

Terms of Reference (South Sudan)

National consultancy to support the integration of climate and the environment into teacher training manual under the Climate Smart Education Systems Initiative (CSESI)

Summary

UNESCO is seeking the services of a national consultants proficient in development teacher training materials/manual 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 teacher training curriculum/manual, to develop or update a set of standard teaching materials and guidance for integrating these into teacher training 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 and teacher training material 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 current teacher training curriculum and training materials, for non-formal and informal learning; identifying priority topics and learning outcomes on climate and the environment; and developing adaptable training 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 content of the 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 teacher training 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:

Activity 7.1 Support integration of climate and the environment into teacher training programmes.

Step 1 – Conduct a review of subject level teacher training curriculum/training manual and mapping of the status of integration of climate and environment-related topics and learning outcomes in existing teacher training manuals to identify gaps.

Step 2 - Develop training manual for teachers and educators, based on priority topics and learning outcomes identified. This will include supporting the delivery of inter-ministerial consultation workshops to secure consensus of training manual and eventual validation.

Step 3 – Facilitate a validation workshop on the training manual for teachers and educators with relevant line ministries.

Deliverables

The deliverables for this consultancy shall be the following:

1. **A report on the mapping of teacher training manuals:**

A comprehensive report detailing the current status of integration of climate and environment-related topics and learning outcomes in existing teacher training manuals, including gaps, opportunities and actionable recommendations.

2. **A teacher training manual:**

A training manual for master trainers, teachers and educators for in-service and pre-service training that incorporates priority topics and learning outcomes identified

3. **Report on validation/ consultation workshops:**

A comprehensive report detailing the process, findings and outcomes of the consultation and validation workshops for the teacher training material.

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 12th **September 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.

- iii. Excellent knowledge on education for sustainable development, climate change knowledge on the education sector in South Sudan and the Sub-Saharan Africa.
- iv. Excellent writing skills in English.

Timeline

		M1	M 2	M 3
1	Conduct a review of teacher training curriculum and sample non-formal programs			
2	Identify a set of priority topics and learning outcomes			
3	Develop or update a set of standard Teaching Training Manual			
4	Support the validation and delivery of inter-ministerial consultation workshops for Training Manual			