

TERMS OF REFERENCE FOR INDIVIDUAL CONSULTANTS AND CONTRACTORS

Title	Funding Code	Type of engagement	Duty Station:
Consultant: climate change and environmental education curriculum standards	Non-Grant (RR)	Consultant	Remote

Background and Purpose of the Assignment

As the world grows closer to the 1.5-degree Celsius limit on global warming agreed to in Paris in 2015, carbon emissions are higher than any point in human history, and countries around the world are increasingly impacted by climate change and environmental degradation. Nigeria is no exception and is classified as “extremely high risk” on UNICEF’s global Children’s Climate Risk Index. Heavy rainfall, floods, rapidly increasing temperatures, growing aridity and soil erosion, environmental degradation and biodiversity and ecosystem loss have cumulative impacts on the social, economic and environmental structures in Nigeria.

As these factors stall development and impede the effective management of resources, children’s rights to survive, grow, thrive and learn are directly threatened. Nigeria has a population of 206 million people, more than 103 million of whom are children¹. It therefore accounts for approximately 4 per cent of the global child population and 10 per cent of the children globally living in extremely high-risk countries according to the CCRI². By 2050, one in 13 births will take place in Nigeria, expanding the number of children at risk, increasing competition for limited resources and putting additional pressure on social systems, such as health and education, which are already heavily burdened by the impacts of climate change.

The education system must be prepared to mitigate the impacts of climate change on children’s access to quality learning through climate-resilient sector planning and disaster risk reduction. This alone, however, is not enough. Education must also be leveraged as a primary catalyst for empowering Nigeria’s children and youth to call for and lead environmental action and to drive national, regional and global transformation for a more sustainable and life-sustaining future. The steps that Nigeria takes today—not only to strengthen the education system’s resilience to climate change but also to empower the country’s large population of children and youth to call for and lead environmental action, including through education—have immense potential to drive national, regional and global transformation for a more sustainable and life-sustaining future.

In 2019, Nigeria’s Federal Ministry of Environment’s Department of Climate Change developed the National Climate Change Policy for Nigeria (2021-2030). The policy envisions a low-carbon, climate-resilient Nigeria with the mission of ensuring sustainable development and a climate proofed economy through multi-stakeholder engagement. In 2021, Nigeria promulgated the 2021 Climate Change Act, which provides a framework for climate actions at the national level. As stated in the act, the Secretariat, with approval of the Council, advises the Ministries, Department and Agencies (MDAs) responsible for regulating educational curriculum in Nigeria on the integration of climate

¹ UNPD Department of Economic and Social Affairs. (2019). *World Population Prospects 2019*.

² UNICEF. (2021). Children’s Climate Risk Index (beta version). [Dashboard] Available at https://experience.arcgis.com/experience/0d9d2209bf104584a65e012b03b6d3f8/?data_id=dataSource_2-17b3a7be4c5-layer-1_427%3A159

change into various discipline and subjects across all educational levels³. It notes the potential for partnerships with MDAs and the support of scientific research and similar project to facilitate the formulation and development of educational curricula and programmes aimed at adaptation and risk mitigation.

UNICEF, as a custodian of the landmark Intergovernmental Declaration on Children, Youth and Climate Action, supports governments around the world both in strengthening education sector resilience and in enhancing children's knowledge and skills regarding climate change, environmental degradation and readiness for the future, both through green skills development and disaster risk preparedness.

The UNICEF Nigeria Country Office (NCO) Basic Education programme addresses three key outputs focused on system strengthening, equitable access to education and improved learning outcomes. NCO's work on climate change in the education sector spans all three outputs by strengthening government capacities for climate-resilient education sector planning and service provision; expanding access to safe, protective, climate resilient learning environments; and empowering children and young people with the knowledge, skills and opportunities to influence climate-change discussions, policy making and Nigeria's transition to a more sustainable future. To support the latter, UNICEF will work with government partners, other UN agencies and a network of key stakeholders, especially children, youth advocates and climate activists, teachers and community members to review the existing curriculum against international guidance and standards in order to develop a set of curriculum standards for climate change and environmental education. The consultant will provide technical expertise and leadership of a stakeholder committee to guide the development of curriculum standards and identification of aligned materials for use by teachers and learners.

