



## EXPRESION OF INTEREST

### Reference: EOI-CCCD/EPA-2020-001

**Terms of Reference (TOR)** for the Development of Environmental Awareness  
Module/Curriculum Mainstreaming the Rio Conventions into Secondary Liberian Schools

*Submission of EOI*

*Assignment Duration: 6 Months*

*Assignment Location: Monrovia*

*Starting Date: 05/25/2020*

*End Date: 06/12/2020*

### 1. BACKGROUND

Liberia is at risk to multiple environmental issues, which may set back development and affect many lives and livelihoods. The main threats include land degradation, fragmentation, deforestation, soil erosion, and pollution. Other challenges include biodiversity loss, due to unsustainable farming practices, unsustainable mining, charcoal production, invasive species, hunting, and unregulated timber extraction. Climate change also poses a real threat to Liberia. The frequency and intensity of weather-related hazards and their impacts are likely to increase as a result of accelerated climate change. Among other threats, Liberia's economy and human health could be threatened by rising temperatures, flooding, coastal erosion and water scarcity.

These threats require national awareness and citizen's participation in environmental management and quality control. For this to happen there should be integration of environmental education into the national education. However, currently, there is no secondary school environmental educational curricula mainstreaming sustainable land management, biodiversity and climate change in Liberian schools.

The Government of Liberia is responding to these increased threats through the Cross-Cutting Capacity Development Project, which aims to reduce the vulnerability through environmental education. The CCCD project is funded by the Global Environment Facility (the GEF) implemented by the Liberian government through the Environmental Protection Agency in partnership with the United Nations Development Programmes and in collaboration with other government institutions and partners with environmental or natural resource management responsibilities (MOF, MME, FDA, NaFAA, LLA, MOA, etc.).

Under Component 3 of the project, entitled "**Improving awareness of global environmental values and knowledge**" has identified a number of priority investments to raise environmental awareness of the general public.

Teachers have a critical role to play in the successful implementation of improving awareness of global environmental issues. They help the students make sense of the information available to them, not only in specialized subjects but also in general. Appropriate training on the issues related to Sustainable Land Management, Climate Change impact and Mitigation and Biodiversity sustainability place the teachers in a better position to impart knowledge to students, create and maintain a safe learning environment, and help build a culture of environmentally friendly behavior.

## **2. OBJECTIVE**

The objective of the proposed Consultancy is to develop an Environmental Awareness Module/Curriculum Mainstreaming the Rio Conventions (Climate Change, Sustainable Land Management, and Biodiversity) into Secondary Liberian Schools to develop concern and awareness among secondary Liberian student.

The aim of environmental education module is to clearly show to Liberian secondary school students the economic, social, political and ecological interdependence of the modern world, in which decisions and actions by different countries can have international repercussions and help students to develop skills required for making discriminations in form, shape, sound, touch, habits and habitats. Further, to develop ability to draw unbiased inferences and conclusions.

## **3. DURATION**

The duration of the consultancy is six (6) months. The countdown starts as soon the contract is signed and to produce the deliverables listed in section 7.

## **4. GENERAL REQUIREMENTS**

The CCCD project management team will be contractually responsible for the supervision of the Consultant's assignment, however the Consultant will work closely with the CCCD/EPA and other relevant stakeholders to develop the environmental educational curriculum/module in SLM, CC, and Biodiversity. Additionally, the curriculum should include Teacher Guide/Teaching Manuel to execute same.

The Consultant will be responsible for carrying out studies, interviews and meetings to develop the outline material/contents, prepare drafts, test, and finalize the teaching material. The Consultant will also carry out any additional services, which the Client may reasonably require relating to the development of the curriculum.

The services shall be carried out in accordance with generally accepted standards of professional practice. It is also understood that it will cover all activities necessary to accomplish the stated objectives of these services while adhering to the aforementioned principles and practices, whether or not a specific activity is cited in these TOR.

## 5. TASKS

**Task 1:** Inception Report and Data Collection.

### a. Inception Report

Following contract commencement, the Consultant will produce an Inception Report in accordance with the content of Appendix B.

### b. Data collection

Review and compile participatory learning tools (interactive games, play models and teaching aids) that would improve the ability of students to understand SLM, CC, and biodiversity issues. Review and compile existing materials that explain the Climate change, sustainable land management and sustainable biodiversity from the Economic Community of West African States (ECOWAS) perspective, ensuring the incorporation of regional resources.

At the end of this task, an Inception report and a data collection Report will be the deliverable.

