

Terms of Reference (ToR)

for

Development of the Education Sector Adaptation Plan (ESAP) of South Sudan

Project title:	Building the Resilience of Children and Communities through the Education Sector (BRACE): a five-year initiative led by Save the Children International (SCI) in partnership with the Government of South Sudan and local partners, funded by the Green Climate Fund (GCF) and the Global Partnership for Education (GPE).
Position:	Lead Consultant (individual consultant or consulting firm)
Commissioned by:	Ministry of General Education and Instruction (MoGEI), Republic of South Sudan, and Save the Children International (SCI),
Location:	Juba, South Sudan, with travel to targeted States, Administrative Areas and Counties
Duration:	60 working days over a period of up to four months (14 weeks of active delivery, plus an allowance for consolidated government review)
Assignment objectives:	• Compile and summarise the evidence on climate risk across all sub-sectors of general education (ECDE, Primary, Secondary, AES and TVET). • Formulate a costed, multi-year Education Sector Adaptation Plan with strategic priorities, policy recommendations and an actionable implementation roadmap. • Establish monitoring, evaluation and learning (MEL) and financing frameworks for climate-resilient education infrastructure and systems. • Provide practical recommendations for operationalisation and sustainability, including implementation modalities and coordination between MoGEI, MoEF and other relevant ministries, so that education is positioned as a strategic adaptation priority in South Sudan's next National Adaptation Plan (NAP).

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1.0 BACKGROUND AND RATIONALE

1.1 Climate risk and the education system

South Sudan is one of the most climate-vulnerable countries in the world, and children carry a disproportionate share of that risk: the country ranked 7th out of 163 countries on UNICEF's 2021 Children's Climate Risk Index (UNICEF, 2021). Climate hazards do not act alone. They compound decades of conflict, displacement, economic crisis and food insecurity, and they erode the already limited capacity of public services, including education, to cope.

Floods. South Sudan experienced five consecutive years of flooding between 2019 and 2023, and by 31 October 2025 floods had affected more than one million people across six states and displaced about 355,000. In 2025 alone, at least 61 schools were damaged, disrupting the education of more than 22,000 children and 700 teachers (ACAPS, 2025, citing OCHA and IOM). In Unity State, 65 schools were submerged and over 20,000 learners affected between May and September 2024 (Eye Radio, 2024). MoGEI and Education Cannot Wait (ECW) report that more than 800 schools nationwide have been affected by floods and storms (MoGEI and ECW MYRP, 2024). Education stakeholders further report that some schools relocate up to three times a year to temporary learning spaces, while others run multiple shifts to absorb displaced learners (IIEP-UNESCO, 2025).

Heat and drought. In March 2024 all schools were closed for two weeks ahead of a heatwave forecast to reach 45°C, and schools were forced to close again in 2025¹. Drought, disease outbreaks, environmental degradation and food insecurity add to absenteeism, teacher displacement and dropout, particularly in the pastoral and agro-pastoral areas of the country.

Protection and equity effects. The longer children stay out of school after a climate shock, the less likely they are to return, and the more exposed they become to child labour, early marriage and recruitment into armed groups². Girls, children with disabilities, displaced children and children from marginalised communities are the most affected. Climate risk to education is therefore a cross-sector issue that touches water and sanitation, health, food security, child protection, social protection, energy, infrastructure and humanitarian response, as well as the education sector itself.

1.2 Policy and institutional context

- **Climate policy.** South Sudan's National Adaptation Programme of Action (NAPA) was prepared in 2016 (MoEF, 2016). The First National Adaptation Plan (NAP), led by MoEF through its Department of Climate Change, was submitted to the UNFCCC at COP26 in 2021 (MoEF, 2021), together with the Second Nationally Determined Contribution (NDC) (Republic of South Sudan, 2021). The NAP has three pillars (climate-resilient communities; a climate-resilient economy and development trajectory; and a climate-resilient environment and ecosystems) and nine priority sectors: agriculture, livestock and fisheries; disaster risk reduction; energy; environment, ecosystems and biodiversity; health; human settlements; tourism and recreation; industry, infrastructure and transport; and water resources. **Education is not among them.**

¹ <https://reliefweb.int/report/south-sudan/south-sudan-heatwave-forces-schools-shut-second-year-running>

² <https://www.unicef.org/esa/media/17081/file/UNICEF-Learning-Futures-Summary-Report-2026.pdf>

- **Education policy.** The General Education Sector Plan (GESP) 2023–2027 sets the medium-term direction of the sector and is underpinned by the 2023 Education Sector Analysis (IIEP-UNESCO Dakar and GPE, 2023; MoGEI, 2023). MoGEI has worked with IIEP-UNESCO since 2015 on crisis-sensitive and risk-informed sector planning (IIEP-UNESCO, n.d.).
- **Existing climate-in-education work.** Under its Climate Smart Education Systems Initiative (CSESI) workplan, MoGEI, with technical support from IIEP-UNESCO and the UNESCO Juba Office, is developing 13 climate risk analyses for the education sector, one for each state and administrative area (IIEP-UNESCO, 2025). MoGEI has also published its first Education Emergency Preparedness Plan. The ESAP must **build on and not duplicate** these products.
- **BRACE and the NAP review.** BRACE, funded by the GCF and GPE, includes a review of climate change policies across relevant ministries. SCI and MoEF are collaborating on a review of the NAP, in which MoEF, as custodian of the NAP, leads the process and convenes a NAP Review Taskforce. The ESAP is the education-sector building block of that effort.

