



Terms of Reference (ToR)

Organization:	National Education Coalition (NEC)
Consultancy Title:	Review of Global and Regional Evidence on Foundational Literacy, Accelerated Education, and Vocational Training.
Location:	Remote/Juba, South Sudan.
Duration:	3 months.
Type of Contract:	Short-term (Consultancy)
Application start date:	09th June, 2026
Closing Date:	26 th June, 2026

1. Background:

The **National Education Coalition (NEC)** is a national civil society platform established to champion inclusive, equitable, and quality education for all learners in South Sudan. As a coalition of diverse civil society organizations, community-based groups, and education advocates, NEC operates as a bridge between grassroots communities, the Ministry of General Education & Instruction (MoGEI), and international development partners.

NEC's mandate is anchored in four strategic pillars:

- **Policy Advocacy:** Influencing national education policies to prioritize foundational learning, accelerated education, and skills development for out-of-school children and youth.
- **Coordination:** Fostering collaboration among civil society actors, government entities (MoGEI), and multilateral partners (UNICEF, GPE, UNESCO) to reduce duplication and align interventions.
- **Research & Evidence Generation:** Generating and disseminating context-specific data to inform evidence-based decision-making, including in fragile and conflict-affected settings.
- **Stakeholder Engagement:** Amplifying the voices of marginalized communities, including pastoralist populations, persons with disabilities, and girls, to ensure education programming is inclusive and locally relevant.

In line with its mandate, NEC actively supports the translation of complex education policies into accessible formats for community dialogue, advocacy, and action. Given that over **2.8 million children remain out of school** in South Sudan (approximately 70%), NEC prioritizes interventions targeting foundational literacy, accelerated education pathways, and vocational training as critical levers for systemic change.

NEC's role in this consultancy is therefore twofold: to serve as the primary commissioner of evidence that will inform national programming, and to act as a knowledge broker ensuring that global and regional evidence on FLN, AEPs, and TVET is effectively translated into actionable recommendations for MoGEI, the Accelerated Education Working Group (AEWG), and implementing partners.



2. Context of the study

South Sudan continues to face severe learning crisis, with over **2.8 million children out of school** (approx. 70%). Ongoing subnational and intercommunity conflicts, climate shocks such as flooding, heat waves, resulting displacement have continued to disrupt access to an inclusive and quality education, leaving most of the youth population without basic literacy or numeracy skills.

While the Government of South Sudan through the Ministry of General Education & Instruction (MoGEI) and partners (UNICEF, GPE, UNESCO) are investing heavily in **Accelerated Education Programs (AEPs)** and **Technical and Vocational Education and Training (TVET)**, these efforts have yielded limited results. There is, therefore, a need to ensure these models are evidence-based, cost-effective and tailored to the specific contextual needs of the population, while informed by globally and regionally tested ones. The launch of the \$58 million GPE program in 2025 highlights the urgency of aligning interventions with global best practices.

This consultancy aims to bridge the gap between international evidence and local implementation realities by reviewing proven strategies from comparable fragile, conflict, and violent (FCV) contexts.

3. Purpose of the Assignment

The purpose of this consultancy is to generate actionable, evidence-based knowledge that directly addresses the learning crisis in South Sudan by systematically reviewing and synthesizing global, regional, and comparative country evidence on Foundational Literacy and Numeracy (FLN), Accelerated Education Programs (AEPs), and Technical and Vocational Education and Training (TVET).

Specifically, the assignment aims to:

- 3.1. Bridge the evidence-implementation gap:** Translate proven strategies from fragile, conflict, and violent (FCV) contexts into practical recommendations tailored to South Sudan's unique operational environment, including subnational conflict, climate-induced displacement, and pastoralist livelihoods.
- 3.2. Inform cost-effective programming:** Provide NEC, the Ministry of General Education & Instruction (MoGEI), and development partners with a comparative analysis of intervention costs, scalability pathways, and contextual success indicators to guide resource allocation.
- 3.3. Strengthen national policy alignment:** Generate evidence that directly supports the revision or implementation of South Sudan's education sector plans, AEP frameworks, and TVET curricula, ensuring they reflect global standards (e.g., INEE Minimum Standards, PISA-VET frameworks) while remaining locally feasible and relevant.
- 3.4. Enhance inclusion and equity:** Identify gender-transformative, disability-inclusive, and pastoralist-adapted models that can be piloted or scaled in South Sudan, with a specific focus on reaching the most marginalized out-of-school children and youth.
- 3.5. Provide an M&E roadmap:** Deliver a context-sensitive monitoring and evaluation framework, including conflict-sensitive and climate-responsive indicators, that enables MoGEI, the civil society (NEC) and partners to track FLN, AEP, and TVET outcomes in highly insecure and resource-constrained settings.

The ultimate purpose is to equip national education stakeholders with a rigorous, locally relevant evidence base that moves beyond ad-hoc humanitarian programming toward sustainable, system-strengthening interventions.



4. Scope of Work

The consultant will conduct a systematic review and synthesis of global, regional (Africa), and national evidence. The review will focus on three pillars:

Pillar 1: Foundational Literacy and Numeracy (FLN)

Scope: Early childhood (3-5 years) and lower primary.

Key Questions:

- What low-cost, contextually relevant FLN models exist for fragile contexts where parents may also be illiterate?
- How can teacher training be adapted to rapidly improve FLN outcomes in multigrade classrooms?

