



Terms of Reference (TOR)

for the

Recruitment of a Consultant to Support the Development of TVET Teacher Policy and Guidelines in South Sudan

Duty station: Juba, South Sudan

Duration: 40 working days

Project title: “Strengthening Technical and Vocational Education and Training in South Sudan”

Open to: National and International individual consultants

Background and context

The prevalence of youth unemployment in South Sudan with its associated factors continues to entangle the South Sudanese society. According to a recent assessment conducted, Youth unemployment in Juba is over 60% and over 80% in Bor, while 66% of female youth are unemployed (UNESCO, 2018). In South Sudan, Technical and Vocational Education and Training (TVET) is considered as a vehicle to empower youth and contribute for peace and nation’s building. There are more than 23 ministries mandated for an implementation of TVET in addition to non-government actors. However, the sector is very much fragile in absence of formal governance and coordination mechanism (UNESCO, 2018). In 2019, National Ad-Hoc TVET Coordination Committee is formed under leadership of the MoGEI with technical support from UNESCO under Capacity Development for Education (CapED) programme. This committee is working actively since then through its five sub-committees and have made significant progress to address governance and coordination gaps. The committee has developed and validated policy instruments; Unified National TVET Policy and Bill 2021, TVET National Qualification Framework, and Quality Assurance Guidelines 2021. All of them are validated and under process for its further endorsement.

Education 203 devotes considerable attention to technical and vocational skills development, specifically, regarding access to affordable quality Technical and Vocational Education and

Training (TVET); the acquisition of technical and vocational skills for employment, decent work and entrepreneurship; the elimination of gender disparity and ensuring access for vulnerabilities¹. Although there are currently over 200 TVET centers across South Sudan (MoGCSW, 2021), the sector suffers from limited resources and thus many of them are abandoned or used for other purposes. The [2015 Incheon Declaration](#) highlights the role of well qualified, trained, adequately remunerated and motivated teachers deployed across the whole education system to ensure quality education. However, challenges to TVET teacher development still persist in South Sudan. The country lacks TVET teacher training policy and guidelines to guide effective capacity building and training of TVET teachers/instructors. Besides, the training Institutes and thus majority of TVET teachers are facilitating TVET without receiving any TVET instructors/teacher training.

UNESCO South Sudan has secured funding from the government of Sweden (SIDA) to implement a four (4) year TVET project “*Strengthening Technical and Vocational Education and Training in South Sudan*”. The Project aims to strengthen governance, quality and relevance of the TVET system in South Sudan. The project focus is to strengthen TVET governance and equip key actors with sustainable capacities and tools to develop evidence-based policies and the related legal framework, while mobilizing at the same time private sector involvement in TVET governance, including in key economic sectors affected by climate change. Second, to improve the quality of TVET provision by reinforcing national capacities and institutions in charge of TVET teachers training design and implementation as well those responsible for TVET curricula development, adopting a gender transformative and greening lens. One of the activities envisaged by this project is the development of a TVET teacher policy and guidelines for South Sudan, which will provide a national TVET teacher guidelines with clear directions on improving the quality of the TVET and skills development systems for TVET institutions, secondary vocational schools, non-formal vocational delivery, tertiary and higher education, and labour market needs.

The TVET policy will highlight the role of TVET in development and as a key educational pathway. The policy will enable implementation of quality pre- and in-service training systems for TVET teachers, together with defining responsive and relevant standards for the TVET teacher/instructors. The training systems will focus on building the capacities of TVET teachers in enabling the acquisition of 21st century skills in collaborations between all stakeholders. TVET teachers or instructors are central to the educational activity and skills acquisition in institutions and centers that offer TVET. Sufficient, appropriately qualified, and competent lecturers, who understand and have expertise in both the academic and work-related dimensions of TVET, are needed in order to produce TVET graduates with skills relevant to the labour market. The national TVET teacher Policy teachers in Technical and Vocational Education and Training contributes to the availability and development of quality teachers for the TVET sector by putting in place a set of suitable education qualifications for training and development of TVET teachers.

