



Call for Expression of Interest

Consultancy Job to Conduct a Feasibility Study for a Project titled **“Improving Food Security and Nutrition to Support Learning Opportunities for Vulnerable Children in South Sudan”**

Duration: 31 Calendar Days including data collection, data analysis and report writing.

About Jesuit Refugees Service

Founded in November 1980 by Fr. Pedro Arrupe, with its headquarters in Rome Italy, Jesuit Refugee Service (JRS) is a registered non-profit International Non-Governmental Organization with South Sudan Relief and Rehabilitation Commission (RRC), registration number 143. Since the beginning of its operations in South Sudan in 1997, JRS has implemented integrated, conflict-sensitive programmes in education, livelihoods, mental health and psychosocial support (MHPSS), and peacebuilding, targeting refugees, returnees, IDPs and host communities across Western Equatoria and Upper Nile States. In Maban County, Upper Nile State, JRS operates in the 4 refugees camp of Doro, Batil, Kaya and Gandressa, providing education, MHPSS and pastoral Ministry. The humanitarian emergency created by the Sudan conflict in April 2023 prompted JRS to expand its operations to Renk where it continues to provide vital MHPSS at the Transit centres (TCs) and emergency education support to refugees and returnees children in 4 primary schools.

JRS envisions a world where forcibly displaced people can obtain protection, opportunity, and participation in sustainable, just, and reconciled communities. And inspired by the generous love and example of Jesus Christ, the Jesuit Refugee Service as a global apostolate of the Society of Jesus, is committed to accompanying, serving, and advocating for the cause of displaced people so that they may heal, learn, and shape their own future within their communities.

About terre des hommes Germany

Terre des Hommes Germany (hereafter **“tdh”**) is an international children's rights organization that promotes equitable development without racial, religious, political, cultural, or gender-based discrimination since 1967. Together with our local partner organizations in 37 countries, we support more than 240 projects in Latin America, Africa, Asia, and Europe. TdH is an independent non-governmental organisation that promotes civic engagement and the participation of children and youths in all aspects of its work. TdH sees its mission in strengthening children and realising children's rights for all children because every child has the right to live and to develop in the best possible way. At TdH, we are convinced that sustainable development is possible for all people if the interests of children and future generations are respected and realised.

Project Context

Western Equatoria State has experienced prolonged periods of displacement and instability, which have significantly strained an already fragile and chronically under-resourced education system. As a result, many children, particularly those from vulnerable households, continue to face limited access to safe, inclusive, and quality education. Interventions by the Jesuit Refugee Service, with support from Terre des Hommes Germany and the Federal Ministry for Economic Cooperation and Development (BMZ), have contributed to some improvements in school enrolment, retention, and overall quality of education in parts of Western Equatoria; however, critical challenges persist, including high school dropout rates, structural barriers, poverty and the long-term effects of conflict and displacement.



Within this context, food insecurity and poor nutrition emerge as key underlying drivers of poor educational outcomes. Many children attend school hungry or are unable to attend at all due to lack of food at household level. This directly affects concentration, cognitive development, attendance, and overall learning performance.

A school feeding programme in Yambio therefore presents a strategic and evidence-based intervention to address both educational and nutritional barriers simultaneously. It has been recognized globally as an effective intervention to improve access to education, enhance child nutrition, and support local agricultural systems. Organizations such as the World Food Programme have demonstrated that such programs can significantly increase enrollment and retention, particularly among vulnerable children.

About the project

The project, “**Improved food security and nutrition to support learning opportunities for vulnerable children in South Sudan,**” aims to enhance the nutrition, health, and educational outcomes of 2,250 vulnerable children and young people (aged 2–17) in Yambio, Western Equatoria. Its overarching goal is to institutionalise sustainable, locally driven school feeding programmes by 2030, ensuring consistent access to balanced meals, improved nutritional status, and increased school enrolment, attendance, and retention. At the same time, the project seeks to strengthen the capacity of households and community structures to independently sustain food security and support children’s education over the long term.

