

UNIVERSITY OF THE WEST INDIES, MONA

**CLIMATE SYSTEMS, TECHNIQUES AND RESOURCES FOR IMPROVED DECISION-
MAKING, EDUCATION AND SUSTAINABILITY PROJECT**

**CONSULTANCY SERVICES FOR A WRITER – CLIMATE CHANGE TEXTBOOK AND
TEACHERS’ MANUAL**

DRAFT TERMS OF REFERENCE

1. BACKGROUND

1.01 The Caribbean is extremely vulnerable to the impacts of climate change, rendering economies, livelihoods, infrastructure, human health and the general populace at extreme risk. As part of comprehensive mitigation and adaptation strategies, prioritising Climate Change Education (CCE) is critical to enhance awareness, knowledge, skills and behaviours among the public. While acknowledging the importance of CCE across all sectors and levels of society, particular emphasis should be placed on children and youth. As future decision-makers and citizens, it is crucial to invest in their education to foster attitudinal and behavioural shifts, ultimately facilitating a generational transformation in climate change action.

1.02 The Caribbean Development Bank has provided financing to the University of the West Indies (UWI) to implement the Climate Systems, Techniques and Resources for Improved Decision-Making, Education and Sustainability (Climate STRIDES) Project. The project financing is supporting consultancy services and the procurement of goods and services for the design and publication of the updated The State of the Caribbean Climate Report, CCE materials, knowledge products, and decision-support tools, to improve climate resilience decision-making, raise awareness about climate change risks and impacts, and promote climate-smart attitudes, actions and practices in the Caribbean. This consultancy includes the development of a textbook for secondary level students as well as an accompanying teachers’ manual. To inform this process, a review of secondary level curricula across specified Caribbean countries was undertaken.

2. OBJECTIVES

2.01 This consultancy aims to develop a climate change climate textbook for secondary level students along with a teachers’ manual. Ultimately, the consultancy should contribute towards improving CCE and stimulating climate-smart attitudes, actions and practices among students.

3. SCOPE OF WORK

3.01 The Consultant will undertake the following activities:

- (a) Review reference material such as (i) the curriculum evaluation report prepared by curriculum review consultant, noting existing climate change content, gaps in climate change content, and possible points of infusion of climate change content; (ii) the State of the Caribbean Climate Report; and (iii) other relevant resources.

- (b) Develop an annotated Table of Contents for the proposed textbook based on (i) findings of the curriculum review report and (ii) key resources such as the State of the Caribbean Climate Report.
- (c) Produce a draft climate change textbook for secondary level students along with a teachers' manual that addresses findings from the curricular review for four project countries: Dominica, Grenada, Guyana, and Jamaica. The textbook should be approximately 100 pages (excluding annexes).
- (d) Conduct virtual validation and sensitization sessions with stakeholders (such as curriculum review units of ministries of education, teachers) in each target country. The Consultant will also be required to produce a report on the sessions, highlighting stakeholders consulted, key feedback received, areas of consensus or concern, and recommendations for next steps.
- (e) Collaborate with other consultants, e.g., (i) the reviewer who will be engaged to review the draft textbook and manual and (ii) the producer of the audio version of the climate change textbook.
- (f) Produce final version of the climate change textbook for secondary level students along with a teachers' manual that addresses findings from the curricular review. The textbook and manual should incorporate relevant feedback from the validation sessions as well as feedback from reviewers.
- (g) Conduct in-person training for secondary school teachers on use of the textbook and manual as well as sensitization linked to the audio book. The consultant will deliver one (1) one-day, in-person training workshop for 25 to 40 participants in each of the following four project countries: Dominica, Grenada, Guyana, and Jamaica – four (4) one-day workshops in total. The consultant will produce a consolidated report that outlines key training and sensitization activities, participant attendance, main outcomes, challenges encountered, and recommendations for future sessions.
- (h) Participate in regular meetings organised by the Climate STRIDES/School of Education project team to monitor the progress based on an agreed timeframe, identify jointly any pending issues, and provide updates on the assigned deliverables.

4. QUALIFICATIONS AND EXPERIENCE

4.01 The Consultant should possess the following minimum qualifications and experience:

Education:

- (a) A master's degree or equivalent in Education; Climate Change; Environmental Sciences, Curriculum Development/Evaluation or closely related fields.

Experience:

- (b) A minimum of seven years of relevant professional experience in the fields specified in (a) above.
- (c) At least one similar completed assignment (co)authoring textbooks.

Skills:

- (d) Teacher education and/or training experience, preferably in the Caribbean (the CV should include examples of at least two teacher training exercises).

- (e) Familiarity with key CCE concepts and topics (e.g., greenhouse effect, weather, climate, mitigation, adaptation, etc.).
- (f) Experience in writing climate change content for diverse audiences.
- (g) Excellent writing skills in English Language, e.g., as evidenced by the CV detailing academic publications, reports and other professional written work, including for a general audience.
- (h) Excellent communication skills in English Language, e.g., as evidenced by the applicant’s CV listing presentations and talks delivered in the English Language.

5. REPORTING REQUIREMENTS AND DELIVERABLES

5.01 The consultancy is primarily home-based and will take place in the Consultant’s usual place of residence/work. However, some travel will be required as the consultant will be expected to conduct in-person training sessions in each of the 4 target countries. Travel costs will be covered under the total contract value.

5.02 The Consultant will report to the UWI Mona School of Education project team members as well as the Climate STRIDES Project Coordinator.

5.03 The Consultant will produce the following deliverables in the English Language:

Deliverable	Expected Submission Date
1. Inception Report, including methodology and workplan for the consultancy.	One week after contract signature
2. Draft annotated Table of Contents for the textbook.	2 weeks after contract signature
3. Draft of the textbook. The textbook should be approximately 100 pages (excluding annexes).	6 weeks after contract signature
4. Draft of teachers’ manual.	10 weeks after contract signature
5. 4 Virtual Validation Sessions a) 4 virtual validation sessions (1 per target country) b) Report summarizing proceedings and outcomes from validation sessions conducted on the draft textbook and manual.	12 weeks after contract signature
6. Final version of the textbook.	16 weeks after contract signature
7. Final version of teachers’ manual.	18 weeks after contract signature
8. 4 Training and Sensitization Sessions a) 4 in-person teacher training and sensitization sessions (1 per target country)	22 weeks after contract signature

b) Consolidated Report summarizing feedback from training and sensitization sessions conducted based on the finalised textbook and manual.	
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6. DURATION

6.01 It is estimated that approximately 50 person days over a 5.5-month period will be required to complete the tasks outlined in this consultancy.