1.3 Rationale

Climate adaptation within the education sector remains insufficiently institutionalised. Education is not a priority sector in the First NAP, adaptation measures in education are largely reactive and project-based, and coordination between MoGEI and MoEF is not yet anchored in a shared framework. A dedicated, costed ESAP will provide a strategic framework for integrating climate resilience, disaster risk reduction (DRR), environmental sustainability and adaptive education programming into sector planning, budgeting, implementation and monitoring. It will also provide the evidence and investment pipeline needed to position education as a strategic adaptation priority sector in the next NAP and to access international climate finance and education financing windows.

2.0 PURPOSE AND OBJECTIVES OF THE ASSIGNMENT

2.1 Purpose

To support MoGEI in developing a comprehensive, evidence-based, nationally owned and costed Education Sector Adaptation Plan that identifies climate risks, adaptation priorities, institutional arrangements, financing strategies and implementation pathways for building a climate-resilient education system in South Sudan.

2.2 Overall objective

To mainstream climate change adaptation, disaster risk reduction and resilience strategies into South Sudan's national education framework, and to form the basis of education's inclusion as a strategic climate adaptation priority sector in South Sudan's next NAP, in alignment with the GESP 2023–2027, the NDC and international climate and education frameworks.

2.3 Specific objectives

1. **Collate and summarise current evidence on climate risk** across all sub-sectors of general education (Early Childhood Development and Education (ECDE), Primary, Secondary, Alternative Education Systems (AES) and Technical and Vocational Education and Training (TVET)), including

school infrastructure, learning environments, learners, teachers and administrative capacity, drawing on the 13 state-level climate risk analyses already under way.

2. **Formulate a multi-year Education Sector Adaptation Plan** with strategic priorities, policy recommendations and actionable implementation roadmaps, aligned with the GESP 2023–2027, the NAP and the NDC.
3. **Establish a monitoring, evaluation and learning (MEL) framework and a financing framework** for climate-resilient education infrastructure and systems, including initial cost estimates, financing projections and a pipeline of priority adaptation investments.
4. **Provide practical, implementable recommendations for ESAP operationalisation and sustainability**, including implementation modalities, coordination mechanisms between MoGEI and other relevant ministries (notably MoEF), and a clear link to the NAP process.

2.4 Guiding principles

- **Government-led and nationally owned:** MoGEI leads; the process strengthens national and sub-national capacity rather than replacing it.
- **Evidence-based and non-duplicative:** build on the GESP, the 2023 Education Sector Analysis, the CSESI state-level climate risk analyses, the Education Emergency Preparedness Plan and the NAP.
- **Gender equality, disability and social inclusion (GEDSI) and child participation:** girls, children with disabilities, displaced and marginalised groups are consulted and their needs shape priorities.
- **Conflict sensitivity and Do No Harm:** adaptation actions must not exacerbate tensions over land, water, resources or access to services.
- **Cross-sector coherence:** actions are aligned with water, health, agriculture and food security, DRR and humanitarian response, child protection, social protection, energy and infrastructure priorities.
- **Financeable and implementable:** priorities are costed, sequenced and designed to meet the requirements of climate and education funders.

3.0 SCOPE OF THE ASSIGNMENT

3.1 Thematic and geographic scope

The ESAP will cover all sub-sectors of general education under MoGEI's mandate (ECDE, Primary, Secondary, AES and TVET) at national, state and county levels. Fieldwork and consultations will be undertaken in a purposively selected set of climate-vulnerable States and Administrative Areas, to be agreed at inception, covering at least: (i) flood-prone areas (for example Jonglei, Unity, Upper Nile, Northern Bahr el Ghazal and the Greater Pibor Administrative Area); (ii) drought- and heat-prone areas (for example Eastern Equatoria and Central Equatoria); and (iii) areas hosting large numbers of internally displaced persons, returnees or refugees. Access constraints during the rainy season and security conditions must be reflected in the field schedule.

3.2 Cross-sector linkages

Education adaptation cannot be delivered by MoGEI alone. Where relevant, the consultant shall identify the entry points, responsibilities and coordination arrangements with other sectors, as summarised below. This table is indicative and will be refined during the inception and consultation phases.

