

JOB TITLE Climate change Curriculum Development Specialist/Consultant	
REPORTING TO SOLKAS Project Manager with matrix reporting to Director of Teaching and Learning and Manager Curriculum Division and Director of School Services at MEHRD and reporting to Deputy Secretary, Teaching and Learning and Deputy Secretary Education Services (DSES)	LOCATION Remote and Honiara, Solomon Islands
	BUDGET Fees quoted should be inclusive of all taxes and expenses
CHILD SAFEGUARDING As part of these responsibilities consultant will support the establishment of child safeguarding systems, promote a culture of keeping children safe, and ensure that potential harm to children (by our own staff and/or as a result of how we do our work) is identified and addressed on an ongoing basis. The post holder should report and respond to interventions as determined by position related responsibilities identified in the SCA Child Safeguarding Policy and Code of Conduct.	
INTRODUCTION This document provides Terms of Reference (TOR) for an 6-month, climate change curriculum development specialist consultancy for the Solomon Islands Knowledge-Action-Sustainability for Resilient Villages (SOLKAS) Project to work collaboratively with local consultants and the staff of the curriculum development division of Ministry of Education and Human Resources Development (MEHRD) Save the Children SOLKAS Project seeks a Climate Change Curriculum Development consultant to support and lead curriculum development focusing specifically on junior secondary years (Forms 1- 3). The consultancy will work closely with the Ministry of Education and Human Resource Development (MEHRD), Teaching and Learning Department, Curriculum Development Unit, and in collaboration with local curriculum development technical assistance and other key stakeholders where necessary. Background: DRAFT materials for Grade 7,8 and 9 are available but are not completed to expected quality. This consultancy is to: <ul style="list-style-type: none"> - <i>Providing quality assurance, including developing further these draft materials (Learner’s Resources and Teacher Guide) for each year into quality draft materials for piloting by: <ul style="list-style-type: none"> o <i>Addressing the comments and feedback</i> o <i>Reviewing recommended resources from existing Pacific school climate curriculum for incorporation as appropriate</i> o <i>Seek inclusion of appropriate news stories or case studies from the local context</i> </i> - <i>Consult with MEHRD and MECDM (Ministry of Environment, Climate Change and Disaster Management) stakeholders with support from local consultant to obtain feedback and revise accordingly with SOLKAS PMU to ultimately seek endorsement from MEHRD for piloting phase in pilot schools</i> - <i>Manage piloting phase with local consultant and MEHRD colleagues to assess the materials in use at pilot schools and gather feedback to inform revision of the Learner Resources and Teacher Guides</i> - <i>Update materials to incorporate feedback and submit for final rounds of review with key stakeholders</i> - <i>Following approval of the materials (Learner Resources and Teacher Guide for each grade), design Teacher training sessions</i> - <i>Deliver teacher training sessions with local consultant and MEHRD colleagues</i> 	

Solomon Islands Knowledge-Action-Sustainability for Resilient Villages (SOLKAS) Project

SOLKAS is a 6-year (2024-2030) project principally funded by the Green Climate Fund (GCF), with contributions from the Australian Government aid program and New Zealand Government. The project is co-executed by Save the Children Solomon Islands and the Solomon Islands Ministry of Environment, Climate Change, Disaster Management, and Meteorology (MECDM), who jointly manage activity implementation (that will be undertaken by a range of government departments and contractors). Save the Children Australia will act as the GCF Accredited Entity, with ultimate responsibility for project delivery. It will be implemented in six provinces in the Solomon Islands.

SOLKAS Project Goal:

The project's objective is to strengthen the resilience of target communities and beneficiaries to climate change impacts and associated natural hazards by strengthening the capacities of national, subnational, and local governments, communities, and schools to understand, adapt, plan and implement responses to climate crises.

The project's theory of change 'paradigm shifting' goal statement is that **IF** Solomon Islands' remote and rural communities acquire – from schools and local governance institutions – knowledge of climate change risks and the skills and tools to adapt livelihoods and ways of living **THEN** they will have increased adaptive capacity to improve food security, nutrition, and infrastructure; pursue climate-resilient livelihoods; and access information flows and governance systems **BECAUSE** improved governance will respond to community needs; integrating climate risks into planning will safeguard food security, nutrition, and infrastructure investments; and communities and schools will take action and innovate to secure their future.

The project will work to achieve this objective via activities under three interlinked components:

- **Component 1:** Community, school and youth stakeholders have increased understanding of climate change and the ability to develop and implement locally-relevant adaptation plans.
- **Component 2:** Communities and schools increase climate resilience via upgraded infrastructure, increased knowledge, enhanced food and water security, and sustainable livelihoods.
- **Component 3:** Communities and schools are making data-driven adaptation decisions, are supported by sub-national government with enhanced capacity, and have more climate resilient livelihoods.