The project applies an integrated approach combining school-based interventions, household resilience, and institutional strengthening to improve child nutrition and education outcomes. It establishes sustainable school feeding systems through community-run kitchens, climate-resilient gardens, and local food supply chains, ensuring children receive regular nutritious meals while teachers are equipped with nutrition-sensitive and psychosocial skills. At household level, over 1,100 families are supported with training, inputs, and income-generating opportunities such as diversified farming, kitchen gardens, and poultry production to enhance food security and economic resilience. At the same time, the project strengthens governance by building the capacity of caregivers, schools, and community structures, establishing parent-teacher and nutrition committees, and supporting the development of mechanisms and systems that embed school feeding within local education frameworks for long-term sustainability and accountability.

Thus, Jesuit Refugee Service, in partnership with TDH, is proposing the school feeding project to BMZ focused on improving Food Security and Nutrition to Support Learning Opportunities for Vulnerable Children in South Sudan. The project is designed to contribute to the realization of 2 key outcomes:

- 1) **Institutionalized and Sustainable School Feeding Systems.** All the 5 participating community schools have institutionalized functional school feeding programmes, and linkages to local food supply chains, ensuring sustained production and delivery of healthy school meals beyond project support;





- 2) **Improved Nutrition and Learning Readiness Among Vulnerable Children.** 2,250 vulnerable children in targeted schools demonstrate improved nutritional status and learning readiness through regular access to nutritious school meals, contributing to reduced absenteeism and improved educational outcomes, as measured by attendance records, nutrition indicators, and school performance data.

The proposed project is anchored in the premise that food security, child nutrition, and education outcomes are intrinsically interrelated. In Yambio, persistent household food insecurity, poverty and low incomes undermine children's nutritional status, learning readiness, school attendance, and overall learning outcomes. Addressing these interconnected constraints by nourishing children to learn is essential to achieve sustainable education outcomes. This project assumes that children learn better when households are food secure, incomes are stable, schools provide nutrition-responsive services, and caregivers value and practice positive nutrition and education behaviors. By supporting vulnerable households to adopt climate-smart, nutrition-sensitive agriculture, diversify food production, and engage in income-generating activities through vocational training and enterprise support for women and youths with child caregiving roles, families will have sustained access to diverse, nutrient-rich foods and incomes to support children's education and wellbeing, improving attendance, retention and learning.

Furthermore, the project assumes that children's immediate nutritional needs must be met within the schools to translate household food security and income gains into learning outcomes. By providing school-based nutrition interventions including provision of fortified porridge, supporting productive capacity of community-school gardens, establishing school-based food reserves, building the technical capacity of school management in the implementation of local and national school nutrition programmes, and introducing community-managed school kitchens, the project will provide regular access to nutritious food during the school day, reducing hunger-related absenteeism and improving concentration, participation, and retention.

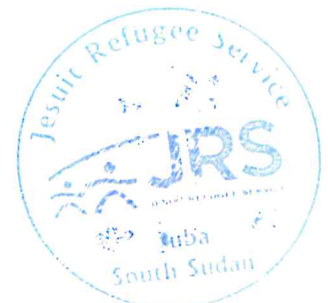
The project further assumes that schools function as critical platforms for sustaining nutrition and wellbeing outcomes. By systematically embedding nutrition, health, and psychosocial wellbeing services into school curricula; training teachers in nutrition-sensitive and child-centered approaches establishing student nutrition and wellbeing clubs or corners; conducting routine nutrition screening and referral; and providing child-friendly psychosocial support, schools become enabling environments that strengthen learning readiness, emotional resilience, and inclusive engagement.

Finally, the project recognizes that caregivers, communities, and community-based institutions are essential drivers of sustained change. Through targeted caregiver education, sensitization on child nutrition and dietary diversity, gender-inclusive dialogues, and strengthened parent-teacher associations and school nutrition committees, communities will adopt positive knowledge, attitudes, and practices that reinforce and champion child nutrition, education, and protection.

The project will be implemented over a period of five years in Yambio County, Western Equatoria State, adopting a community-centered and sustainable approach that strengthens local systems and promotes long-term impact.

Objective and Use of the Feasibility Study

The overall objective of this feasibility study is to assess the viability, relevance, and sustainability of implementing a school feeding programme in Yambio County, Western Equatoria State, South Sudan. The study will provide an evidence-based foundation to inform project design, implementation strategies, and long-term sustainability of the proposed project. Moreover, the feasibility study shall provide a strong





basis for JRS, TDH and other relevant stakeholders to refocus its programmes accordingly in the target project area to increase relevance and impact. Finally, the study will provide concrete recommendations to align the project accordingly. It will also be submitted to the BMZ as a part of the documents underlying the ministry's final decision-making about funding the project.