Sector (lead institution)	Climate–education linkage	Illustrative adaptation entry points
Environment and climate (MoEF)	Custodian of the NAP and NDC; education is not yet a NAP priority sector; MRV and reporting systems.	Position education in the next NAP; align ESAP with NAP pillars; environmental education; school greening and nature-based solutions.
Water and sanitation (Ministry of Water Resources and Irrigation)	Floods and drought damage or deplete school water and sanitation; heat and disease risks; girls’ attendance depends on safe sanitation and menstrual hygiene facilities.	Flood-proof and drought-resilient WASH facilities; rainwater harvesting; hygiene promotion in schools.
Health (Ministry of Health)	Disease outbreaks (for example cholera and malaria) and heat stress cause closures, absenteeism and teacher illness.	School health and nutrition; outbreak preparedness; heat-health early warning for schools.
Agriculture, food security and livelihoods (Ministry of Agriculture and Food Security)	Climate-driven hunger and loss of household income push children out of school.	School feeding and school gardens; climate-smart agriculture in curricula and TVET; household livelihood support.
DRR and humanitarian affairs (Ministry of Humanitarian Affairs; Relief and Rehabilitation Commission (RRC); Education Cluster)	Recurrent displacement; schools used as shelters; reactive emergency response.	School-based DRR and contingency plans; early warning; temporary learning spaces; safe school protocols.
Child protection, gender and labour (Ministry of Gender, Child and Social Welfare; Ministry of Labour)	Climate shocks increase the risk of child labour, early marriage, gender-based violence and recruitment into armed groups.	Links between schools and child protection case management; psychosocial support; girls’ retention; safeguarding in emergencies.

Sector (lead institution)	Climate–education linkage	Illustrative adaptation entry points
Social protection (Ministry of Gender, Child and Social Welfare; Ministry of Finance and Planning)	Households without safety nets withdraw children from school after shocks.	Shock-responsive social protection and cash support linked to school retention.
Energy, infrastructure and ICT (relevant line ministries)	Extreme heat, flood-prone school sites, and lack of electricity and connectivity.	Solar power and passive cooling; climate-resilient construction standards and siting; radio and digital alternative learning.
Finance and planning (Ministry of Finance and Planning)	Budget space for adaptation and access to climate finance.	Integration into medium-term budgeting; co-financing arrangements; climate finance readiness.
Youth, TVET and green skills (MoGEI, relevant ministries and private sector)	Climate change reshapes livelihoods and skills demand.	Green and adaptation skills in TVET; youth-led climate action.

Table 1: Indicative cross-sector linkages for the ESAP

3.3 Stakeholders and intended audience

The primary audience of the ESAP and its supporting products are listed below. The consultant will propose, in the inception report, how each group will be involved throughout the process and how findings will be shared with each of them, including how reporting back to communities, children and young people will be done in an accessible and child-friendly manner.

Stakeholder group	Further information
Lead government institution	Ministry of General Education and Instruction (MoGEI): Directorate General for Planning and Budgeting, relevant directorates (including ECDE, Primary, Secondary, AES and TVET), the National Education Sector Steering Committee, State Ministries of Education (SMoEs) and County Education Departments (CEDs)
Climate and NAP custodian	Ministry of Environment and Forestry (MoEF), Department of Climate Change; NAP Review Taskforce (when established)
Other government institutions	Ministry of Finance and Planning; Ministry of Humanitarian Affairs; Relief and Rehabilitation Commission (RRC); Ministry of Water Resources and Irrigation; Ministry of Agriculture and Food Security; Ministry of Health; Ministry of Gender, Child and Social Welfare; Ministry of Labour
Implementing organisation and project funders	SCI (BRACE team, education, climate and MEAL staff); Green Climate Fund (GCF); Global Partnership for Education (GPE)

Stakeholder group	Further information
Development partners and donors	UNICEF; UNESCO (including IIEP-UNESCO and the UNESCO Juba Office); World Bank; Education Cannot Wait (ECW); European Union; FCDO; other education and climate-focused partners
Civil society and academia	National and international NGOs; faith-based organisations; women's organisations; organisations of persons with disabilities; youth-led organisations; universities, climate and education research institutions
Communities and learners	Head teachers and teachers; Parent-Teacher Associations (PTAs); School Management Committees (SMCs); community and traditional leaders; children and youth, including girls, children with disabilities, displaced and marginalised groups

Table 2: Stakeholders and intended audience

3.4 Detailed scope of work

A. Inception

Produce an Inception Report, following an inception meeting with MoGEI, MoEF and SCI, detailing the methodology, stakeholder engagement plans and tools. The report shall include:

1. A description of the overall methodology for developing the ESAP, including the mainstreaming of GEDSI and conflict sensitivity, and how the methodology will ensure links between the ESAP and South Sudan's NAP and with the NAP review process led by MoEF.
2. A detailed workplan, implementation schedule and timelines for all activities and deliverables.
3. A stakeholder mapping relevant to the development and validation of the ESAP, and the stakeholder engagement strategy.
4. The schedule, draft agendas and invitation lists for the consultation, review and validation workshops.
5. Consultation tools (interview guides, focus group guides, child-friendly and accessible participation methods) and a child safeguarding and risk mitigation plan.
6. The proposed sample of States, Administrative Areas and Counties for consultations and the criteria used to select them.
7. A description of how the 13 CSESI state-level climate risk analyses and other existing evidence will be used so that work is not duplicated.
8. A quality assurance framework and a risk register with mitigation measures.

