



**CONSULTING OPPORTUNITY:
EXTERNAL POSTING**



Position title: Gender in Education Policy Development

Position location: South Sudan

Reports to: Project Director, SCALE

Duration: One year, renewable

Start Date: October 1st, 2026

Budget: \$50,000 USD (\$12,500 per year) fees + expenses

Introduction

WUSC is a Canadian global development organization working to catalyze positive education and economic outcomes for young people. We collaborate with a diverse network of partners, volunteers, students, schools, governments, and businesses who share our vision of a more inclusive, equitable world. Together, we foster youth-centered solutions that enable young people—particularly women and displaced populations—to thrive and belong. WUSC operates in 30 countries across Africa, Asia, the Middle East, Latin America and the Caribbean, and in Canada, delivering a diverse portfolio of development projects in collaboration with multilateral and bilateral donors.

At the heart of our work is the belief that addressing systemic barriers is essential to transforming the lives of young people. For this reason, our development approach focuses on strengthening the systems in which the youth live, learn, and work, ensuring they have the tools and opportunities to lead more inclusive and resilient communities.

Background to WUSC's work in South Sudan

WUSC has been working in South Sudan since 2010, and is registered with the Relief and Rehabilitation Commission (RRC) with Certificate No. 2581. WUSC collaborates closely with key stakeholders, including the Ministry of General Education and Instructions (MoGEI) and likeminded partners in implementing programmes in education and economic opportunities, with a specific focus on girls, young women, and people with lived refugee experiences or lived experience of



forced displacement. We have implemented projects in Western Equatoria, Western Bahr el Ghazal, Unity, Upper Nile and currently in Eastern and Central Equatoria States

Currently, WUSC is implementing the *Strengthening Collective Action and Learning for Education (SCALE)* project, funded by Global Affairs Canada (GAC). SCALE is a five-year initiative that aims to improve equitable access to quality education for adolescent girls and female youth (AGFY) in South Sudan by addressing barriers to enrolment, retention, learning and transition. Through a combination of school-based, community and systems strengthening interventions, the project seeks to generate sustainable improvements in girls' educational outcomes and contribute to broader sector learning.

To achieve these ambitious goals, WUSC recognizes the need to work at multiple levels: strengthening the national policy environment, the teacher training systems, galvanizing community support for girls' education, as well as enhancements to school environments to make them more inclusive and gender-responsive.

To support this ambition, and in collaboration with the MoGEI, WUSC is seeking to engage an independent consultant to lead the development of a Gender in Education Policy in South Sudan.

Purpose of the Assignment

The primary purpose of this assignment is to support the Ministry of General Education and Instruction (MoGEI) in developing a national Gender in Education Policy for South Sudan that supports an inclusive, equitable, and resilient education system. The policy will underpin the existing Girls' Education Strategy, and support synergies with other education and human rights policies in the South Sudanese legal system.

Objectives of the Gender in Education Policy

The selected consultant will develop a policy with the following aims:

- Uphold the fundamental right to education for every child in South Sudan, recognizing it as a critical driver for social and economic transformation.
- Align national goals with international commitments, specifically ensuring the policy supports Sustainable Development Goal 4 (SDG 4) regarding inclusive and equitable education, as well as South Sudan's Education 2030 Agenda.



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- Address persistent gender disparities that currently limit the access, participation, and achievement of learners, with a specific focus on girls, refugee learners, displaced learners, children with disabilities, and those from marginalized communities.
- Enhance educational quality through gender-responsive pedagogy, providing clear strategies for teacher training and curriculum reform to ensure inclusive teaching methods are standardized across the system.
- Establish a safe, inclusive, and barrier-free learning environment by prioritizing safety, leadership, and infrastructure—including specific requirements for separate latrines and safe transport.
- Define standards for safeguarding and accountability, grounding educational practices in professionalism and establishing clear indicators and reporting mechanisms at the school, county, and national levels.
- Ensure national representativeness by grounding the policy in the lived realities of learners across all states, acknowledging that gender issues vary significantly from one state to another in South Sudan.
- Promote institutional coherence by building upon existing frameworks—such as the National Girls' Education Strategy and GESI Analysis Reports—and ensuring the final policy is integrated into the General Education Sector Plan.
- Galvanize multi-stakeholder ownership through a participatory process that engages government institutions, civil society, and community representatives to ensure the policy is technically sound and context-sensitive

Scope of Work

The consultant will work in close collaboration with WUSC and partners with regular coordination and consultation with the MoGEI. The scope includes:

- **Situational analysis and literature review:** Lead a desk review of existing secondary data, including GESI Analysis Reports and the National Girls' Education Strategy. Review regional policies (e.g., Kenya and Uganda) and existing national frameworks like the General Education Act, National Girls Education Strategy, and MoGEI Partnership Compact. Make recommendations about what should and should not be included in the Gender in Education Policy.
- **Stakeholder engagement:** Prepare all materials for consultative workshops leading up to the policy development, as well as validation materials afterwards. Engage with key MoGEI focal points, and education partners including other NGOs. Lead consultation and validation workshops. Travel outside of Juba to facilitate consultations



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in other States is expected. Ensure that participants' feedback is integrated into the policy.