Scope of Work:

Under the supervision of Chief Education, the consultant will be responsible for the following over the course of the contract:

- The consultant is expected to provide technical leadership to a committee which will comprise key stakeholders (government partners, other UN agencies and a network of key stakeholders, especially children, youth advocates and climate activists, teachers and community members, and UNICEF and other UN agency climate change and education focal points at the NCO and field office levels) for review of and feedback on the below-outlined deliverables.
- The consultant will lead the desk review of national policies, curriculum frameworks and international guidance on climate change and environmental education and draft an inception report based on the findings.
- Based on this review and the existing framework for climate literacy education, the consultant will draft a set of curriculum standards for basic education (pre-primary, primary and junior secondary school), conduct a review process with the committee, collate all inputs and effect necessary changes to the standards, and finalize the standards with a set of expert recommendations for their implementation.
- The consultant will lead the development of criteria/checklist based on the curriculum standards to be used for reviewing climate change and environmental education content and will share with the committee for feedback and validation before finalizing the checklist.

³ Nigeria Climate Change Act 2021. Section 26, sub-section 1.

<https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/112597/140749/F962932059/NGA112597.pdf>

- The consultant will lead the committee in collating existing climate change and environmental education content from local CSOs and NGOs, UN agencies, other development organizations, and state and federal government agencies and will map the content against the developed criteria to curate a set of materials which can be used by teachers and learners to implement the standards across basic education levels. The consultant will lead a workshop with the committee to validate, revise and finalize the curated packages and identify remaining gaps in available content.
- The consultant will develop, with input from the committee—especially teachers—a brief guidance note for each package by education level (pre-primary, primary and junior secondary) to guide teachers and school personnel with how to use them.

Child Safeguarding

Is this project/assignment considered as “[Elevated Risk Role](#)” from a child safeguarding perspective?

YES **NO** If YES, check all that apply:

Direct contact role YES **NO**

If yes, please indicate the number of hours/months of direct interpersonal contact with children, or work in their immediately physical proximity, with limited supervision by a more senior member of personnel:

Child data role YES **NO**

If yes, please indicate the number of hours/months of manipulating or transmitting personal-identifiable information of children (name, national ID, location data, photos):

More information is available in the [Child Safeguarding SharePoint](#) and [Child Safeguarding FAQs and Updates](#)

Budget Year: 2023	Requesting Section/Issuing Office: <i>Education/Abuja</i>	Reasons why consultant cannot be done by staff: The role requires significant and specific technical capacity and expertise on climate change and environmental education. The consultant will develop a series of concrete deliverables, including a set of curriculum standards and a package of climate change education materials, based on this technical expertise.
Included in Annual/Rolling Workplan: Yes No, please justify:		
Consultant sourcing:		Request for:

National International Both Consultant selection method: Competitive Selection (Roster) Competitive Selection (Advertisement/Desk Review/Interview)		New Individual Contract Extension/ Amendment	
If Extension, Justification for extension:			
Supervisor:	Start Date: 17 April 2023	End Date: 4 August 2023	Number of Days (working) 65 days

Deliverables/Outputs (monthly payment):	Timeline
1. Inception report detailing the findings of the desk review of national policies, curriculum frameworks and international guidance on climate change and environmental education (CCEE).	By 26 April 2023
2. Set of curriculum standards for basic education (pre-primary, primary and junior secondary school) drafted, reviewed with the committee, updated based on inputs and finalized, including a set of expert recommendations for their implementation. Deliverable will include a brief report of the related committee meeting(s) held, their discussions/outcomes, and actions taken to address these.	By 19 June 2023
3. Checklist of criteria based on the curriculum standards for reviewing/selecting CCEE content developed, validated with committee and finalized. Criteria must be able to be used by government, UNICEF field offices and classroom teachers and must ensure that the materials are age- and developmentally appropriate, gender transformative, disability inclusive, culturally relevant and contextualized (with priority given to locally developed materials), and aligned with the CCEE curriculum standards. Deliverable will include a brief report of the related committee meeting(s) held, their discussions/outcomes, and actions taken to address these.	By 30 June 2023
4. Existing CCEE content collated from local CSOs and NGOs, UN agencies, other development organizations, and state and federal government agencies and mapping of these materials against the developed criteria submitted via a brief report, which also identifies existing gaps and further needs for materials to be developed, as relevant.	By 14 July 2023
5. Three curated sets of materials (pre-primary, primary and junior secondary) developed to be used by teachers and learners in formal and non-formal education to implement the standards, along with brief teachers'/educators' guides for their use. Workshop hosted with the committee for validation and	By 4 August 2023