Context of Role: Specifically, this consultancy will contribute to the following project outputs:

Output 1.1 Children, youth, and communities have access to (and can utilise) climate change materials, climate information services and early warning systems

Activities under this output will embed information on key climate change drivers and impacts in community and education systems. A wide range of stakeholders, including children, youth, teachers, community and disaster risk committee members, will access new and targeted materials to help them understand climate change and adaptation and act on this information (including physical, social, and ecosystem-based actions). Materials and tools will support people to undertake climate and disaster risk assessments and develop inclusive adaptation plans through participatory processes, and early warning systems.

Activity 1.1.1: Increase school children's understanding of current climate change impacts and future risks. This activity includes developing climate change modules for integration into the curriculum in association with MEHRD; developing teacher training and capacity development materials for use in school in pidgin languages; ensuring all materials are sensitive to gender and people with disability; and distributing teaching and learning materials on climate change and adaptation nationwide.

Output 2.2 – School children have access to climate change curriculum materials

This output will support increased knowledge of climate change among school children and their teachers via the rollout of the climate change curriculum materials developed under Output 1.1.

Activity 2.2.1: Support use of climate change curriculum materials in targeted schools. This activity will ensure schools are using project-supported climate change curriculum materials in classrooms, via teacher training for climate change micro-learning modules, use of formal and informal curriculum materials, and evaluation and update of materials where required for technical and pedagogical accuracy and appropriateness.

ROLE

The **purpose of this consultancy** is to work closely with the local Curriculum development consultant and Ministry of Education and Human Resource Development (MEHRD), Teaching and Learning Department, Curriculum Development Unit and Schools Division and DRR and CC Officer of MEHRD to support assessment of current junior secondary student materials for climate change content and climate responsive education approaches, in line with international best practice; the development of climate change micro-learning modules for integration into junior secondary curriculum, and development of teacher training and capacity development materials for use in schools.

The consultancy is to be delivered over a 6-month period (December 2024 – May 2025) with key deliverables aligned with the school calendar and MEHRD availability. The following are essential elements within the consultancy approach and methodology:

- With support from MEHRD Curriculum Development Unit, SOLKAS technical advisors and regional partners, provide technical oversight for curriculum development planning, consultation, drafting and piloting activities in partnership with MEHRD identified key stakeholders and the local Curriculum Development Consultant.
- Support regular pro-active, action-focused coordination and update meetings designed to ensure timely development of deliverables.
- Liaise with designated counterparts within government departments, and key implementing partners to consult, coordinate and follow-up on required information for development of curriculum, and development of relevant teacher training materials.
- Liaise, collaborate and work closely with the MEHRD Curriculum Development Unit and Teacher professional development unit and School Services unit, SOLKAS staff and MECDM to develop relevant, contextualised climate change content targeting Forms 1 to 3 (junior secondary school).

MAIN RESPONSIBILITIES

The consultancy main **responsibilities** are to provide curriculum development/ teacher training technical oversight working closely with the local Curriculum Development consultant to:

- Develop DRAFT climate change micro-learning modules into completed Learner Resources and Teacher Guide for junior secondary curriculum (Forms 1 to 3) in collaboration with feedback from relevant international technical specialists, MEHRD technical staff and other key stakeholders; using MEHRD established Curriculum development, review and approval processes – including Learner Resources and Teacher Guide for each grade
- Consult with relevant stakeholders regarding climate change content, integration, piloting, refinement, finalisation;
- Develop teacher training and capacity development materials for use in school in pidgin languages (translator provided);
- Ensure all materials are sensitive to gender and people with disability;
- Prepare for, and support delivery of national and provincial workshops as part of the National whole Educator Professional Development Strategy.

Specific essential tasks of the consultancy project are to work closely with the local curriculum development consultant and MEHRD to achieve the following in a timely manner to a quality standard:

