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Minister of Labor
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CALL FOR EXPRESSION OF INTEREST – CONSULTANT FOUNDATIONAL LITERACY AND NUMERACY	
NUMBER:	CINA-FLN- 003-2026
Location:	Juba (70%) and Field (30%) Malakal and Renk
Application Deadline:	21 st , March 2026
Type of Contract:	Consultancy
Reporting to:	Regional Education Coordinator
Starting Date:	Immediately
Duration of Initial Contract:	3 months

Background and Context

The prolonged humanitarian and development challenges driven by conflict, displacement, flooding, and a fragile education system has led to weak foundational literacy and numeracy (FLN) outcomes among learners. Conditions have worsened in Upper Nile State due to the influx of returnees and refugees from Sudan, most of whom studied in Arabic while in Sudan. Consequently, the state consistently ranks among the lowest performers in national examinations. According to the 2023 National Joint Learning Outcome Assessment (EGRA and EGMA) conducted by Consilient among Primary three learners, 20.1% of learners scored below 20% and 72.1% scored below 50% in English reading, indicating widespread underperformance and risk of severe reading difficulties in Primary Four, where all subjects are taught in English under the 2020 curriculum.

Classroom observations show most teachers rely on lecture-based methods, making it difficult for newly displaced learners to adapt. Training teachers to consistently apply learner-centred approaches is therefore essential for improving learning outcomes. Compared to other states, Upper Nile recorded average scores of 43.8% in EGRA and 71.9% in EGMA, but girls performed worse than boys in both assessments, likely due to gender-related barriers and the limited presence of female teachers as role models.

Research by the World Bank Groups Education Global Practice (2018) highlights early grade reading interventions as effective solutions for addressing illiteracy in developing countries. Evidence shows that early primary years are the most critical period for literacy acquisition and children who fail to learn reading in Grade 1 face cumulative disadvantages that hinder higher level learning and progression through education.



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Strengthening teacher capacity in foundational literacy and numeracy (FLN) and producing guiding materials to support FLN teaching are therefore a top priority for improving early learning outcomes. Monitoring literacy and numeracy in lower primary is a key performance indicator under South Sudan's General Education Sector Plan (2023–2027). In response, CINA, with support from UNICEF and the Republic of Korea, aims to ensure marginalized girls, boys, out-of-school children, and caregivers in emergency settings can access safe, inclusive, quality learning that promotes foundational skills, provide protection, well-being, and resilience. To achieve this objective and fully deliver the scope of the work, CINA intends to engage a qualified consultant to carry out the activities listed below.

Scope of Work

1. Review South Sudan Curriculum frameworks (ECD-P.3), South Sudan Education in Emergency Strategies and FLN policies for alignment of materials
2. Develop standard FLN teachers' training guidelines in line with South Sudan curriculum, and South Sudan INEE Minimum Standards
3. Develop standard guidelines for producing FLN teaching and learning materials
4. Equip teachers with learner-centred FLN teaching skills
5. Strengthen teachers' ability to assess and continuously support FNL development

Detailed scope of work

1: Desk Review and Contextual Analysis

The consultant will:

- Review South Sudan curriculum frameworks (ECD to P3), teacher guides, and Foundation Literacy and Numeracy (FLN) policies and guidelines as well as learning outcomes reports.
- Review the South Sudan EiE strategies, FLN frameworks, and existing teacher training materials for education in Emergency, and multi-grade teaching

2: Development of FLN Teacher Training Materials

Develop comprehensive EiE-appropriate teachers training materials, including:

a) Develop Trainer's Facilitation Guide:

- Training objectives and outcomes
- Session plans and timing
- Participatory training methodologies

b) Develop Teacher Training Modules, covering:

- Teaching reading skills (phonic awareness, phonics, fluency, vocabulary, comprehension)
- Teaching early writing skills
- Teaching numeracy (number sense, counting, operations, problem-solving)