Specifically, the feasibility study aims to:

- **Analyse the problem context** by generating robust data on the scale, nature, and underlying drivers of food insecurity, malnutrition, and educational barriers affecting school-aged children in the target area.
- **Assess the viability of proposed interventions and strategies**, including different school feeding modalities (e.g., on-site meals, take-home rations, or home-grown school feeding), and their potential effectiveness in improving nutrition and educational outcomes.
- **Identify and profile target groups and beneficiaries**, with particular attention to vulnerable populations such as girls, children with disabilities, and children from food-insecure households.
- **Map and analyze key stakeholders**, including government institutions, community structures, schools, and development partners, to determine roles, capacity, coordination mechanisms, and opportunities for collaboration.
- **Evaluate the capacity of implementing partners**, including the Jesuit Refugee Service and its partners, as well as school and community-level structures, to effectively deliver and sustain a school feeding programme.
- **Examine alignment with existing policies, institutional frameworks, and systems**, including national education, nutrition, and social protection strategies, to ensure coherence, ownership, and scalability.
- **Assess operational, logistical, and market feasibility**, including local food availability, procurement options, supply chains, infrastructure, and human resource requirements.
- **Analyze financial feasibility and sustainability**, including cost implications, potential funding sources, and strategies for long-term continuity beyond external support.
- **Identify potential risks and mitigation measures**, including security, environmental, political, social, and implementation risks that may affect programme success.
- To assess how **community engagement and participation mechanisms**, as well as **prevailing community cultural norms, attitudes, and levels of dependency**, influence the feasibility, acceptability, ownership, and long-term sustainability of the proposed school feeding programme in Yambio County, Western Equatoria State, and to generate evidence-based recommendations for strengthening community-driven implementation approaches.

Research Questions

To achieve the above objectives, the feasibility study will be guided by the following key research questions though not exhaustive:

Key research area	Research questions
Problem Context and Needs Assessment	<ol style="list-style-type: none"> 1. What is the current status of food security and nutrition among school-aged children in Yambio County? 2. What are the key drivers of food insecurity, malnutrition, and poor educational outcomes in the target area? 3. How do hunger and nutrition challenges affect school enrolment, attendance, retention, and learning performance?



	<ol style="list-style-type: none"> 4. How do seasonal variations affect food availability and dietary diversity? 5. To what extent does hunger contribute to school absenteeism, dropout, and poor learning outcomes?
Viability of Proposed Interventions	<ol style="list-style-type: none"> 1. Which school feeding modalities (e.g., on-site meals, take-home rations, home-grown school feeding) are most appropriate and effective in the Yambio context? 2. What are the expected short- and long-term impacts of these modalities on children's nutrition, attendance, and learning outcomes? 3. What complementary interventions are required to enhance programme effectiveness? 4. What are the dominant livelihood strategies of target households, and to what extent are households already practicing climate-resilient and nutrition-sensitive agriculture?
Targeting and Inclusion	<ol style="list-style-type: none"> 1. Who are the most vulnerable and food-insecure children in the target area, and what criteria should be used for beneficiary mapping and selection? 2. How can the programme ensure equitable access and inclusion for girls, children with disabilities, and other marginalized groups? 3. What are the priority needs of School-going children, younger children (2–5 years), Caregivers and households?
Stakeholders Mapping, Participation and Coordination	<ol style="list-style-type: none"> 1. Who are the key stakeholders (government, schools, communities, NGOs, private sector actors) relevant to the programme? 2. What roles and responsibilities can each stakeholder play in programme design, implementation, and sustainability? 3. What coordination mechanisms currently exist, and how can they be strengthened?
Institutional and Implementation Capacity	<ol style="list-style-type: none"> 1. What is the existing capacity and experience of the Jesuit Refugee Service in school-feeding programmes, nutrition-sensitive interventions, climate-smart agriculture and psychosocial support and child protection and are there technical gaps that could affect quality implementation? 2. What capacities exist at school and community levels (e.g., school management committees, parent-teacher associations)? 3. What capacity gaps need to be addressed to ensure effective delivery and sustainability of the school feeding programme?
Policy and Institutional Alignment	<ol style="list-style-type: none"> 1. How does the proposed programme align with national and state-level policies on education, nutrition, agriculture, and social protection? 2. What opportunities exist for integration with government systems and frameworks? 3. How can the programme support government ownership and scalability? 4. What policies and frameworks exist on school feeding, nutrition, agriculture, and education in South Sudan and to what extent are these policies implemented at state and local levels?

