

TERMS OF REFERENCE

Individual Contractor

1. Position Information

Assignment Title	National Environmental Education Consultant
Cluster/Project:	Cambodia Climate Change Alliance (CCCA) 3 /Building an enabling environment for sustainable development in Cambodia (BESD)
Post Level	National Specialist
Contract Type:	Individual Contract
Duty Station:	Home-based and occasionally present at UNDP, MOE, and campaigns sites as required
Expected Places of Travel	Certain project sides in Phnom Penh and provinces, Cambodia
Contract Duration:	80 days from August 15 to December 20 2020

2. General Context

At the end of 2019, UNESCO launched a new Education for Sustainable Development (ESD) for 2030 framework, building upon the progress achieved and lessons learned during the previous phases of ESD implementation. UNESCO is currently in the process of launching the new framework at global, regional and country levels.

The framework emphasizes country-level implementation of ESD and calls for multi-sectorial partnership and collaboration. It pays particular attention to: a) individual transformation; b) societal transformation; and c) technological advances, and targets policy-makers, institutional leaders, learners, parents, youth and communities. It is structured around the five Priority Action Areas (i.e. advancing policy, transforming learning environments, building capacities of educators, empowering and mobilizing youth, accelerating local level actions), and invites Member States to develop their respective country initiatives involving diverse actors based on their priority needs and opportunities in view of mainstreaming ESD in education and sustainable development in each country's context.

The ESD framework presents a unique opportunity for Cambodia to apply a holistic educational approach to induce positive and long-lasting behavioural changes in support of sustainable development. It will enable Cambodian students to learn about the environment and how human actions impact the environment and country, so that they can take actions to shape a sustainable future.

In Cambodia, at present, the Ministry of Education, Youth and Sport (MoEYS) is updating a curriculum for primary and secondary schools with the objective to integrate environmental issues (including climate change, sustainable consumption and production, and circular economy) into school curriculums. Besides existing textbooks, MOEYS plans to develop a supplemental book to educate primary school students on a range of key environmental topics. These include climate change, biodiversity and wildlife conservation, energy, and waste management.

In addition, the MOEYS plans to support primary schools to organize a monthly session on a Greener Program on Thursday for students to learn about a specific environmental theme in collaboration with the Ministry of Environment (MoE). To support this series of learning sessions, with expert input, teaching and communication materials such as booklets and posters will be developed and continuously updated to share key messages to promote a climate resilient and environmentally friendly approach.

The contents of both supplemental book as well as the Greener Program will be designed in alignment with the ESD for 2030 framework. This assignment is supported by two UNDP projects: Cambodia Climate Change Alliance III (CCCA3) and Building an Enabling Environment for Sustainable Development (BESD) and the UNESCO's ESD for 2030 framework.

3. Scope of Work

The national consultant on environmental education is to provide technical assistance in support for the Ministry of Education, Youth and Sport (MoEYS) and the Ministry of Environment (MoE).

The core responsibilities of National Consultant on Environmental Education include:

1. Assessment and analysis of existing curriculum, syllabus and teaching and learning materials related to Climate Change, Environmental Protection and the Greener Thursday Program
2. Development of a supplementary book on Climate Change and Environment Protection for primary school in line with circular economy
3. Development of school materials and content for a Greener Thursday program for primary school
4. Provide trainings of teachers for piloting the newly introduced curriculum and green programme

S/he will be responsible to carry out the following activities and deliverables:

Task 1: Assessment and Analysis of existing curriculum, syllabus and teaching and learning materials related to Climate Change, Environmental Protection and the Greener Thursday Program

