to education.

The consortium that DFID contracted to manage the Programme consists of Cambridge Education/Mott MacDonald (in the lead) with technical support from - BBC Media Action (BBC MA), Leonard Cheshire, Montrose, Windle Trust.

Job Title	GESI and Mentoring Adviser
Reporting to	Quality Education and Learning Lead Adviser
Duty Station	Juba, South Sudan
Job Category	Full-time, technical staff.

Job Description

The objective of the post is to advise the GESS2 Secretariat and especially the Quality Education team on mainstreaming inclusion (gender and inclusion of persons with disabilities) perspective in all activities undertaken and lead the GESS2 mentoring programme. The Adviser will also support MoGEI (Ministry of General Education & Instruction) and State MoE (Ministries of Education) to establish the GESI Thematic Working Group (GTWG) at State level. This task will include the development of reporting mechanism between national GESI TWG, state GESI TWG, and State Anchors. Furthermore, **She** will lead the implementation of the GESS2 mentoring programme for secondary and primary schools which will also be used as a tool to achieve greater participation of children with disabilities in school activities and learning process and will promote enrolment and transition of girls and children with disabilities in education. The Adviser will work closely with GESS2 State Anchors (SA) to recruit, train and provide regular on-the-job support to SA GESI and Mentoring Assistants overseeing the implementation of mentoring programme in schools. The Adviser will be responsible for adaptation of the Mentoring and GESI Strategies to periodic lockdowns and changing implementation reality (for example pandemics, natural disasters, conflict). The Adviser will work closely with GESS2 monitoring and evaluation system in developing a monitoring system that ensure effective monitoring of the implementation efforts and its effects. The GESI and Mentoring Adviser will support organisation of the annual National Girls' Education Day and the International Day of the Persons with Disability and other events in collaboration with key stakeholders at MoGEI and within GESS 2 team. The GESI and Mentoring Adviser will be supported by and will report to the GESS2 Quality Education and Learning Lead and will also work closely with the Inclusion Adviser and a consortium partner (Leonard Cheshire) working directly to improve inclusion of children with disabilities in the learning processes.

Main Duties:

- Provide Technical Support for regular implementation of the Gender Thematic Working Group (GTWG) at National Level.
- Provide Technical Support for regular implementation of the Disability Inclusion Thematic Working Group (GTWG) at National Level.
- Provide Technical Support to establish and to organise regular meetings of the GESI Thematic Working Group (GTWG) at State Level. Specifically work closely with MoGEI and GESS2 Disability Inclusion Technical Lead and the Leonard Cheshire Disability Advisor to support mapping of Organisations of/for Persons with Disabilities.
- Lead adaptation of the GESS2 Mentoring Programme for primary and secondary school girls (this includes adaptations to periodic challenges such as pandemics, natural disasters, conflict).
- Lead the implementation of the GESS2 Mentoring Programme which also will be a tool to achieve a wider participation of children with disabilities in school activities and learning process. The GESS2 Mentoring Programme will include two strategies: 1) Emergency Mentoring Programme (during COVID-19 school closure) and 2) GESS2 Mentoring Strategy (implemented in blended format during Academic Year). The GESS2 Mentoring Programme will use Peer-to-Peer approaches.

- Contribute to the design of feasible and practical strategies improving inclusion of children with disabilities in school activities and learning processes. Support implementation of these strategies.
- Co-design/adapt training for GESI and Mentoring Assistants.
- Lead implementation of training for GESI and Mentoring Assistants.
- Lead monitoring, evaluation and reporting of the GESS2 Mentoring Programme.
- Identify research gaps and needs and
- Support monitoring, evaluation and reporting of the Disability Inclusion efforts.
- Lead the Annual Reviews focused on mentoring and gender mainstreaming.
- Lead organisation of the National Girls' Education Day and other events.
- Support organisation of the International Day of Persons with Disabilities.
- Lead liaison with consortium partners, State Anchors and other development partners to enrich the mentoring program through pooling of resources and reducing duplication of efforts.

Lead gender equality and social inclusion mainstreaming efforts:

- Review and assure that all GESS2 strategies, written guidelines, manuals and other documents promote inclusion of children with disabilities, gender parity, GESI sensitivity and gender and disability equality.
- Carry out field visits to monitor and observe SA work, provide the SA Staff with feedback on the quality of their work and suggest improvement actions.
- Use data collected during field visits to inform improvement in strategies to strengthen GESI in GESS2 Quality Education component.
- Contribute to writing progress reports, lessons learnt, case studies and collecting data to inform regular programme reviews.
- Contribute to the design, implementation and analysis of research studies related to GESI in GESS2 Quality Education component.
- Work closely with the GESS2 TPD Lead, GESS2 School Governance Lead and GESS2 Disability Inclusion Technical Lead to jointly conceptualise and support the MoGEI to develop a system of screening, identification, assessment and referral of children with disabilities.
- Support advocacy efforts and identification of partners who can provide assistive devices to learners with disabilities.
- Work closely with the GESS2 Quality Education Lead and the GESS2 Safeguarding Lead and health partners to jointly conceptualise and support MoGEI to develop tracking system of girls' vulnerabilities, girls at risk of early marriage and early pregnancy.
- Keep up to date with latest international research on what works in girls' education, track DFID documents and policy statements on gender and disability and align the program accordingly.
- Participate in coordination meetings with relevant government ministries, DFID and other development partners and feed into the GESS2 program accordingly.
- Provide inputs to other programme activities as needs arise.

Essential Knowledge, Skills and Experience:

- Educated to Master's degree level (or equivalent) in the field of **special education**, gender policy or any other related field. Qualification in special education and disability inclusion will be treated as a strong advantage.
- Significant professional experience in the field of **special education, inclusion of persons with disabilities**, education, gender, training and capacity building of organisations. Combination of experiences in the above-mentioned fields will be treated as an advantage.

- Strong experience of education programme management
- Demonstrated ability to design, plan and mainstreaming of gender equity and social inclusion in development projects.
- Proven ability of mentoring, coaching and training on gender related topics.
- Excellent communication (verbal and written) and interpersonal skills.
- Excellent report writing skills.
- Proven ability to undertake research in a relevant subject.
- Fluency in the English language (both oral and written) is required. Knowledge of simple Arabic and National Language will be an added asset, but it is not a requirement.
- Competent user of MS Office packages, particularly Word, Excel and PowerPoint

Equality, diversity, and inclusion (EDI) are at the heart of our organisation. We promote equal opportunities and have initiatives to create an inclusive workplace culture. We are especially keen to hear from female applicants to create a gender balanced team. If you have a disability and would prefer to apply in a different format or would like us to make any adjustments to enable you to apply or attend an interview, please contact us at reasonable.adjustments@mottmac.com and we will talk to you about how we can assist.

Applicants must have the right to live and work in South Sudan. Experienced female applicants are strongly encouraged to apply. The contract will be fixed-term, staff contract.

Please submit your application (including a cover letter and CV) via [our website](#):

(in case of trouble accessing the website, use the following link:

<https://sjobs.brassring.com/TGnewUI/Search/home/HomeWithPreLoad?PageType=JobDetails&partnerid=25141&siteid=5169&Areq=46003BR>)

Submission by email is required.

Deadline for applications: Friday, 14th August 2020.

Shortlisted candidates will be invited for both oral and written interviews.

Selected Candidate is expected to be contracted by end-August 2020