Operational, Logistical, and Market Feasibility	<ol style="list-style-type: none"> 1. What is the availability, accessibility, and seasonality of local food commodities in Yambio and surrounding areas? 2. What infrastructure (kitchens, storage, water, sanitation) and logistics systems are required? 3. What human resources and capacities are needed at school and community levels to implement the programme effectively? 4. Are local supply chains capable of reliably supporting school feeding programmes year-round?
Financial Feasibility and Sustainability	<ol style="list-style-type: none"> 1. What are the estimated costs of implementing the programme (per child, per school, and overall)? 2. What funding mechanisms, local resources and partnerships can be leveraged to support the programme in the short and long term? 3. What strategies can ensure financial and institutional sustainability beyond external donor support?
Risk Analysis and Mitigation	<ol style="list-style-type: none"> 1. What are the key risks (security, political, environmental, social, operational, and financial) that could affect programme implementation? 2. How might factors such as conflict, climate variability, or market disruptions impact the programme? 3. What mitigation measures can be put in place to manage these risks effectively?
Community culture, attitudes and dependency	
Socio-Cultural Norms and Practices	<ol style="list-style-type: none"> 1. What cultural beliefs and practices influence children's access to education and participation in school activities in Yambio County? 2. How do community norms shape perceptions of school feeding as a component of education? 3. In what ways do gender norms affect boys' and girls' participation in school feeding programmes and related activities? 4. How are children with disabilities perceived within the community, and how might these perceptions influence their inclusion in school feeding programmes? 5. Are there existing cultural practices related to food sharing, caregiving, or communal support that could facilitate or hinder programme implementation?
Community Attitudes Toward School Feeding	<ol style="list-style-type: none"> 1. What are community perceptions and expectations regarding the introduction of a school feeding programme? 2. To what extent do parents and caregivers view school feeding as a responsibility of households, communities, or external actors? 3. How willing are community members to actively participate in programme implementation (e.g., food preparation, monitoring, school gardens)? 4. What factors influence trust in implementing organizations such as the Jesuit Refugee Service and its partners? 5. How do past experiences with similar interventions shape current attitudes and expectations?

<p>Participation and Ownership</p>	<ol style="list-style-type: none"> 1. What socio-cultural norms, beliefs, and practices may support or hinder effective community participation in the proposed school feeding programme? 2. Which community structures (e.g., parent-teacher associations, school management committees, women's groups) are most effective in mobilizing participation? 3. How can community members be meaningfully involved in decision-making, planning, and monitoring of the programme? 4. What roles can communities, parents and caregivers realistically play in supporting school feeding activities without compromising their livelihoods?
<p>Dependency and External Assistance</p>	<ol style="list-style-type: none"> 1. To what extent do communities rely on external assistance for education and food-related support? 2. What risks exist that the school feeding programme could create or reinforce dependency on external aid, and how can this be addressed? 3. What coping strategies (positive and negative) do households currently use to manage food insecurity, and how might these be affected by the programme? 4. How can the programme be designed to strengthen self-reliance rather than dependency?
<p>Pathways to Behaviour Change and Sustainability</p>	<ol style="list-style-type: none"> 1. What strategies can effectively shift attitudes toward shared responsibility for school feeding among households, communities, and institutions? 2. How can the programme promote positive behaviours related to nutrition, education, and gender equality? 3. How can local knowledge and practices be integrated into programme design to enhance acceptability and sustainability? 4. What mechanisms can ensure gradual transition from externally supported feeding to community- or locally sustained models (e.g., home-grown school feeding)?
<p>Community Engagement and participation</p>	<ol style="list-style-type: none"> 1. What community engagement strategies are most effective in ensuring meaningful participation, needs-based prioritization, local ownership, and long-term sustainability of the school feeding programme? 2. How can community engagement mechanisms strengthen school attendance, retention, and child protection outcomes? 3. What community-based contributions (labour, local materials, food production) can be mobilized to reduce programme costs? 4. How best can communities sustain their roles and responsibilities in school feeding beyond external funding? 5. What capacities exist within community structures to manage and oversee school feeding programmes independently? 6. How can community ownership and accountability mechanisms be strengthened to ensure long-term continuity of the school feeding programme?