**Task 2:** Develop CC, SLM and Biodiversity curricula for secondary schools (grades 10, 11, and 12)

a. Identify lesson objectives for each of the three Rio Conventions where CC, SLM and Biodiversity concepts contained in the curriculum will fit, taking note of existing information from the Curriculum Unit and other resource personnel.

b. Conduct a series of consultative engagements with students, teachers, educators, curriculum developers and CC, SLM and biodiversity experts/stakeholders/focal points to develop material/content, messages and identify specific curriculum needs.

c. Engage with an expert in educational psychology, to ensure that the lessons provide a positive messaging around human resilience (in the face of CC, SLM and biodiversity).

d. Develop detailed and applicable curricula to integrate and infuse Rio Conventions (CC, SLM, and Biodiversity) for (a) Grade 10-12<sup>th</sup> of secondary schools.

e. Share the first draft of the school's curriculum and teacher training guide with key stakeholders including Curriculum Unit representatives, Education Officers, Teachers, students, SLM, CC and biodiversity experts, Disaster Management Officers, FDA and EPA.

At the end of this task, a Draft Curriculum for testing and associated report will be the deliverable. Suggested topics can be found in Annex B.

**Task 3: Pilot Curriculum and workshops**

- a. Pilot the curriculum with student focus groups and revise based on the feedback.
- b. Compile lessons in the form of a module for each grade (as mentioned in task 2) in secondary schools. Each lesson should include Q&A and child-appropriate discussion questions to stimulate the students' thought processes.
- c. Provide a resource list with links and access to all UNFCCC, UNCB, and UNCCD related learning programs that other organizations have developed.
- d. Incorporate community engagement activities where work produced in class can be shared with the community to help raise awareness, generate feedback and influence behavior change.
- e. Organize the final workshop with the above mentioned stakeholders based on approval of modules by the Client.

At the end of this task, a Pilot Report which will include the outcomes of the pilot and the stakeholder engagements will be the deliverable.

#### **Task 4: Development of final environmental educational Module.**

- a. Compile the existing material available on CC, SLM and Biodiversity for integration in curriculum for trainee teachers
- b. Develop a CC, SLM and Biodiversity integration module which will be taught to teacher trainees who attend teacher training institutions or at the secondary school level.
- c. Organize at least a meeting to disseminate the final modules to various stakeholders, including Curriculum Unit representatives, Education Officers, etc.

At the end of this task, a final project report and the modules will be the deliverables.

## **6. INPUTS**

### **The Client**

- a. The Client will provide all curriculum requirement, etc. of the proposed work that might be necessary, applicable and already in the Client's possession for the execution of the work required under these TOR. The Client will not be responsible for data collection of any type;

### **The Consultant**

The Consultant will be required to undertake the various activities outlined in Section 5 of these TOR. The Consultant will provide the office space, manpower, transportation, equipment and software required to carry out the assignment and be responsible for obtaining all additional information for the execution of the services necessary for the module development.

## **7. REPORTING REQUIREMENTS (Deliverables)**

Throughout the preparation of the various tasks of the study, the Consultant shall submit the following documents/outputs (in MS Word) to the Client's satisfaction

a) Inception Report (Task 1a): within four (4) weeks of commencing the works, the Consultant is required to submit an Inception Report. A typical sample template is provided in Annex A.

b) Data collection Report (Task 1b): within four (4) weeks of commencing the works, the Consultant is required to submit a data collection and analysis report.

The Client should forward comments on the report to the Consultant within two (2) weeks of receipt.

(Task 2): Within twelve (12) weeks after acceptance of the Inception and data collection Reports, the Consultant is required to submit a draft curriculum and make a presentation to the Client. The presentation would be in the form of a workshop, where knowledge transfer on all aspects of the development of the curriculum will be the primary objective. The audience will include relevant stakeholders to the subject matter.

The Client should forward comments on the report to the Consultant within three (3) weeks of receipt.

d) Pilot Report (Task 3): within four (4) weeks after acceptance of the Draft curriculum, the Consultant is to conduct the pilot workshop and report.

The Client should forward comments on the pilot report to the Consultant within two (2) weeks of receipt.

e) Final project report and the modules (Task 4): within four (4) weeks after acceptance of the Pilot Report, the Consultant is required to submit final report including the modules to the Client. A typical sample template is provided in Annex C.

## **8. QUALIFICATIONS AND EXPERIENCE and REQUIREMENT**

The lead contractor should be an education specialist with a graduate degree in secondary education, preferably a Master, with 10 years demonstrated progressive experience in developing national education policies, Programmes, and plans as well as the development of secondary school curricula on environmental studies. He/she must have experience in facilitating expert and stakeholder working groups in the collaborative drafting of sector policies. And must have worked in the educational field for at least ten years.