¹ Education 2030; Incheon Declaration and Framework for Action: Towards inclusive and equitable, quality education and lifelong learning for all

Purpose and Objectives

The main purpose of the consultancy is to develop a comprehensive and responsive TVET Teacher Policy and guidelines for South Sudan

Specific objectives of the task include:

The international consultant in close coordination with the national consultant and UNESCO Project Manager will be working to achieve following specific objectives and tasks:

- I. Review the existing policies and official guidelines related to TVET teacher training in South Sudan
- II. Carry out a diagnosis of the TVET system and labour market needs with intensive consultation with various stakeholders.
- III. Review the existing policies and official guidelines related to TVET teacher training in the neighboring counties.
- IV. Draft the new TVET teacher Policy and guidelines with intensive consultation with the national Ad-hoc TVET committee and key stakeholders.
- V. Organise for technical (mini validation) review of the draft TVET teacher Policy and incorporate inputs
- VI. Validate and finalise the TVET teacher policy and guidelines.

Scope of work

1. Desk review of existing TVET teacher policy and strategies in the region. The consultant will be requested to review all available information with regards to TVET teacher practices, guidelines in South Sudan including analysis out of other related TVET teacher policy and guidelines in the East African region
2. Focus on in-depth examination of the education policies, and TVET teacher training systems in South Sudan to inform the development of the new TVET teacher policy and guideline to develop effective TVET teachers or instructors.
3. Identify the opportunity areas for the development of TVET teacher competencies covering all important aspect of quality TVET teachers that will contribute to their professional development, TVET teacher training and qualifications framework and come up with the TVET teacher guidelines describing the knowledge mix appropriate for different TVET teachers' qualifications, aligned to the purpose of the qualification.

Deliverables

1. Inception report: containing a detail TVET teacher policy analysis, training guidelines, methodology and approach and accompanying analysis work plan and tools.
2. Draft TVET policy and guidelines with intensive consultation with key line ministires involved in the TVET delivery in South Sudan

3. Final TVET teacher policy and guideline after validation

Methodology

The consultant is expected to come up with the best approaches for undertaking this task. S/he will design/use a mixed approach which integrates qualitative and quantitative data collection techniques.

Cognizant of COVID-19, the consultant is expected to conduct Focus Group Discussions (FGDs), Key-Informant Interviews (KIIs) while ensuring safety for all participants.

Consultant should be mindful of inclusion and diversity during data collection by ensuring representation all groups. Findings from this approach will be used to refine questions raised through the thematic reviews.

Timelines:

The duration of the national consultancy for the conflict assessment and resolution measures will be a total of **40 working days** starting from **10th October to 10th December 2022**

Budget

The expert shall develop detailed financial proposal/budget and work plan in accordance with the TOR. The rationale for the budget should be realistic to the tasks, time and methods to be applied as outlined in the TOR, but must also be within the allotted project budget framework

Qualification and requirements

The expert/consultant engaged to undertake the assignment must fulfil the following requirements:

- Master's Degree in Education, Social Sciences, development studies, or other relevant field
- Minimum of 5 years of professional experience in policy formulation, TVET teacher training, curriculum development and skills in development of teacher training guidelines
- A solid professional background in the domain of policy making and/or policy research
- Ability to conduct research and produce analysis with capacity to work with a multi-disciplinary team, including coordinating technical input into research work
- Excellent writing skills including coherent and consistent documentation
- Knowledge of the area
- Ability to work rapidly, both in person and remotely, with team members in various locations.

Application Process and Requirements

Qualified and interested international and national individuals are asked to submit the following.

1. A detailed technical proposal, an approach and methodology for the assignment, a work plan and comments on the Terms of Reference if any (in brief).
 - An updated curriculum vitae or Consultant profile

- A statement indicating how your qualifications and experience make you suitable for the assignment, and
- 2. A financial proposal with a detailed breakdown of costs for the assignment (including travel cost, DSA etc) quoted in United States dollars. For national consultants, travel cost to 5 states for TVET teacher policy consultation should be included.

Applications should be submitted electronically to proposals.juba-ed@unesco.org copying j.okodi@unesco.org on or before (**12 October, 2022**) with attachments in pdf and a subject line: Technical and Financial Proposal for Consultancy for TVET teacher policy and guidelines.