- Analyze the existing curriculum and syllabus design in consultation with the departments of curriculum development and school health of the MoEYS. In analyzing the curriculum/syllabus, identify how and in which teaching subjects the latest information and knowledge; the core values and principles of sustainability relevant in the learner's context; and some of the critical competencies for actively supporting sustainability such as system thinking, anticipatory, normative, strategic and collaboration competencies, and critical thinking are integrated. This information could inform how the ESD materials and activities developed by the project could be put in place within the existing curriculum. This work will be supervised mainly by the UNESCO's ESD's team.
- Assess material gaps and needs and collect relevant information for developing supplementary book for primary schools on key environmental topics and ESD competencies. Key environmental topics include: 1. Climate change, 2. Management of waste (+plastic crisis), 3. Biodiversity and wildlife conservation, 4. Forest and land. 5. River and oceans, 6. Environment Protection, including, water, air pollution and waste management, 7. Energy and 8. Sustainable living and Epidemic diseases. In addition to these individual topics, sustainability challenges will be addressed in a holistic manner through discussing the interconnectedness of diverse environmental, economic and social issues and interactions between humans and the natural world in a broader picture of Agenda 2030. Moreover, adopt and strengthen whole-institution approach to ESD to ensure holistic learning experience that is relevant to the learner's context and to encourage transformative action.

Task 2: Development of the supplementary book on Climate Change and Environment Protection for primary school in line with circular economy principles

- Draft/adapt teacher's book and student's book for supplementary book on climate change and environmental education for primary schools for comments. Ensuring 1) the book

integrate knowledge, skills, values, attitudes and action for sustainability and 2) the book is in line with circular economy principles such as resource efficiency, 4R (Refuse, Reduce, Reuse, Recycle), keeping materials in use, and regenerating natural systems

- Finalise books incorporating comments from key stakeholders and implementing partners

Task 3: Development of school materials and content for Greener Thursday program for primary school

- Develop/adapt teaching materials for a Greener program for one Thursday per month for primary schools. These materials would apply project-based approach where the learners are encouraged to make observations related to the above listed key topics in their local surroundings, identify a question interesting for them, critically reflect and research on it, take collaborative action, and celebrate the outcome together. The materials and the subsequent teacher training will support the teachers to facilitate this process, building on existing materials and experiences already available. UNDP and UNESCO will provide background materials for the consultant to work on.
- Develop/adapt contents for booklets, educational posters for each theme, other teaching and learning materials on the key topics in accordance with the new curriculum and supplementary books on climate change and ESD.
- Explore and develop digital platform and learning materials

Task 4: Develop and Provide trainings for teacher trainers and pre-/in-service teachers for piloting the newly introduced curriculum and green programme

- Develop training and coaching plan on ESD, building on existing materials and experiences.
- Provide trainings to primary and secondary schools on ESD and green Thursday programme, in particular on the core values of sustainability and ESD's key approaches of whole-institution approach and project-based learning.
- Support primary school teachers in delivering their teaching plan and exercises for students

4. Expected Outputs and Deliverables

The National Environmental Education Consultant will be paid on a lump sum basis under the following installments. The consultant will be responsible for the travel expense of in-country missions and local travels.

N	Deliverables/Outputs	Estimated Duration to Complete	Target Due Dates	Review and Approvals Required
1.	Detailed work and mission plan submitted to UNDP for endorsement	1 day	<i>2nd week of August</i>	UNDP Environmental Policy Specialist and CCCA chief technical advisor for climate change
2.	Output 1: Assess and analyse existing curriculum, syllabus and teaching and learning materials <ul style="list-style-type: none"> • Analysis of the existing curriculum and syllabus design • Assessment of material gaps and collect relevant information • Final reports incorporating comments 	10 days	The fourth week of August	
3.	Output 2: Development of the supplementary book on Climate Change	20 days	1 st week of September	

	and Environment Protection for primary school in line with circular economy <ul style="list-style-type: none"> Both content and supplementary book on climate change and environmental education for primary schools Final Teacher's and student's textbook 			
4.	Output 3: Development of school materials and content for Greener Thursday program for primary school <ul style="list-style-type: none"> At least 10 Thursday greener program developed Agreed school teaching and learning materials including at least five fun games or activities Contents for digital materials 	30 days	2 nd week of October	
5.	Output 4: Provide trainings of teachers for piloting the newly introduced curriculum and green programme <ul style="list-style-type: none"> Design of Thursday programme and practical exercises for greener/climate resilience A training and coaching plan on climate change and environmental education developed At least, three trainings on climate change, environmental education and green Thursday programme provided to ten teachers from primary and secondary schools (50% female) 	19 days	4 th week of November	
	Total	80 days		