**The lead consultant shall select and work with the following experts:**

Environmental Sociologist, Biological Diversity, Climate Change and specialist on convention on land degradation. These environmental experts shall support in the environmental awareness development by contributing to the identification and assessment of best practices and innovations for mainstreaming, paying close attention to socio-economic implications. These experts must have at least 10 years of work experience, of which at least the last two (2) years include active involvement in the thematic areas.

**ANNEX A**

**Inception Report Template**

The Consultant is free to format the Inception Report to his/her normal presentation, but the report shall contain the following minimum content:

- i. Executive Summary
- ii. Introduction
- iii. Background and description of various project elements
- iv. Understanding of project objectives
- v. Contract signing and project commencement
- vi. Team mobilization and project activities to date
- vii. Data collection
- viii. Data gaps
- ix. Assumptions, Risks and Mitigation Strategy because of data gaps
- x. Comments on TOR
- xi. Design criteria and codes
- xii. Project Organization / Lines of communication
- xiii. Project execution, methodology and scheduling
- xiv. Proposed outlines for interim and final reports
- xv. Appendices e.g. meeting details, Organization Chart, TOR, photographs, etc.

**ANNEX B (Content)**

1. **Climate Change concepts** (definitions and examples) Hazard Disaster Vulnerability Capacity Resilience Risk Disaster Management Climate Change Green House Gases (GHGs) Climate Variability Global Warming Mitigation Adaptation Slow onset events Rapid onset events Climate Change concepts, definition of weather and climate what is climate change? Causes of

climate change – both natural and anthropogenic, with a focus on anthropogenic Impact of climate change – focus on Liberia/Ecowas Mitigation of climate change – renewable energy, energy conservation, forest conservation Adaptation to adverse impacts of climate change - examples from Liberia and regional – coastal defense, fish sanctuaries, others Liberia’s agenda on climate change – What has been done to date, agreements ratified. The Liberian and regional Climate Change Agenda – Policy and legal.

**2. Biodiversity concepts** (definition and examples) biodiversity and its link to ecosystem, ecosystem services, ecosystem function, biodiversity lost and impact, biodiversity national policy, legal and regulatory framework (national and global), biodiversity sustainability mechanism

**3. Preparedness for common Hazards** Characteristics of the hazards why these hazards become disasters How to prepare for these hazards to reduce or eliminate the impacts reducing the effects of the hazards

**4. Disasters History of significant hazards/disasters** which affects Liberia. Review of News items on disasters Statistical analysis of hazards affecting Liberia – damage, loss, cost to various sectors, cost for rehabilitation, GDP loss, loss of lives Cost to various sectors, case studies e.g. The Education sector – loss of instructional time, loss of school supplies, damage to the school buildings, impact on students, impact on staff

**5. Sustainable Land Management** (concepts and definition) Environmental issues (national and global) Improper waste disposal, Pollution Soil erosion Deforestation – forest, mangroves Land degradation/desertification Drainage, unsustainable land management causes and impact. Policy, legal and regulatory framework

**6. Mapping Community maps** – identify important features, buildings, routes Evacuation routes Hazardous/high risk locations Important buildings – schools, churches, police stations, clinics/hospitals, shelters, resource centers (vulnerable buildings) GIS and GPS mapping

## **ANNEX C**

### **Final Report Template**

The Consultant is free to format the Final Completed Report to his/her preferred presentation, but the report shall contain the following minimum content:

- a) Title Page
- b) Table of Contents
- c) Acknowledgements
- d) Executive Summary
- e) Background\☐ Aims and Objectives

- f) Methodology (standards used etc)
- g) Implementation
- h) Outputs and Results (including modules)
- i) Outcomes
- j) Conclusions
- k) Recommendations
- l) Lessons learned
- m) References
- n) Appendices

## 9. Submission Details

The expression of interest with valid company seal and signature should be submitted in hard copy in person. However, anyone who intends to submit EOI online should submit on the 12<sup>th</sup> of June 2020 (No later nor earlier). Submit your EOI with CV, Technical and Financial Proposal.

**ATTENTION:**

**Rebecca E. Doo**

**Assistant Manager, Procurement**

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or through email ([rdoo@epa.gov.lr](mailto:rdoo@epa.gov.lr)), indicating in subject area “**EOI for Development of Environmental Awareness/Education Module/Curriculum**”. Closing date for applications is 1PM, June 12, 2020. Any application coming/received after this deadline will not be given consideration. Only short-listed candidates whose applications correspond to the above criteria will be contacted for an interview.

NOTE: This information is also posted on the below websites: [www.emansion.gov.lr](http://www.emansion.gov.lr), [www.ekmsliberia.info](http://www.ekmsliberia.info), [www.epa.gov.lr](http://www.epa.gov.lr), and 2 local dailies.