

Terms of Reference (South Sudan)

National consultancy to support the integration of climate and the environment into learning and teaching supported under the Climate Smart Education Systems Initiative (CSESI)

Summary

UNESCO is seeking the services of a national consultants proficient in curriculum development to collaborate with the Ministry of General Education and Instruction (MoGEI), teacher training institutions, and partners in South Sudan, as well as with a global support team led by UNESCO.

The consultant will assist in analyzing the current implementation status of curricula and textbooks, as well as the teacher training curriculum, to develop or update a set of standard learning materials and guidance for integrating these into learning programs. This initiative aims to enhance climate change education in South Sudan as part of the GPE–Save the Children–UNESCO Climate-Smart Education Systems Initiative (CSESI).

General Background on CSESI

The [Climate Smart Education System Initiative \(CSESI\)](#) was launched in early 2023 by the Global Partnership for Education (GPE) in partnership with Save the Children, UNESCO Education for Sustainable Development Section and UNESCO-IIEP and is implemented in around 20 countries. The initiative seeks to enhance countries' capacities to mainstream climate change adaptation and environmental sustainability into education sector plans, budgets and strategies as well as to enhance education ministry capacity for cross-sectoral coordination on climate and environment-related policy and programming. This involves developing scalable models for this integration and fostering collaboration across all levels to create an environment conducive to building resilience among children and within the education sector.

The UNESCO ESD Section supports the Ministry of General Education and Instruction in South Sudan to integrate climate change education into the formal education system with specific focus on primary and secondary levels. This entails identifying priorities, reviewing the current status, and developing teaching and learning materials as well as guidance that can be adapted and used in various learning contexts and environments including formal, non-formal and informal.

UNESCO uses a holistic learning approach of ESD to addresses climate change from the economic, social and environmental perspectives, and supports the acquisition of knowledge, values and attitudes to underpin practical actions by learners to contribute to climate mitigation, adaptation, resilience and sustainable development. In addition to the resources available in the countries, UNESCO will use a set of global reference documents including the [Greening Curriculum Guidance](#) (UNESCO, 2024) and [ESD for Sustainable Development Goals](#) (UNESCO, 2017) as well as other guidance on curriculum alignment produced by UNESCO International Bureau of Education (IBE).

To this end, UNESCO will engage national curriculum specialists in CSESI beneficiary countries and a select group of international experts to support the review of curricula, textbooks, and teacher training programs,



as well as the development of learning materials and related guidance documents for their integration into learning programs.

Work in South Sudan

UNESCO is seeking the services of a national consultant proficient in curriculum development to collaborate with the Ministry of General Education and Instruction (MoGEI), the Ministry of Environment and Forestry, teacher training institutions, and partners in South Sudan, as well as with a global support team led by UNESCO.

The consultants will assist in analyzing the implementation status of curricula, textbooks, teacher training programs, and non-formal and informal learning; identifying priority topics and learning outcomes on climate and the environment; and developing adaptable learning materials and strategic guidance to enhance climate-smart education in South Sudan as part of the GPE–Save the Children–UNESCO Climate-Smart Education Systems Initiative (CSESI).

Terms of reference

The main objective of the consultancy is to support the analysis of the current implementation status of curricula, textbooks, teacher training programs, and non-formal and informal learning in South Sudan, as well as to identify priority topics and learning outcomes on climate and the environment. The consultancy will also focus on developing or updating standard learning materials, creating strategic guidance for integrating these topics into non-formal and informal education, and informing the next teacher training curriculum cycle through stakeholder surveys.

The national consultants will work closely with a team composed of the Ministry of General Education and Instruction (MoGEI), teacher training institutions, and other education stakeholders in South Sudan, supported by a global team including UNESCO and international consultants hired by UNESCO.

More specifically, the consultant shall:

Based on global reference documents produced by UNESCO's ESD Section and IBE—such as the [Greening Curriculum Guidance](#), Green School Quality Standard, and the 10 Steps for Curriculum Alignment—and other national or regional resources identified in collaboration with ministries and stakeholders in South Sudan, the consultant will undertake the following tasks:

- Step 1 – Conduct an analysis of the current implementation status of curriculum and textbook, as well as sampled survey of stakeholders and schools, for pre-primary, primary and lower/upper secondary level on climate and the environment related topics and learning outcomes to inform current implementation as well as the next curriculum cycle.
- Step 2 – Identify a set of priority topics and learning outcomes on climate and the environment from the Greening Curriculum Guidance, in consideration of local knowledge, learning assessment.
- Step 3 – Develop or update a set of standard learning materials on priority topics and learning outcomes that are adaptable through formal, non-formal and informal education programmes and projects, and pilot the learning materials in 1-2 selected schools in each level,

including publishing and training.

- Step 4– Develop guidance on the strategic integration of priority topics and learning outcomes into non-formal and informal learning programs (e.g. Accelerator learning program, radio/tv, environment clubs, social media, digital/Artificial Intelligence, Media Information Literacy).
- Step 5 – Conduct an analysis of the current implementation status of teacher training curriculum, including a sampled survey of stakeholders in pre-service and in-service training, to inform current implementation as well as the next curriculum cycle.

Deliverables

The deliverables for this consultancy shall be the following:

1. **A report on the analysis of current implementation status:**
A comprehensive report detailing the current implementation status of curricula, textbooks, and non-formal and informal learning programs, based on interviews with sampled stakeholders and schools.
2. **Priority topics and learning outcomes document:**
A document identifying a set of priority topics and learning outcomes on climate and the environment, aligned with the Greening Curriculum Guidance and informed by local knowledge and learning assessments.
3. **Standard learning materials:**
A set of developed or updated standard learning materials addressing the identified priority topics and learning outcomes, designed to be adaptable across formal, non-formal, and informal education settings.
4. **A strategic integration guidance document:**
Guidance documentation outlining strategies for integrating priority topics and learning outcomes into non-formal and informal learning programs.
5. **A teacher training curriculum analysis report:**
A report analyzing the current implementation status of the teacher training curriculum, informed by a survey of pre-service and in-service training stakeholders, with recommendations for the next curriculum cycle.

Proposal Submission

Interested candidates may submit their most updated CV, a proposal indicating approach for the assignment and costs (format attached) in English by email or using the online application to procurement.juba@unesco.org no later than **24th February 2025**.

Profile of candidate:

The consultant should have the mandatory qualifications and skills:

- i. At least the master's degree in Curriculum Development or other related areas of education.
- ii. Extensive professional knowledge and at least 10 years' experience in curriculum development at the country or international level.

[illegible]