	<ol style="list-style-type: none"> 7. What incentives (social, economic, or institutional) are necessary to sustain community participation in the school feeding programme? 8. How can linkages between communities, schools, and local food producers be maintained to support a home-grown school feeding model?
OECD-DAC evaluation criteria	
Relevance	<ol style="list-style-type: none"> 1. To what extent do food insecurity and malnutrition constrain access to and participation in education among school-aged children in Yambio County? 2. How well does the proposed school feeding programme respond to the priority needs of vulnerable children, including girls and children with disabilities, related to child nutrition, education, and household food security? 3. How appropriate are the proposed school feeding modalities (on-site meals, take-home rations, home-grown school feeding) to the local socio-economic, cultural, and geographic context? 4. Is the integrated approach (school feeding + livelihoods + institutionalisation) appropriate for the context?
Coherence	<ol style="list-style-type: none"> 1. To what extent is the proposed intervention aligned with national and state policies on education, nutrition, and social protection? 2. How well does the programme align with the strategic priorities of key stakeholders, including the Jesuit Refugee Service and the Federal Ministry for Economic Cooperation and Development? 3. Are there opportunities for synergy or risks of duplication?
Effectiveness	<ol style="list-style-type: none"> 1. To what extent is the proposed programme likely to improve children's nutritional status, school attendance, retention, and learning readiness? 2. Can the project's intended outputs and outcomes be met with the proposed activities, and are the measures and the chosen programme approach suitable for reaching the project's objectives? Is the project's underlying theory of change and is it plausible? 3. Which school feeding modality or combination of modalities is most likely to achieve the desired outcomes in the Yambio context? 4. What complementary interventions are necessary to enhance effectiveness of school feeding programme? 5. What implementation arrangements and stakeholder roles are required to ensure successful delivery of programme outputs and outcomes?
Efficiency	<ol style="list-style-type: none"> 1. What are the most cost-effective modalities for delivering school feeding in the target area? 2. How feasible and efficient are different procurement options (local, regional, or mixed sourcing of food commodities)?

	<ol style="list-style-type: none"> 3. What are the operational and logistical requirements (transport, storage, preparation) and how can these be optimized? 4. Are there any alternatives for achieving the same or even better results, objectives, or impact with alternative and more feasible inputs, funds, or expertise? 5. How adequate are existing infrastructure and human resources, and what efficiencies can be achieved through their use or strengthening? 6. Are the overall project duration and the timeline adequate and realistic to implement all project measures and achieve the envisaged outputs, outcome, and impact?
Impact	<ol style="list-style-type: none"> 1. What are the expected long-term effects of the programme on children's educational attainment and life outcomes? 2. How might the programme contribute to improved community well-being, including household food security and local economic development? 3. To what extent can the programme promote gender equality and social inclusion, particularly for girls and children with disabilities? 4. What potential unintended positive or negative effects could arise from the implementation of the programme?
Sustainability	<ol style="list-style-type: none"> 1. What factors could lead to institutionalization of school feeding programmes within school and community systems in Yambio County? 2. What capacities exist within local institutions, schools, and communities to sustain programme implementation over time? 3. How viable are linkages with local food producers and markets in supporting long-term food supply (home-grown school feeding)? 4. What financial mechanisms and partnerships can ensure continuity beyond donor funding? 5. Which measures and mechanisms are best suited to harness and strengthen local ownership, own initiative, participation, and capacity for continuity of the intervention? 6. Have there been similar project initiatives in the project region or other parts of the country that might be worth referring to?
Cross Cutting	<ol style="list-style-type: none"> 1. What are the key risks to successful implementation, and how can they be mitigated? 2. What alternative or complementary approaches could strengthen results? 3. How can the project better integrate conflict sensitivity and "do no harm" principles?