- **Policy drafting:** Define and draft priority areas for the policy to address such as access, quality, safety, leadership, and financing. Include implementation strategies such as curriculum reform, teacher training, and infrastructure, and community sensitization.
- **Policy validation:** Lead a validation workshop with key national stakeholders, including preparing and presenting materials. Integrate feedback from the validation workshop. Support the policy launch and dissemination.
- **Policy implementation plan and launch:** Develop a plan for disseminating the policy among key stakeholders at the national and subnational levels. Lead the socialization of the policy among key stakeholders, with support from WUSC and the MoGEI.
- **Coordination:** Provide regular updates to WUSC and the MoGEI.

Roles and Responsibilities

The selected **Consultant** will be responsible for leading the desk review, including gathering secondary data from partners. The Consultant will also lead the policy drafting process (in close collaboration with key actors) and prepare materials for consultation workshops. The consultant will ensure that WUSC and the MoGEI are fully engaged at each step of the process, involving regular communication and feedback.

The **Ministry of General Education and Instruction (MoGEI)** will take the lead in identifying and mobilizing stakeholders for all consultation workshops. MoGEI will support the consultations across the states and provide technical guidance to the Consultant throughout the process.

World University Service of Canada (WUSC) will recruit and manage the Consultant, maintain coordination with MoGEI, and provide technical inputs to the policy development process and content.

Deliverables

1. **Inception Report:** Defining the scope of the assignment, outlining a timeline and plan for research, consultations, drafting, validation, and launching the policy.
2. **Literature Review:** Identifying and reviewing relevant literature and policies in South Sudan and in the region to inform policy direction and best practices.
3. Mapping, Identification, engagement and consultation with key stakeholders.
4. **Consultation Workshop Materials:** Presentations, discussion questions and activities to support consultative workshops with a broad group of stakeholders at national and state levels.



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5. **Stakeholder Consultation:** Engaging national and state government officials, teachers, community leaders, marginalized groups, and international partners through workshops and focus groups.
6. **Draft Policy Document:** Covering all priority areas identified through exploratory workshops and consultations and aligned with national development goals.
7. **Validation and Endorsement:** Presentation and materials to support one national validation, reviewing the final draft with State Ministers and sector partners before final approval.
8. **Final Gender in Education Policy:** A revised document incorporating stakeholder feedback for ministerial endorsement and ratification.
9. **Implementation Plan:** A plan for implementing and disseminating the Policy, aligned with the existing General Education Sector Plan, including suggestions for monitoring and accountability mechanisms.

Applicants are encouraged to propose any additional deliverables that would strengthen the robustness of the policy, as well as build buy-in from key stakeholders.

Duration and Timeframe

The successful consultant will develop a workplan as part of the inception report. A proposed timetable is as follows:

Deliverable	Proposed date
Inception Report	November 2026
Literature Review	February 2027
Consultation Workshop	May 2027
Draft Policy Document	September 2027
Engagement and Validation	May 2028
Final Policy	September 2028
Implementation Plan	December 2028

Working Location

The consultant will be based in Juba. Travel to other states to support the consultations is expected.



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Qualifications

- Advanced degree in Education, Gender Studies, or a related field
- Proven experience in policy research and development in the education sector in South Sudan
- Demonstrated experience in engaging diverse stakeholders in South Sudan, including government ministries.
- Strong expertise in gender equality policies and frameworks
- Excellent facilitation skills for multi-stakeholder consultative workshops

Applications

Interested applicants are invited to submit the following by **11th September 2026** via bamboo link <https://wusc.bamboohr.com/careers/380> and hard copies to Scandic Building near Crown Hotel.

1. Technical proposal outlining the proposed approach and methodology;
2. Financial proposal detailing all associated costs. The financial proposal should allocate costs per year, and show reimbursable costs and personnel costs;
3. Evidence of relevant experience in similar assignments, including in South Sudan.

WUSC's activities seek to balance inequities and create sustainable development around the globe; the work ethic of our staff, volunteers, representatives and partners shall correspond to the values and mission of the organization. WUSC promotes responsibility, respect, honesty, and professional excellence and we will not tolerate harassment, coercion, sexual exploitation or abuse of any form. Successful applicants will be required to undertake an enhanced criminal record check where appropriate.

WUSC is an equal opportunity employer. We welcome and encourage applications from people with disabilities. Only those candidates selected for an interview will be contacted. No telephone calls please.



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