



Vacancy Announcement

**Job Title:** Education Specialist  
**Band / Level / Grade:** 8A  
**Department:** Education - EDYP  
**Location:** Juba, South Sudan  
**Opening Date:** 24<sup>th</sup> April 2026  
**Closing Date:** 14<sup>th</sup> May 2026  
**Overtime Eligible:** (per local law) Exempt

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Approved  
23/4/2026  
23 APR 2026  
MINISTRY OF GENERAL EDUCATION AND INSTRUCTION  
REPUBLIC OF SOUTH SUDAN

**BACKGROUND:** The International Rescue Committee, IRC, is a leading humanitarian and development organization working in more than 40 countries and 26 U.S. cities to help people whose lives and livelihoods are shattered by conflict and disaster to survive, recover, and gain control of their future.

The IRC has been operating in South Sudan since 1989 and is registered as an international NGO. IRC currently delivers multi-sectoral programming directly and through partners across seven states and two administrative areas. These include Northern Bahr el Ghazal, covering Aweil East, Aweil West, and Aweil South counties, Unity State, covering Rubkona, Koch, and Panyijiar counties, Upper Nile State, covering Maban, Renk, Panyikang, Nasir, Ulang, and Panyikang counties, Lakes State, covering Rumbek Centre, Rumbek East, and Yirol West counties, Central Equatoria, covering Juba, Yei, and Kajokeji counties, Eastern Equatoria, covering Kapoeta East, Jonglei, covering Ayod, Twic East, Urur, and Akobo counties, as well as Abyei Administrative Area and Ruweng Administrative Area, including Pariang County and Ajong Thok and Pamir refugee camps.

**Background and Objectives of EFASS**

South Sudan has one of the world’s most fragile education systems, with high numbers of out-of-school children, low foundational learning outcomes, and persistent barriers linked to conflict, climate shocks, poverty, disability, and gender inequality. Government systems face major capacity and resource constraints, while the need for scalable and sustainable education solutions remains high.

The Education for All in South Sudan, EFASS, programme is designed to improve access, retention, progression, and foundational learning outcomes for the most marginalized children, while strengthening system uptake and sustainability of effective education approaches. This position will support Ministry leadership and uptake of key education models under EFASS, particularly under Outcome 2.

**Scope of Work**

The Education Specialist will be seconded to the Ministry of General Education and Instruction, MoGEI, through the EFASS project. The postholder will work closely with MoGEI technical teams, the EFASS consortium lead, and technical leads to support implementation, adaptation, and uptake of key EFASS education models, particularly under Outcome 2.

The role will focus on Ministry ownership and institutional uptake of Structured Pedagogy, Teaching at the Right Level, TaRL, remedial and catch-up approaches, and Accelerated Learning Programme, ALP, transition pathways. The Education Specialist will support coordination between MoGEI and the IRC-led consortium, facilitate joint planning and review, and help ensure that programme models are aligned with government priorities, systems, and stakeholder feedback.

She/he will support MoGEI to assess learning recovery models against scale-readiness criteria, including institutional fit, cost-effectiveness, and feasibility for integration into national or sub-national programming.

The postholder will also support learning reviews with MoGEI, partners, and communities to adapt implementation based on evidence, and contribute to practical pathways for reintegration of learners into formal education. This is a senior technical and coordination role requiring strong government engagement, education systems understanding, and experience in foundational learning and alternative education. This compact structure remains aligned with the style of the IRC sample JD you shared.



## Key Responsibilities

### 1. Technical Support to Outcome 2 Models

- Contribute to alignment of EFASS-supported models with MoGEI policy frameworks, planning processes, and forthcoming sector strategies, including education sector planning, alternative education pathways, and partner-supported financing pipelines.
- Support MoGEI on the adaptation and implementation of EFASS Outcome 2 models, including Structured Pedagogy, TaRL, remedial, and catch-up approaches.
- Work with consortium technical leads to ensure models are aligned with national priorities, curriculum frameworks, and government systems.
- Support Ministry review of implementation evidence and lessons to inform uptake and scale-up.

### 2. ALP Transition Pathway Support

- Support MoGEI and partners to develop practical ALP transition pathways for learners moving into formal education.
- Contribute to development of transition SOPs, school re-entry arrangements, and agreements with formal schools to facilitate learner reintegration.
- Support flexible ALP scheduling and transition arrangements that respond to local realities and barriers to participation, including the needs of farmers, pastoralists, traders, and other groups.

### 3. Coordination and Liaison

- Serve as a key coordination focal point between MoGEI and the IRC-led EFASS consortium.
- Facilitate communication, joint planning, technical review, and follow-up on agreed actions.
- Ensure Ministry priorities and feedback are reflected in programme implementation and adaptation.

### 4. Learning, Review, and Adaptation

- Facilitate learning reviews with MoGEI, partners, and communities to assess progress and implementation challenges.
- Support use of evidence and stakeholder feedback to improve programme pathways and implementation quality.
- Contribute to technical updates, briefing notes, and documentation of lessons learned.
- Support MoGEI to identify which approaches are appropriate for broader adoption, targeted application, or discontinuation, based on evidence and contextual feasibility.