B. Policy, institutional and climate risk desk review

- Review the key national and international documents, including the GESP 2023–2027 and Education Sector Analysis 2023; the General Education Act (2012); the Education Emergency Preparedness Plan; the National Climate Change Policy; the First NAP and the NAPA; the NDC; Education Cluster strategies and Humanitarian Response Plans; the CSESI state-level climate risk analyses; DRR frameworks; and relevant sector policies on water, health, social protection, child protection and gender, and any other documents identified by MoGEI.

- Identify past and ongoing adaptation-related education commitments, current priorities, gaps and areas for action.
- Analyse the current institutional and coordination arrangements between MoGEI and other relevant ministries, including MoEF, and identify coordination gaps and opportunities.
- Review how GEDSI dimensions are addressed (or overlooked) in adaptation-related education commitments.
- Identify policy, budget and financing gaps that limit climate adaptation in education.
- Benchmark regional and international good practice on education-sector adaptation planning, climate and education financing, and institutional coordination, drawing on at least three comparator countries (preferably fragile or conflict-affected and East African contexts).

C. Climate risk evidence and vulnerability analysis

- Collate and summarise evidence on climate risks (including floods, drought, extreme heat, storms, disease outbreaks and environmental degradation) affecting the education sector, covering school infrastructure and WASH facilities, learning environments and learning continuity, learners and teachers, and administrative and system capacity.
- Using the existing evidence and stakeholder consultations, identify and prioritise the key climate risks to the education sector by hazard, geography and sub-sector, in a form that can be mapped (for example overlaying school locations in the Education Management Information System (EMIS) with hazard data).
- Identify gender-sensitive and disability-inclusive vulnerabilities in education emergency response, and the knock-on child protection risks (including child labour, early marriage and recruitment into armed groups).

D. Stakeholder consultations

- Together with SCI, conduct multi-stakeholder consultations and workshops with MoGEI directorates, SMOEs and CEDs, MoEF, other relevant ministries, UNESCO, UNICEF, local and international NGOs, schools, PTAs, SMCs and community leaders.
- Ensure meaningful, safe and inclusive participation of children and youth, women and other marginalised groups, and of the ministries responsible for gender and social inclusion, in all consultations.
- Document inputs and consensus points in a consolidated stakeholder feedback matrix that shows how comments were addressed.

E. Development of the Education Sector Adaptation Plan

Based on the desk review, climate risk evidence and stakeholder consultations, formulate a draft ESAP which shall include:

1. **Strategic framework and results framework:** vision, strategic objectives, priorities, outcomes, outputs, indicators, baselines and targets, aligned with the GESP, the NAP, the NDC and the Sustainable Development Goals (in particular SDG 4 and SDG 13).
2. **Prioritised strategic interventions** for education sector adaptation, including but not limited to: climate-proofing school infrastructure (resilient design and siting, flood and heat protection,

WASH and solar power); curriculum adaptation (climate and environmental awareness, disaster risk management); emergency and alternative learning delivery (temporary learning spaces, AES, radio and digital learning); teacher and school-leader capacity; school-based DRR, contingency planning and early warning; school feeding, school gardens and nature-based solutions; psychosocial support and child protection; and system strengthening (climate-informed planning, budgeting and EMIS). All interventions must mainstream GEDSI and conflict sensitivity.

3. **Cross-sector action matrix** setting out, for each linked sector in Table 1, the agreed entry points, responsible institutions and coordination arrangements.
4. **A financing framework** including initial cost estimates, financing projections, the financing gap, potential financing opportunities and resource mobilisation mechanisms (domestic budget, GPE, ECW, GCF, the Adaptation Fund, the Global Environment Facility and its funds for least developed countries, loss and damage mechanisms, and other multilateral and bilateral facilities), and an **investment portfolio** with at least three priority adaptation project concept summaries aligned with funder requirements.
5. **A monitoring, evaluation and learning (MEL) framework**, including a theory of change, indicators disaggregated by sex, age, disability and displacement status, data sources and responsibilities, links to the EMIS and to MoEF's NAP monitoring and reporting systems, accountability and learning mechanisms, and provisions for annual and mid-term reviews.
6. **Clear institutional and implementation roles** between MoGEI, SMOEs, CEDs, MoEF, other line ministries and development partners, including a coordination mechanism and capacity development needs.
7. **Risks, assumptions and sustainability measures**, including fiscal sustainability and a phased implementation roadmap.
 - Articulate clearly the link between the ESAP and South Sudan's NAP process, including coordination arrangements between MoGEI and MoEF, and prepare a short **NAP Input Brief** presenting the case and recommended entry points for education as a priority adaptation sector in the next NAP.
 - Submit the draft ESAP for national validation.

