

## **Republic of South Sudan**

### **Ministry of gender, Child and Social Welfare**

#### **Terms of Reference**

#### **Technical and Vocational Education and Training (TVET) in South Sudan.**

##### **Introduction:**

Education is essential for economic and social development of a country. Having a well-trained, motivated and adaptable workforce is key. TVET is concerned with the acquisition of knowledge and skills for the world of work. In the past, various terms have been used to describe elements of the field that are now conceived as comprising TVET. The Second International Congress on Technical and Vocational Education held in Seoul in 1999 decided that the best, most comprehensive term to use is Technical and Vocational Education and Training (TVET). This is any education, training and learning activity leading to the acquisition of knowledge, understanding and skills which are relevant for employment or self-employment. TVET serves here as an overarching term to describe all kinds of formal, non-formal and informal training and learning provided by or in all different institutions, providers and learning locations.

South Sudan faces many challenges that undermine its peace and development including but not limited to conflict, political instability, poverty, and underdeveloped non-oil industries among others. Young people represent over 70% of the country's population (age 29 and below) (UN, 2018); over 70% of the population is illiterate (UNESCO, 2009); 2.2 million children/youth (age 6-17) are out of school (UNESCO, 2018); and the country suffers from hyperinflation with rates peaking at 550% in September 2016 and lowering to 102% in September 2017 (World Bank, 2017). Currently, South Sudan has one of the lowest literacy levels worldwide, with rates of 14.5% for women and 35% for men. There is severe lack of private sector investment, high rates of child labour and 59% of the working age population has been unemployed for a year or more (World Bank, 2017). Up to 70% of young people lack access to financial capital to start/build businesses and promote private sector development (UNESCO, 2018), and many private sector opportunities have been taken by non-South Sudanese given the low skill level.

With many youth becoming restless and the risk of them joining national/intercommunal conflict, TVET is a multi-faceted intervention that can promote peacebuilding, social cohesion, education and youth employment. The TVET system in South Sudan strives for social inclusion by increasing overall access to relevant formal, non-formal and informal learning opportunities for all target groups, while ensuring equality of access to all groups. As of 2015, female students accounted for 39% in TVET with a gender parity of 0.64.

In South Sudan, the TVET sub-sector has been greatly ignored by stakeholders in the past due to the efforts on life-saving humanitarian activities. This is despite TVET being one of the key four (4) priorities of South Sudan's General Education Strategic Plan, 2017-2022. This has caused low investment in the sector. Although investment in education sector increased from 2.6% in 2015 to 8.6% in 2018, the sector has historically been facing low levels of investment. Moreover, TVET is the lowest funded education sub-sector receiving 1% of the education sector's budget in 2017.

## **Objectives of the consultancy:**

The objective of the consultancy is to conduct an assessment of existing TVET centers in South Sudan with the aim of establishing:

- a) TVET geographical coverage /existence/distribution of TVET centers across the country
- b) Staffing levels (including teachers/instructors/administrators and their skill levels/qualifications, and gender distribution)
- c) Status of infrastructure and any rehabilitation needs in TVET institutions taking into consideration the gender.
- d) Issues related to increasing women's representation in TVET institutions including choice of training courses, employability of female graduates and gender sensitive curricula
- e) Equipment, MIS data collection, and teaching/learning materials/supplies
- f) Policy gaps
- g) The relationship between government and private sector in delivering TVET and ways of increasing employability of TVET graduates in the private sector

## **Specific Objectives:**

To meet the specific objective of the situation analysis, the following activities will be carried out:

- Conduct an assessment of TVET centres in the ten (10) former states. The assessment will involve international experts and national stakeholders to ensure quality, sustainability and ownership of the findings.
- Put in place a multi-stakeholder committee to oversee and validate the assessment's work. The committee will comprise of government, civil society/non-government organizations, development partners and other relevant stakeholders to ensure depth and sustainability of efforts as well as promote national ownership.
- Sharing of findings through an official launch of the assessment report

## **Expected Outcomes**

The assessment will inform stakeholders (government, development partners and private sector) of the status and needs of TVET. It will provide information that will be used to strengthen TVET centres and increase access, quality, inclusiveness and responsiveness of TVET to skills development in South Sudan. The assessment will also enhance knowledge, policy dialogue, coordination and lead to better capacity of the government of South Sudan to review and implement reforms in skills development and employment. Key outcomes will include:

1. Documented needs and capacity of TVET centres across South Sudan. This includes: infrastructural/material needs of existing TVET centres, staffing levels/qualifications, TVET geographical coverage, equipment, MIS data collection, teaching/learning materials/supplies, identifying policy gaps and how to address them. This will inform the interventions aimed at improving TVET in the country.
2. Implementable strategies to increase girls' enrollment in TVET
3. A gender sensitive and demand-driven action plan for TVET that will support a competent and adaptable workforce according to the needs of different segments of the labor market.
4. A clear roadmap of how to strengthen partnership between government and the private sector in delivering TVET and linking TVET graduates to employment in the private sector.
5. Increased capacity of government to evaluate TVET needs

**Conditions and Timeframe:**

The incumbent will be based in Juba and is expected to travel to two other major towns in South Sudan (Malakal and Wau). The overall duration of the consultancy will be 3 months from the date of the signing of the contract. The needs assessment draft report, covering current strengths, gaps, and policy recommendations to address the gaps, will be sent to the Ministry of Gender, Child and Social Welfare 1 week before the end of the contract. Upon feedback, a final report will be produced by the consultant. The report should be comprehensive and include an overview as well as the specific findings, analysis and recommendations aimed at establishing TVET institutions in the country.

**Qualifications and Experience:****Essential:**

- Advanced University degree in the following disciplines: Education; Business Management; Economics; International Development; Social Studies.
- At least 10 years of professional experience in vocational and technical management/education, preferably in TVET curriculum design.
- Insight in international and regional trends and development in the area of TVET
- Proven experience in conducting consultancies
- Excellent command of written and spoken English.
- Excellent analytical skills

**Desirable:**

- Ability to work independently
- Strong planning and organization skills
- Fully proficient computer skills and use of relevant software and other applications

**Reporting:**

Throughout the assignment the consultant will work under the overall guidance and will report to the Undersecretary, Ministry of Gender, Child and Social Welfare. During the fulfillment of his work, the consultant will ensure regular communication with the Undersecretary prior to the delivery of expected results. The consultant shall ensure quality and timely delivery of the expected results and will regularly inform the Supervisor of the progress as well as any obstacles that might occur.