### 5. Capacity Strengthening

- Provide technical mentoring and day-to-day support to relevant MoGEI staff on key EFASS education approaches.
- Support Ministry capacity in oversight, coordination, and uptake of programme-supported models.

### 6. Compliance

- Ensure activities are implemented in line with IRC, donor, and government policies and procedures.
- Maintain confidentiality, professionalism, and accountability in all duties.
- Report safeguarding or code of conduct concerns through the required IRC channels.

## Key Working Relationships

**Position Reports to:** EFASS Deputy Team Leader, IRC

**Technical Supervision:** Relevant MoGEI focal point

**Position directly supervises:** NA

**Other Internal and External Contacts:** MoGEI directorates and technical departments, EFASS consortium lead and technical leads, IRC technical and programme teams, consortium partners, development partners, and education coordination platforms.

## Education Specialist Profile and Qualifications

- Advanced degrees in Education, Education Planning, Curriculum, Teacher Development, Alternative Education, or a related field. Equivalent experience may be considered.
- At least 7 years of relevant experience in education programming, technical advisory support, or education systems strengthening.



- Strong technical knowledge of foundational learning approaches, especially Structured Pedagogy, TaRL, remedial or catch-up programming, and alternative education pathways.
- Experience working with government institutions, preferably Ministry of General Education and Instruction.
- Experience supporting donor-funded education programmes, ideally in fragile or conflict-affected settings.
- Strong coordination, facilitation, and stakeholder engagement skills.
- Ability to translate technical learning into practical recommendations for implementation and system uptake.
- Experience in South Sudan or similar contexts is an advantage.
- Fluency in English is required.

### Safety and Security Situation

All staff must comply with all IRC South Sudan security policies and procedures.



### The IRC Core Values and Commitments:

**Standards of Professional Conduct:** The IRC and IRC workers must adhere to the values and principles outlined in IRC Way Standards for Professional Conduct. These are Integrity, Service, Accountability and Equality. In accordance with these values, the IRC operates and enforces policies on Beneficiary Protection from Exploitation and Abuse, Child Safeguarding, Anti Workplace Harassment, Fiscal Integrity, and Anti-Retaliation the IRC operates and enforces policies on Beneficiary Protection from Exploitation and Abuse, Child Safeguarding, Anti Workplace Harassment, Fiscal Integrity, and Anti-Retaliation.

**Safeguarding and PSEA policy:** The IRC has a zero-tolerance policy for safeguarding/PSEA violations by staff, incentive workers, visitors, sub-grantees, suppliers/sub-contractors, and implementing partners. Safeguarding/PSEA at the IRC is an integral to organizational values and ethics, and staff and associates are expected to take all reasonable steps to prevent the sexual exploitation, abuse, and harassment of any person linked to the program by both its employees and any downstream partner. The successful candidate will be subject to a thorough background check and satisfactory references.

Promote and actively participate in initiatives and efforts to build team engagement, inclusion and cohesion in IRC. Foster ongoing learning, honest dialogue and reflection to strengthen safeguarding and to promote IRC values and adherence to IRC policies. IRC strives to build a diverse and inclusive team at all levels who as individuals, and as a group, embody our culture statement creating a working environment characterized by critical reflection, power sharing, debate, and objectivity for us to achieve our aspirations as a team and deliver the best possible services to our clients

**Narrowing the Gender Gap:** The International Rescue Committee is committed to narrowing the gender gap in leadership positions. We offer benefits that provide an enabling environment for women to participate in our workforce including a flexible hour (when possible), maternity leave, transportation support, and gender-sensitive security protocols.

**Equal Opportunity Employer:** IRC is an Equal Opportunity Employer. IRC considers all applicants because of merit without regard to race, sex, color, national origin, religion, sexual orientation, age, marital status, veteran status, disability, or any other characteristic protected by applicable laws.

### How to apply:

Interested applicants should submit a CV with 3 references and a copy of their national ID to Human Resources Juba IRC Country Head Office-Located in **APTECH Africa Office Building 3rd Floor, Plot 63 Block AXIII Hai Malakal, Juba, South Sudan** or you can e-mail applications to [SS-HR@Rescue.org](mailto:SS-HR@Rescue.org) not later than **14<sup>th</sup> May 2026 @ 4:30pm**.

**NOTE:** Only shortlisted candidates will be contacted and attached photocopies only while originals will be asked at the interview panel and all the photocopies will remain the property of IRC.

**CLEARLY LABEL YOUR APPLICATION, Education Specialist - Juba, South Sudan**

**“WOMEN, MINORTITIES AND PEOPLE LIVINING WITH DISABILITIES ARE ENCOURAGED TO APPLY”.**

**The position is strictly for South Sudanese Nationals with all the National documents.**