F. Stakeholder validation and finalisation

- Facilitate a national validation workshop to review and finalise the ESAP, ensuring that women and other marginalised groups, and the ministries in charge of gender and social inclusion, participate.
- Incorporate stakeholder feedback and submit the final, validated and costed ESAP with an Executive Summary.
- Support MoGEI to present the final ESAP for endorsement through the National Education Sector Steering Committee and relevant government processes.

4.0 METHODOLOGY

The assignment will employ a participatory, inclusive and evidence-based mixed-methods approach, combining qualitative and quantitative methods and primary and secondary data sources. The consultant

has the discretion to propose alternative or additional methods that better meet the objectives of this ToR, provided they are justified in the inception report and approved by MoGEI and SCI. The methodology shall follow the UNFCCC Least Developed Countries Expert Group guidance on National Adaptation Plans (UNFCCC LEG, 2012) and be consistent with international frameworks relevant to education and disaster risk, including the Sendai Framework for Disaster Risk Reduction 2015–2030 (UNDRR, 2015) and the Comprehensive School Safety Framework 2022–2030 (GADRRRS, 2022).

4.1 Desk review and policy and institutional analysis

A systematic review of national, regional and international documents (see Section 3.4 B and the References), including an assessment of governance structures, institutional mandates, coordination mechanisms, implementation capacities and policy coherence between education and the other sectors listed in Table 1. The review will also examine the implications of the current economic situation for the education budget and for access to climate finance.

4.2 Climate risk and vulnerability assessment

Climate risk will be assessed as a function of hazard, exposure and vulnerability (IPCC, 2022), using the CSEI state-level climate risk analyses as the primary baseline, supplemented by data from OCHA, the Integrated Food Security Phase Classification (IPC), the South Sudan Meteorological Department, the EMIS and Education Cluster assessments. Where possible, results will be presented spatially by State and County and disaggregated by education sub-sector.

4.3 Primary data collection and stakeholder consultations

- **Key Informant Interviews (KIIs)** with senior government officials, education and climate specialists, development partners, donors and financing institutions.
- **Focus Group Discussions (FGDs)** with teachers, learners, parents and caregivers, women and youth groups, and community representatives, held separately by sex and age group where appropriate.
- **State and County consultations** in the selected climate-vulnerable locations, with SMOEs, CEDs, head teachers, PTAs and SMCs.
- **Child and youth engagement** using safe, inclusive and age-appropriate approaches, including children and young people with disabilities, girls, displaced children and out-of-school children, in line with child safeguarding standards.
- **School and community observation** where feasible, to document the condition of infrastructure, WASH facilities and learning environments.

4.4 GEDSI and conflict-sensitivity analysis

The study questions, tools, analysis and presentation of results shall take account of the different experiences of girls and boys, women and men, persons with disabilities, and displaced and host communities. At a minimum, data shall be disaggregated by sex, and by age, disability and displacement status wherever feasible. A conflict-sensitivity (Do No Harm) analysis shall be applied to the selection and design of adaptation interventions.

4.5 Adaptation options appraisal and prioritisation

Candidate interventions will be appraised through a transparent multi-criteria analysis, using criteria such as vulnerability reduction, feasibility, cost-effectiveness, co-benefits, GEDSI and conflict-sensitivity outcomes, scalability, sustainability and financeability. The criteria and weights will be validated with the ESAP Technical Working Group.

4.6 Costing and financial analysis

Indicative unit-cost based budgeting for priority interventions, multi-year financing projections, an analysis of the financing gap, and mapping of financing sources against their eligibility and application requirements. Costing assumptions will be documented so that MoGEI can update them.

4.7 Validation and quality assurance

All outputs will undergo technical review by SCI, MoGEI and, where relevant, MoEF and the ESAP Technical Working Group, followed by a national validation workshop. Reporting will be consistent across deliverables, and all conclusions will be traceable to evidence.

5.0 CONSULTANT RESPONSIBILITIES

The selected consultant will have overall responsibility for the design and implementation of the assignment, including: developing the methodology and consultation tools; recruiting and training any field facilitators or enumerators required; conducting the desk review and consultations; analysing data; drafting the ESAP and supporting documents; facilitating the validation workshop; and preparing and submitting all deliverables. The consultant will work under the guidance and supervision of the designated SCI focal point and in close coordination with MoGEI.

Support provided by MoGEI, MoEF and SCI

- MoGEI and partner organisations will facilitate administrative access, letters of introduction and field logistical coordination, and provide access to policy documents, EMIS data and the CSESI state-level analyses.
- MoEF will share the NAP, NAP review roadmap and relevant climate data, and will facilitate coordination with the NAP Review Taskforce and other line ministries.
- SCI will provide technical and administrative support and will co-organise and co-fund the consultation and validation workshops at national and state levels, in line with the agreed budget.