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- Teaching in large, multi-grade, and use of low-costs teaching and learning materials for teaching FLN skills.
- Develop Sample FLN schemes of work and lesson plans aligned to MoGEI curriculum and South Sudan INEE standards for teaching FLN
- Develop teachers' lesson planning templates for teaching FLN
- Develop learners' practice materials (reading cards, number cards, worksheets, games) for teaching FLN

3: Develop standard guidelines for producing FLN teaching and learning materials

The consultant will develop guidelines for development of:

- Low-cost and locally available teaching and learning materials (TLMs) for teaching FLN
- Classroom-based formative and summative assessment tools for assessing FLN learning outcomes

4: Equip teachers with learners'-centred FLN teaching skills

A: Develop Pre- and Post-Training Assessments Test

The consultant will:

- Design pre-training and post-training tests to assess baseline teacher knowledge and skills gained on teaching FLN after the training
- Develop scoring rubrics and marking guides for the pre/post training test

B: Conduct Teacher Training on FLN

- Facilitate FLN training workshops for teachers in CINA supported schools in Malakal and Renk
- Administer pre- and post-training assessments test
- Support teachers to develop individual classroom action plans

C: Strengthen teachers' ability to assess and continuously support FLN development

- Develop a guide on how to support teachers with low tests scores after the training and how the trained teachers can cascade the knowledge and skills gained to other teachers who were not part of training- teachers learning circle.

5: Validation and Finalization of Materials

- Facilitate technical review and validation meeting with CINA, UNICEF and other partners
- Integrate feedback and finalize materials
- Submit materials in print and digital formats to CINA



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Key Deliverables

1. Inception report with detailed methodology and work plan
2. FLN Teacher Training Manual
3. Trainer's Facilitation Guide
4. Teacher classroom instructional guide
5. Guidelines on how to produce low-cost teaching and learning materials for teaching FLN
6. Pre- and post-training assessment tools with marking guides
7. Training report including:
 - o Number and profile of teachers trained
 - o Pre- and post-training test results and analysis
 - o Key lessons learned and recommendations
8. A guide for assessing learning outcomes for FLN

Duration and Level of Effort

The consultancy will be conducted within two to three months (including the development of the materials and training of the teachers in Malakal and Renk on FLN)

Education Qualification

- **Minimum Academic Qualifications.** Advanced university degree (Master's preferred) in Education, Early Childhood Education, Curriculum Studies, Educational Assessment, or related field or bachelor's degree in the above fields with additional certified training in foundational literacy and numeracy, teacher training, education in emergencies and development of instructional guidelines

Professional Experience.

- Minimum 3–5 years' experience in teacher professional development, education programming, or curriculum design, Early grade reading methodologies (phonemic awareness, phonics, fluency, comprehension, Early numeracy instruction (number sense, operations, problem solving)
- Demonstrated experience developing Foundational Literacy and Numeracy (FLN) materials, designing learning assessments tools, developing teacher guides, lesson plans, and schemes of work
- Proven experience facilitating teacher trainings workshops, training on creation of low-cost teaching and learning materials using local resources.

How to Apply:

Please send the following documents:

- Technical and financial proposals
- Curriculum Vitae
- Samples of similar work done



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to CINA Head Office along Bilpam Road, Munuki Block A, or electronically to recruit@cina-southsudan.org quoting the consultancy reference number: CINA-FLN-003-2026 by 21st March 2026 before 4:00 pm.

Female candidates are strongly encouraged to apply. Only shortlisted candidates will be contacted.

Due to urgency of filling this position, selection may be made before the deadline.

Important: CINA is committed to safeguarding and promoting the welfare of children and their families and expects all staff, volunteers and consultants to share this commitment. Successful applicants will be subject to enhanced past crime record checks, qualifications and experience checks and satisfactory references and will have to sign and adhere to CINA's Child Protection Policy, PSEA Policy and Code of Conduct upon taking their job offers.



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