Methodology

The Consultant undertaking the feasibility study is expected to adopt a mixed-methods and participatory approach, integrating both quantitative and qualitative data to generate reliable, context-specific, and actionable evidence to support the project design. The approach shall ensure inclusivity by capturing perspectives from key stakeholders, including potential project beneficiaries (children, parents, and caregivers), community leaders, school authorities, local government representatives, and humanitarian and development partners. Particular attention will be given to the inclusion of vulnerable groups, such as girls, children with disabilities, and food-insecure households. Ethical standards shall be observed throughout the conduct of this exercise. Focus group discussions, key informant interviews, literature/desk review, households interviews, observations, etc, are proposed amongst the methods to be used for the study. The consultant will provide leadership and bear responsibility for the entire process of the survey and develop the required tools for the study. The study shall incorporate OECD-DAC evaluation criteria—relevance, effectiveness, efficiency, impact, and sustainability—to ensure a structured and comprehensive analytical framework. In addition, the study will apply an integrated systems approach, examining the interlinkages between education, nutrition, local food systems, and community engagement to identify context-appropriate and sustainable solutions. The assessment will be carried out in Yambio County and its associated Payams.

7. Key deliverables

The Consultant will be expected to deliver the following outputs within the agreed timeframe:

- a) **Inception Report:** The consultant is expected to submit an inception report at the beginning of the assignment, detailing refined methodology and study design, data collection tools (survey questionnaires, KII and FGD guides), sampling strategy and work plan, and ethical considerations and risk mitigation measures. This report shall guide the execution of the study and will be subject to review and approval before fieldwork begins.
- b) **Data Collection Tools and Fieldwork Plan:** The consultant is expected to develop and share a finalized and pre-tested data collection instruments, Fieldwork schedule and logistics plan and enumerator training materials with JRS prior to the start of the study.
- c) **Draft Feasibility Study Report:** The Consultant will prepare and submit a comprehensive draft feasibility study report in a standard, well-structured format.
- d) **Stakeholder Validation Workshop:** The consultant, upon completion of all field work and compilation of reports, shall organise a stakeholders validation workshop where s/he will make a presentation of the key findings to stakeholders in Juba, facilitate the discussions to validate results and document all feedback and inputs to refine the final report.
- e) **Final Feasibility Study Report:** The consultant shall submit a revised and finalized report incorporating stakeholder feedback, including clear feasibility conclusions, recommended school feeding model(s), implementation strategy and operational considerations; sustainability and exit strategy among others.
- f) **Executive Summary/Policy Brief:** A concise, stand-alone summary of key findings and recommendations tailored for decision-makers, including donors such as the Federal Ministry for Economic Cooperation and Development.





Tasks, Responsibilities, and Timeline

a) Jesuit Refugee Service (JRS)

The Jesuit Refugee Service South Sudan, in consultation with Terre des Hommes (TDH), will be responsible for overseeing the tendering process and the selection of the consultant for this study.

The feasibility study will be managed directly by the Country Programme Manager, who will provide overall coordination and oversight. The Consultant will receive technical guidance and support from the Programme MEAL Officer throughout the assignment.

While in Yambio, the Consultant will work in close collaboration with the Programme MEAL Officer and the Project Director to ensure effective planning, coordination, and successful completion of all study activities. This collaborative arrangement is intended to strengthen quality assurance, ensure alignment with programme objectives, and facilitate timely delivery of study outputs.

b) Consultant

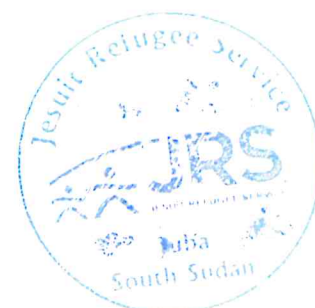
The consultant undertaking this assignment will be required to perform the following tasks and responsibilities.

- Lead review of relevant project literature and secondary data to inform the design and analysis of study results.
- Prepare technical design and inception plan for the study, including financial proposal for the whole assignment.
- Lead in the selection and training of enumerators for the data collection on data collection methodologies and tools.
- Lead and provide management oversight over the entire field data collection process.
- Conduct quality checks of study activities on a routine basis and undertake all necessary actions to avoid critical non-conformities or poor-quality data.
- Responsible for data entry, cleaning, analysis, and production of draft and final study reports to be shared directly with JRS for review.
- Organize physical or virtual presentation of key findings and recommendations to JRS programme team for discussion and feedback before producing the final study report.