6.0 DELIVERABLES AND TIMELINE

6.1 Deliverables

The assignment is expected to be completed within **60 working days over a period of up to four months** from contract signing: 14 weeks of active delivery, plus an allowance of up to two weeks for consolidated government review and endorsement. All deliverables shall be in English, submitted in editable Word format (and PDF for final documents), with supporting datasets, tools and records.

#	Key deliverable	Deliverable details	Target timeline
1	Inception Report	Detailed methodology, workplan and timelines, stakeholder mapping, consultation tools and child safeguarding plan, proposed sample of States and Counties, workshop schedule and agendas, risk register and quality assurance framework (see Section 3.4 A).	Week 2
2	Climate risk evidence and desk review report	Desk review of key education and climate policies and plans; collation of evidence on key climate risks to the education sector; institutional, GEDSI, policy and financing gap analysis; comparative good practice.	Week 6
3	Stakeholder consultation report	Documentation of national and sub-national consultations, including with children and learning institutions: findings, recommendations, participant lists disaggregated by sex and stakeholder category, and prioritised climate risks.	Week 8
4	Draft Education Sector Adaptation Plan	Draft ESAP including strategic framework and results framework, prioritised interventions, cross-sector action matrix, implementation and coordination arrangements, financing framework (with at least three priority project concept summaries) and MEL framework.	Week 10
5	National validation workshop report	One national validation workshop on the draft ESAP; documentation of the process, participants, stakeholder feedback matrix and agreed revisions.	Week 12
6	Final Education Sector Adaptation Plan	Validated, costed ESAP of not more than 50 pages excluding annexes, with an Executive Summary of not more than four pages.	Week 14
7	NAP Input Brief and summary presentation	Short policy brief (maximum eight pages) on integrating education as a priority adaptation sector in the next NAP, and a PowerPoint presentation of key findings and recommendations; handover of all working files and datasets.	Week 14

Table 3: Key deliverables and timeline

6.2 Indicative timeline

Activity	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12	W13	W14
Inception and planning														
Desk review and policy and institutional analysis														
Climate risk evidence and GEDSI analysis														
Stakeholder consultations (national, state, county, children and youth)														
Drafting the ESAP (strategy, costing, financing, MEL)														
National validation workshop														
Finalisation, NAP Input Brief and submission														
Deliverables due		D1				D2		D3		D4		D5		D6-7

Table 4: Indicative workplan (W = week from contract signing; D = deliverable number). The final timeline will be proposed in the inception report and agreed with MoGEI and SCI. Any anticipated delays must be communicated to SCI as early as possible because of SCI's programming and donor reporting obligations.

6.3 Quality assurance and performance monitoring

To safeguard the technical quality and efficiency of the assignment, SCI and MoGEI will track the following performance indicators across the project phases.

Phase	Objective / deliverable	Key performance indicator	Verification source	Frequency / target
Phase 1: Inception	Refine methodology and align scope	Inception Report and tools approved by MoGEI and SCI	Approved Inception Report	Week 2
Phase 2: Review and field consultations	Robust, complete evidence and consultation data	Share of planned States, Counties, KIIs and FGDs completed; proportion of women and children among participants	Field progress reports and participant lists	Bi-weekly during fieldwork
Phase 3: Analysis and drafting	Evidence-based analysis and draft ESAP	Draft ESAP meeting ToR specifications, including GEDSI and conflict sensitivity	Draft ESAP; reviewer feedback	Week 10
Phase 4: Validation and finalisation	Stakeholder consensus and delivery	Validation workshop held; feedback matrix closed; final ESAP submitted	Workshop report; final approved ESAP	Weeks 12–14

Table 5: Quality assurance and performance monitoring framework

7.0 INSTITUTIONAL AND GOVERNANCE ARRANGEMENTS

- The consultant will report directly to a designated SCI focal point and will work in close coordination with the **Director General for Planning and Budgeting** at MoGEI, or with a designated **ESAP Technical Working Group** established by MoGEI (expected to include MoGEI, MoEF, SCI, UNICEF, UNESCO and other key partners).
- Technical oversight will be provided by SCI technical staff, the National Education Sector Steering Committee, MoEF and key development partners.
- The consultant will coordinate with the NAP Review Taskforce led by MoEF, so that the ESAP and the NAP review inform each other and avoid duplication.
- MoGEI and partner organisations will facilitate administrative access, letters of introduction and field logistics.

8.0 ETHICAL CONSIDERATIONS, SAFEGUARDING AND DATA PROTECTION

8.1 Ethical principles

The assignment will adhere to the basic ethical principles of respect for persons, beneficence and justice. SCI and MoGEI will facilitate clearance and support letters from the relevant authorities to conduct consultations in the target locations. The following principles will be maintained:

- **Right to KNOW what the consultation is about:** facilitators will explain the topics, expected benefits, possible risks and how the information will be used. Informed consent will be obtained from every adult participant, and informed assent from children together with consent from parents or guardians.
- **Right to freely CHOOSE whether to participate:** participation is voluntary, and participants may stop at any time or decline any question without consequence.
- **Right to PRIVACY:** names and personal identifying information will not be recorded in notes or reports, and facilitators will not discuss participants' responses with others. Consultations will be held in settings that ensure privacy and safety.