5. Institutional Arrangement

Overall supervision is jointly provided by the CCCA chief technical advisor for climate change, the UNDP environmental policy specialist as well as the BESD policy specialist (project manager) and by the UNESCO's ESD team for the works related to ESD.

Roles of National Consultant:

- Under the supervision of UNDP CCCA advisor, and policy Specialists, and UNESCO's ESD team, the consultant will develop educational materials for government ministries and academic institutes, especially MoEYS and MoE/NCSD;
- Support and provide capacity building training

Roles of UNDP Project Manager/Officer

- Provide background information and materials for each theme
- Provide quality assurance for all educational materials on climate change and circular economy related matters;
- Guide the consultant in compliance with UNDP rules and regulations relating to communication strategy, social and political senility

Roles of UNESCO:

- Provide technical assistance to integrate ESD competencies into the learning materials and strengthening core competencies in relation to ESD for teachers
- Provide UNESCO's resource-material for ESD content and framework for the development of learning materials
- Provide support in dissemination of learning materials, outcomes and lessons, through relevant networks, including national, regional and international platforms

6. Duration of the Work

The period of assignment is 80 days from August 15 to December 20, 2020.

7. Duty Station

Duty station is Phnom Penh Cambodia with possible travels to provinces. Consultant will shall travel to provinces on the basis of request. UNDP's project will bear actual cost (DSA, transportation fees) according to UN guidelines and rates, which are in addition to payment under the consultancy contract. The reimbursement of the associated costs will be made through F-10.

Selected individual contract(s) who is expected to travel to the Country Office (CO) to undertake the assignment in the country (Cambodia) is required to undertake the (BSAFE) *training* prior to travelling at below website

(<https://dss.un.org/dssweb/WelcometoUNDSS/tabid/105/Default.aspx?returnurl=%2fdssweb%2f>).

8. Minimum Qualifications Requirement

Education:	<ul style="list-style-type: none">• Bachelor's Degree (master's degree is preferable) in education, climate change, environment, or a related field
Experience:	<ul style="list-style-type: none">• A minimum of 05 years of professional experience in developing educational materials relating to environment;• Prior experiences in development of communication and outreach materials (e.g. story books, complementary educational book, leaflets, booklets, etc.)
Competency	<ul style="list-style-type: none">• Excellent writing, and communication skills along with high-level skills in developing textbook, teaching plan and learning toolkits.
Language Requirement:	<ul style="list-style-type: none">• Fluency in written and oral English and Khmer

9. Criteria for Evaluation of Level of Technical Compliance of Individual Contractor

Technical Evaluation Criteria	Obtainable Score
Bachelor's Degree (master's degree is preferable) in education, climate change, environment, or a related field	20
A minimum of 05 years of professional experience in developing educational materials relating to environment;	25
Prior experiences in development of communication and outreach materials (e.g. story books, complementary educational book, leaflets, booklets, etc.)	25
Excellent writing, and communication skills along with high-level skills in developing textbook, teaching plan and learning toolkits. (<i>to be assessed by a writing sample</i>)_	30

1. Payment Milestones

This is a fixed out-put based contract price regardless of extension of the herein specific duration. The consultant will be paid on a lump sum basis under the following installments.

N	Outputs/Deliveries	Payment Schedule	Payment Amount
1	Upon completion and satisfactory of deliverable 1	4 th week of August	5%
2	Upon completion and satisfactory of deliverable 2 & 3	4 th week of October	30%
3	Upon completion and satisfactory of deliverable 4	2nd week of November	35%
4	Upon completion and satisfactory of deliverable 5	4 th week of December	30%