Timeline for the Feasibility Study

The proposed duration of the assignment will be 31 Calendar days including data collection, data analysis and report writing. The detailed activities time frame for the assignment will be prepared by the consultant based on the timeline below.

Main Tasks and outputs	Responsible person	Timeline		Duration
		Start	End	
Preparatory Meeting/workshop	Consultant	20/05/2026	20/05/2026	1 Day
Desk phase – secondary data review, tools development	Consultant	21/05/2026	25/05/2026	5 Days
Preparation of Feasibility Study inception report	Consultant	26/05/2026	28/05/2026	3 Days





Field phase – Training of enumerators and pre-testing of data tools.	Consultant	29/05/2026	30/05/2026	2 Days
Field phase – Field level data collection	Consultant	01/06/2026	05/06/2026	5 Days
Synthesis phase – Data entry, validation, and analysis	Consultant	06/06/2026	10/06/2026	4 Days
Reporting – Draft Feasibility Study report	Consultant	11/06/2026	15/06/2026	5 Days
Stakeholders’ validation workshop	Consultant	17/06/2026	17/06/2026	1 Day
Reporting - Final Feasibility Report	Consultant	18/06/2026	22/06/2026	5 Days
Total number of days for the assignment				31 Days

Qualifications, competencies, and experience

- A minimum of Master’s degree in social sciences, development studies, Agriculture, Education, Statistics, or other relevant fields.
- More than 5-7 years of experience in conducting similar feasibility studies or evaluations in related field for international NGOs.
- Strong research skills, and well verse with quantitative and qualitative data analyses and methods using appropriate tools and statistical software such SPSS, excel and Power BI, etc.
- Knowledge of the conditions, guidelines, and quality requirements for projects funded by the Ministry of Economic Cooperation and Development (BMZ).
- Good contextual knowledge and experience operating in the proposed geographic area.
- Very good command of written and spoken English.

Specification for offers

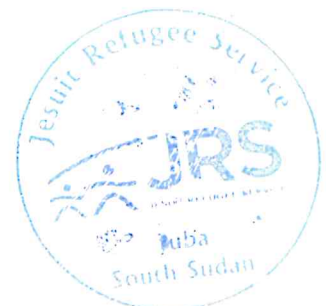
- Personal CV, including information about experience in similar projects/ assignments and contact details of references.
- A narrative/technical proposal of no more than 3 pages, including relevant experience, planned methodology, timeline, and staffing for the feasibility study.
- Detailed Financial proposal for the feasibility study using any standard template.
- Duly completed Letter of Confirmation of Interest or capacity statement.
- Two references from previous clients, probably NGOs, shall be provided.
- Two sample reports - published or unpublished reports-approved by the respective clients focusing on the same sector.

Payment Schedule

- The consultancy fee will be paid in three installments. i.e., after producing inception report, after producing draft study report and after producing a final approved report.

Reporting

- The Consultant will be reporting to the Programme MEAL Officer and Project Director – Western Equatoria, on a day-to-day basis.





HOW TO APPLY

Interested applicants shall submit the required documents to Jesuit Refugee Service not later than May 11th, 2026. They can be delivered as hard copies to JRS, Country Office located at Tongpiny along the second inner road on your right hand side when slopping from Juba Regency Hotel to Indian Embassy or emailed to: sds.recruit@jrs.net

All applicants should submit their applications by **5:00 PM (CAT) on Monday – 11 May , 2026**

Commitment to Child Safeguarding:

JRS is committed to the safeguarding of children (under 18 years) who encounter with JRS South Sudan personnel and volunteers in all JRS South Sudan works. All JRS South Sudan Staff are expected to comply with JRS Child safeguarding Policy and Procedures in this regard and to sign a declaration of commitment to this effect. The consultant is not an exception.

Commitment to Protection from Sexual Exploitation, Abuse and Harassment (PSEAH):

JRS South Sudan takes the protection from sexual exploitation, abuse and harassment (PSEAH) serious and all the JRS South Sudan personnel, representatives and contractors are expected to comply with the JRS PSEAH policy and to sign declaration of commitment.