8.2 Safeguarding and child protection

SCI is committed to safeguarding children and vulnerable adults and to the highest standards of ethical conduct. The consultant shall:

- Sign and adhere to SCI's Child Safeguarding Policy, Code of Conduct and Protection from Sexual Exploitation, Abuse and Harassment (PSEAH) Policy, and ensure that all personnel engaged under the assignment do the same and receive appropriate orientation.
- Conduct all interactions with children and vulnerable people in a safe, respectful, inclusive and ethical manner, using age-appropriate, gender-sensitive, disability-inclusive and culturally appropriate approaches.

- Take all reasonable measures to prevent harm, abuse, exploitation, discrimination or other safeguarding risks, and have a referral pathway in place for participants who disclose protection concerns or show distress.
- Report immediately any safeguarding concern, incident or allegation through SCI's established reporting mechanisms. Failure to comply may result in termination of the contract.

8.3 Data protection and confidentiality

- Comply with applicable data protection laws, regulations and ethical standards in the collection, storage, analysis, use and sharing of information; store and transmit data securely; limit access to authorised personnel; and anonymise personal information, applying heightened protection to data from children and other vulnerable groups.
- Treat all information obtained as confidential and do not disclose, reproduce, distribute or publish it without prior written authorisation from SCI and MoGEI. This obligation continues after the assignment ends. It does not apply to information that is already in the public domain, becomes public through no fault of the consultant, or must be disclosed by law.

8.4 Intellectual property and conflict of interest

- All outputs, data, tools, databases and other materials developed under the assignment become the property of SCI and MoGEI upon payment and acceptance of deliverables. The consultant shall not use, reproduce, publish or distribute them without prior written approval, shall submit all working files, datasets, source materials and interview records, and shall ensure that no third-party intellectual property rights are infringed. SCI and MoGEI may revise, adapt, publish and use any output in whole or in part without further authorisation or compensation.
- The consultant shall disclose any actual, potential or perceived conflict of interest that may affect impartiality or independence, including financial, professional or personal relationships with institutions that stand to benefit from the ESAP. SCI may disqualify applicants or terminate contracts where conflicts cannot be adequately managed.

9.0 QUALIFICATIONS, EXPERIENCE AND SKILLS

SCI South Sudan invites competent and experienced individuals or firms to submit technical and financial proposals. Applicants must meet the following minimum requirements. A multidisciplinary team (balanced by gender) is encouraged; where a team is proposed, the Lead Consultant shall meet all requirements and team members shall collectively cover GEDSI, child protection, climate finance and costing expertise.

Education

- Master's degree or PhD in Education Planning or Policy, Environmental Science, Climate Change Adaptation, Disaster Risk Management, Sustainable Development, Public Policy, Development Studies or a related field. Additional professional certification in climate adaptation planning, environmental policy, resilience programming or project design is an added advantage.

Experience

- At least **10 years** of professional experience in climate change adaptation, resilience programming, environmental management, education sector planning or emergency preparedness, including integrating GEDSI considerations into climate adaptation and/or education sector programmes.
- Proven track record of drafting national sector plans, policy papers, NAPs, adaptation strategies or resilience frameworks, in fragile or conflict-affected contexts.
- Demonstrated experience in policy analysis, institutional assessments, climate risk and vulnerability assessments and multi-stakeholder engagement, including participatory approaches with children and youth.
- Experience developing costed action plans, financing frameworks and investment cases for climate-resilient development, and familiarity with the Green Climate Fund (GCF), the Adaptation Fund, the Global Environment Facility, loss and damage financing mechanisms, GPE, Education Cannot Wait and other multilateral and bilateral facilities.
- Strong knowledge of South Sudan's education context, institutional set-up (MoGEI, SMOEs and CEDs) and disaster risk profile is highly desirable. Previous experience in South Sudan or the East Africa region is an advantage.

Competencies

- Strong qualitative and quantitative research skills, facilitation and stakeholder engagement skills, excellent analytical and report-writing skills, and fluency in written and spoken English. Working knowledge of Juba Arabic is an advantage.