revision and finalized packages submitted. Deliverable will include a brief report of the related committee meeting(s) held, their discussions/outcomes, and actions taken to address these, as well as a set of powerpoint slides demonstrating the final package of products and how they can be used for partners.	
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Estimated deliverable fees			
1. Inception report with findings of desk review. Curriculum standards drafted, reviewed with committee, and finalized; submitted with recommendations for implementation and committee meeting reports.			40%
2. Checklist of criteria developed, validated and finalized; submitted with committee meeting reports.			20%
3. Report with CCEE materials mapped and gaps identified.			15%
4. Three curated sets of materials (pre-primary, primary and junior secondary) developed, reviewed/validated, finalized and submitted with committee meeting reports. Powerpoint slide deck developed to present the final set of products and how they can be used to partners.			25%

<p>Minimum Qualifications required:</p> <p>Bachelors Masters PhD Other</p> <p>Enter Disciplines – Climate Change; Environmental Science; Environmental Education; Science Education or other related field</p>	<p>Knowledge/Expertise/Skills required:</p> <p><u>Qualifications:</u></p> <ul style="list-style-type: none"> • A minimum of 10 years of experience in environmental science and/or environmental education • A minimum of 5 years of experience advising government and other education stakeholders on the integration of climate change and environmental science into education policies or curricula. • At least 5 years of experience translating environmental science into practical and actionable content for education stakeholders, specifically teachers and children
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	<ul style="list-style-type: none"> • Demonstrable experience supporting the development or review of climate- and environment-related education content • A minimum of 5 years working experience working in or as a direct consultant for UN organizations and/or Ministries of Education • Strong working knowledge of key international guidance on climate change and environmental education, curriculum and teaching/learning content development • Strong knowledge of the Nigerian (or at least other developing countries) context and understanding of international development issues, including the status of the humanitarian-development nexus nationally and at the state level in Nigeria, particularly as it relates to education for girls and marginalized populations. • Strong working knowledge of Nigeria's basic education curriculum. <p><u>Other skills and attributes:</u></p> <ul style="list-style-type: none"> • Experience working in Nigeria, West and Central Africa region, or other similar development contexts • Strong knowledge of the Nigerian political landscape and recent developments in education • A good understanding of UNICEF's programmatic areas, namely Education (especially Education in Emergencies) and WASH • Excellent written and oral communication skills, with experience translating evidence for and communicating with a broad range of actors (including government) on sensitive issues • Ability to present ideas concisely for diverse audiences and to give practical, actionable advice grounded in evidence <p><u>Language requirements:</u></p> <ul style="list-style-type: none"> • Fluency in English is required.
<p>Administrative details:</p> <p>Visa assistance required:</p>	<p>Home Based Office Based:</p> <p>If office based, seating arrangement identified:</p>

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Transportation arranged by the office:	IT and Communication equipment required: Internet access required:
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<p>TOR prepared by</p>  <p>Sarah Fuller, Education Consultant, UNICEF Nigeria</p> <p>Supervisors signature</p>  <p>27 March 2022</p> <p>John Ekaju, Education Manager (stretch), UNICEF Nigeria</p> <p>Request Authorised by Section Head</p> <p>Saadhna Panday-Soobrayan, UNICEF Nigeria</p>	<p>Approved by</p> <p>Aboubacry Tall, Deputy Representative, a.i., UNICEF Nigeria</p>	<p>Request Verified by HR:</p>
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