Pillar 2: Accelerated Education Programs (AEPs)

- **Scope:** Bridging programs for over-age out-of-school children transitioning to formal education or vocational tracks.

- **Key Questions:**

- What does the evidence say about AEP effectiveness in Sub-Saharan Africa
- How can AEPs be designed to support girls and pastoralist communities specifically?

Pillar 3: Vocational Training & TVET

- **Scope:** Youth employment and skills matching.

- **Key Questions:**

- What global standards (e.g., PISA-VET frameworks) apply to the South Sudanese labour market, particularly regarding 'green skills' and gender transformation?
- How can TVET be linked directly to local value chains (as identified by UNESCO's Labour Market Study)?

5. Specific Objectives

The primary objective is to produce an **Evidence Synthesis Report** that informs the design of South Sudan's education programs. Specifically, the consultancy will:

- a) Identify global best practices for FLN delivery in highly insecure environments.
- b) Analyse regional data on AEPs and 'Girls-Focused Models' (GFMs) to identify scalability pathways.
- c) Assess TVET models that effectively integrate foundational skills (literacy/numeracy) for learners with low baseline education.
- d) Recommend an M&E framework tailored to measuring outcomes in South Sudan's specific context (e.g., conflict sensitivity indicators).

6. Methodology

The consultant is expected to use a mixed-method review approach:

- **Desk Review:** Analysis of academic literature, INEE tools, World Bank reports, and UNESCO policy briefs.
- **Comparative Analysis:** A matrix comparing case studies from Ghana, Sierra Leone, Uganda, and Chad against the South Sudanese context.
- **Key Informant Interviews (KIIs):** Consultations with TVET stakeholders and TVET centres in Juba.
- **Validation Workshop:** A stakeholder meeting in Juba to test emerging findings with MoGEI and local partners.

7. Key Deliverables



Deliverable	Description	Timeline
Inception Report	Detailed methodology, ethical protocols (for a fragile state), and final annotated outline.	Week 1
Interim Evidence Matrix	A visual map of interventions, success indicators (e.g., AEP transition rates in sampled studies), and cost data.	Week 2
Draft Synthesis Report	Full analysis including sections on FLN, AEPs, and TVET. The draft report shall include a contextually fitting analysis for South Sudan.	Weeks 2-5
Policy & Programming Brief	A 10-page actionable guide for development partners and MoGEI on where to invest.	Weeks 6-7
Final Report	Incorporating feedback from the validation workshop.	Week 8

8. Qualifications & Expertise

- **Education:** Advanced degree in Education, International Development, or Economics.
- **Technical Experience:**
 - Familiarity with the education context and system of South Sudan
 - Proven experience in Accelerated Education or TVET system strengthening.
 - Familiarity with the INEE Minimum Standards and PISA-VET frameworks.
- **Regional Knowledge:** Previous work in South Sudan, DRC, Chad, or Somalia (FCV contexts) is mandatory.
- **Skills:** Ability to synthesize evidence for non-academic policymakers.

9. Management & Coordination

- **Supervision:** The consultant will report to the Director of Programs of the National Education Coalition
- **Partners:** Close coordination with the **Accelerated Education Working Group (AEWG)** and UNESCO's TVET department.

Budget & Payment Schedule

Payments under this assignment will be made in three instalments, linked to the satisfactory completion and approval of key deliverables, as outlined below:

1.1. First Instalment, 20%: An initial payment of **twenty percent (20%)** of the total contract value will be made upon:

- ❖ Signing of the contract; and
- ❖ Submission and approval of the **Inception Report**, including the agreed methodology, work plan, timeline, and proposed structure of the research report.

1.2. Second Instalment, 50%: A second payment of fifty percent (50%) of the total contract value will be made upon:

- ❖ Submission of the draft research report; and
- ❖ Formal review and acceptance of the drafts by the relevant departments and directorates at MoGEI, NEC confirming that they meet the requirements outlined in the Terms of Reference.



1.3.Final Instalment – 30%: The final payment of **thirty percent (30%)** of the total contract value will be made upon:

- ❖ Submission and approval of the **finalized research report**, incorporating all agreed feedback; and
- ❖ Delivery of all outputs in both editable and print-ready formats.

All payments will be subject to the submission of acceptable invoices and confirmation that deliverables have been completed to the required quality standards and within the agreed timelines.

Submission of Applications

Interested consultants should submit:

- a) Technical proposal detailing understanding of the **3 pillars** (FLN, AEP, TVET).
- b) A sample of a previous evidence review in an FCV context, education related research reports in the context of South Sudan.
- c) Financial proposal (daily rate).

Applications can be submitted either electronically to the Secretariat of the National Education Coalition (NEC) via email at: hr@nec-ss.org. or by dropping hard copies to the NEC secretariat office at Complex Building of Catholic Archdiocese of Juba (Curia), St. Joseph Parish opposite Juba Teaching Hospital, Juba.

All application documents submitted electronically should be in **PDF format** and clearly labelled with the subject line: “**Application: Consultancy for Review of global and regional evidence on FLN, AEP, TVET.**”

Deadline for Submission

Applications must be received by the NEC Secretariat **no later than 5:00PM on 26th June, 2026**. Late submissions will not be considered. Only shortlisted candidates will be contacted for further engagement.

Note: Submission of an application does not guarantee selection, and the NEC secretariat reserves the right to accept or reject any application without obligation to provide justification.