10.0 APPLICATION PROCESS AND REQUIREMENTS

10.1 Contents of the application

Interested individuals or firms shall submit an expression of interest including:

1. **Technical proposal**, comprising: (a) a cover letter and executive summary; (b) the qualifications of the firm or expert, including three to five relevant previous assignments with their deliverables and outcomes; (c) understanding of the assignment and the proposed methodology, including phased implementation (inception; review and fieldwork; analysis and drafting; validation and final reporting), data quality control measures and the approach to GEDSI, conflict sensitivity and child participation; and (d) a work plan and activity schedule in Gantt chart format, with deliverables and approval milestones clearly marked.
2. **Curricula vitae** of the proposed personnel (a team well balanced by gender), tailored to the assignment and including at least two traceable references.
3. **Company or organisational profile**, where applying as a firm.
4. **Financial proposal**: a signed financial proposal and budget, inclusive of all applicable taxes, including withholding tax as required by the laws of South Sudan, presenting a cost summary and narrative on cost efficiency and value for money, and the budget breakdowns.

5. **Samples of previous work:** at least three samples of similar previous work, and contactable references.

Applications should be sent to **SouthSudanTenders@savethechildren.org** no later than **21st October 2026**.

11.0 SCHEDULE OF PAYMENT

Payment will be made in instalments linked to the satisfactory completion and approval of key deliverables, as set out below. The final percentages may be adjusted and agreed during contract negotiations.

Milestone	Associated deliverable	% of total contract
Milestone 1	Approval of the Inception Report, tools, and work plan	40%
Milestone 3	Completion of the national validation workshop and approval of all final deliverables (Deliverables 5 to 7)	60%

Table 7: Payment schedule (Template C)

ANNEX 1: INDICATIVE OUTLINE OF THE EDUCATION SECTOR ADAPTATION PLAN

The final structure will be agreed in the inception report. The following outline is indicative.

1. Executive summary
2. Introduction, mandate and alignment with the GESP 2023–2027, the NAP, the NDC and the SDGs
3. Climate risk and vulnerability profile of the education sector (by hazard, geography and sub-sector), including GEDSI and conflict analysis
4. Policy, institutional and financing gap analysis
5. Vision, strategic objectives and priorities
6. Prioritised adaptation interventions and cross-sector action matrix
7. Institutional arrangements, coordination and capacity development
8. Costing, financing framework and resource mobilisation strategy, including the investment portfolio
9. Monitoring, evaluation, learning and accountability framework
10. Risks, assumptions and sustainability
11. Implementation roadmap and linkage to the NAP process
12. Annexes: stakeholder consultation summary, results framework, costing assumptions, project concept summaries, list of documents reviewed

ANNEX 2: REFERENCES

The documents below are cited in this ToR and form the minimum reading list for the desk review. The consultant is expected to identify and review additional relevant sources.

ACAPS (2025). South Sudan: country analysis and crisis overview (compiled from OCHA, IOM and IPC reports).
<https://www.acaps.org/projects/south-sudan>

Eye Radio (2024, 20 September). 20,214 students affected as floods submerge 65 schools in Unity State.
<https://www.eyeradio.org>

Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRS) (2022).
Comprehensive School Safety Framework 2022–2030.

IIEP-UNESCO (2025). South Sudan plans for climate-resilient schools. Paris: International Institute for Educational Planning.

IIEP-UNESCO (n.d.). Conflict-sensitive and risk-informed planning in education: lessons learned (IIEP Policy Brief).
<https://unesdoc.unesco.org/ark:/48223/pf0000247146>

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IPCC (2022). Climate Change 2022: Impacts, Adaptation and Vulnerability. Contribution of Working Group II to the Sixth Assessment Report.

Ministry of Environment and Forestry (MoEF) (2016). Republic of South Sudan National Adaptation Programme of Action (NAPA). Juba: MoEF.

Ministry of Environment and Forestry (MoEF) (2021). First National Adaptation Plan for Climate Change, Republic of South Sudan. Juba: MoEF. <https://unfccc.int/sites/default/files/resource/South-Sudan-First-NAP%20.pdf>

Ministry of General Education and Instruction (MoGEI) (2023). General Education Sector Plan 2023–2027. Juba: MoGEI.

MoGEI and ECW Multi-Year Resilience Programme (MYRP) (2024). Mitigating climate change: restoring school infrastructure to sustain access to education. Juba: MoGEI.

Republic of South Sudan (2008). The Child Act. Republic of South Sudan (2012). The General Education Act.

Republic of South Sudan (2021). Second Nationally Determined Contribution (NDC). Submitted to the UNFCCC.

Save the Children (2025, 21 February). South Sudan: Heatwave forces schools to shut for second year running.
<https://www.savethechildren.net/news/south-sudan-heatwave-forces-schools-shut-second-year-running>

UNDRR (2015). Sendai Framework for Disaster Risk Reduction 2015–2030. Geneva: United Nations Office for Disaster Risk Reduction.

UNFCCC Least Developed Countries Expert Group (LEG) (2012). National Adaptation Plans: Technical guidelines for the national adaptation plan process. Bonn: UNFCCC.

UNICEF (2021). The Climate Crisis Is a Child Rights Crisis: Introducing the Children’s Climate Risk Index. New York: UNICEF.

United Nations (1989). Convention on the Rights of the Child; United Nations (2006). Convention on the Rights of Persons with Disabilities; United Nations (2015). Paris Agreement.