1. Identify opportunities for integration of climate change in accordance with international best practice approaches and locally-informed workable solutions.
2. Review the existing draft climate change curriculum materials (Learner Resources and Teacher Guide) for each grade of junior secondary (grade 7, 8, 9) in terms of comments/feedback provided and climate change education resources provided. Further develop these climate change micro-learning modules for integration into both the teacher training curriculum and the Form 1-3 secondary curriculum (student materials and teacher guides).
3. Collaborate with subject matter experts, educators, and stakeholders to gather input and insights for curriculum enhancement with integration of climate change content.
4. Develop clear and measurable learning objectives aligned with educational standards and goals
5. Design a curriculum framework outlining the structure, sequencing, and scope of content for each grade level (forms 1 to 3) subject area, based on MEHRD CDD advice.
6. Integrate relevant indigenous pedagogical approaches, instructional strategies, and assessment methods to promote effective teaching and learning.
7. Ensure inclusivity and diversity by incorporating culturally responsive practices and resources into the curriculum.
8. Oversee piloting of micro-learning modules integrated to curriculum and Improvement: Test with a small pilot group in schools, gathering feedback from students and teachers on clarity, engagement, and effectiveness.
9. Refine based on feedback: Incorporate suggestions to improve the modules before wider implementation
10. Develop Teacher Training materials for piloting, feedback and refinement
11. Pilot professional development workshops and training sessions for teachers to support effective implementation of the new curriculum to inform refinement and final verification of materials based on suggested improvements.
12. Develop guidance for teacher learning circles (peer to peer learning groups) to support continuous professional development on climate change education and integration into the curriculum
13. Create and test micro-module curriculum materials, including lesson plans, to facilitate instruction and student engagement.
14. Establish mechanisms for ongoing evaluation and feedback to continuously improve the curriculum based on data and stakeholder input.
15. Develop guidelines and resources for differentiated instruction to meet the diverse needs of learners.
16. Coordinate with assessment experts to align curriculum objectives with appropriate formative and summative assessment practices.
17. Ensure compliance with national education policies, standards, and regulations throughout the curriculum development process.
18. Monitor and evaluate the implementation of the new curriculum during the pilot phase, making adjustments as needed to address challenges and maximize effectiveness.
19. Provide support to provincial and national workshops as required.
20. Provide support and guidance to school administrators and educational leaders in implementing and managing the new curriculum effectively.

CORE DELIVERABLES

Timeframes are indicative based on the following phases:

- December 2024: Review of existing draft Learner Resources and Teacher Guides and development into drafts for review by early January with more appropriate contextualised activities, stories
- late January/early February 2025: Feedback sessions with SOLKAS, MEHRD and MECDM for final round revisions and endorsement for the piloting phase

- March and April: Piloting and Improvement phase – school piloting and feedback
- April - May 2025: Review and refinement of materials, workshops and teacher training design
- June 2025: Workshops and Final reporting

The table below details fees and estimated consultancy days by deliverable. Fees are based on submission and acceptance of satisfactory deliverables:

#	Deliverable	Deliverable date (indicative)	Fee %
1.	Completed workplan following initial review of existing materials	December 2024	n/a
2.	Completion of draft Learner Resources and Teacher Guides for three grades, feedback sessions with key stakeholders and revision for piloting purposes endorsed by SOLKAS PMU, the Director of Teaching and Learning, Director School Services and Manager of Curriculum Development Unit	February 2025	30% of total fee
3.	Final draft Learner Resources and Teacher Guides including incorporation of feedback from piloting and improvement phase: modules on climate change Forms 1 to 3 (junior secondary) and all modules approved by SOLKAS, MECDM and MEHRD for publishing	April 2025	30%
4.	<p>Completion of Final Teacher Training materials for target audience approved modules / curriculum endorsed by MEHRD and inclusive of feedback from piloting/testing and improvement phase: These should include teacher resources providing clear instructions, background information, and assessment tools. Guidance on:</p> <ul style="list-style-type: none"> • Effective delivery: Guide teachers on using modules effectively in the classroom. • Answering student questions: Equip teachers with knowledge to address student inquiries. • Classroom activities: Offer suggestions for hands-on activities to reinforce learning <p>National workshops completed with teachers for training and a series of professional development learning circles</p>	May /June2025	30%
5.	Final presentation and workshop – endorsement of Final deliverables from MEHRD	June 2025	10%

Payment is subject to deliverables of a high standard accepted by both Save the Children, MECDM and MEHRD.

Key deliverables as defined above should be submitted to the supervisors in MEHRD and SOLKAS, in electronic formats.

QUALIFICATIONS & EXPERIENCE

Essential knowledge or experience

- Demonstrated experience in development of curriculum and development of teacher training materials for secondary years.

- Demonstrated experience in climate change education and development of climate change or environmental curriculum materials
- Demonstrated ability to plan and deliver consultancy with skills and strong time management, administrative and organisational skills.
- Highly developed communication skills, written and verbal, including highly developed report writing skills.
- Experience working with a range of teams and education sector stakeholders including government, non-government.
- Excellent project management, advocacy and diplomatic skills to enable effective engagement and responses with stakeholders.

Desirable knowledge or experience

- Experience in curriculum development projects in the Solomon Islands or Pacific.
- Experience with approaches to school safety / climate change adaptation / mitigation, including Disaster Risk Reduction or hazard management in schools.

Required qualifications and/or accreditations

- Tertiary qualification/s in relevant and/or related discipline or equivalent work experience.

WORKING CONDITIONS

The International consultant will work closely and collaboratively with the local consultant under the overall guidance of the Director of Teaching and Learning and Manager Curriculum Division and Director of School Services at MEHRD and reporting to Deputy Secretary, Teaching and Learning and to SOLKAS PMU. The consultant will also report on contractual progress, risks and deliverables to SOLKAS PMU. Acceptance of satisfactory deliverables, and payment for deliverables will be agreed by SOLKAS PMU, Save the Children and only with endorsement of deliverables by MEHRD and International Curriculum Development Specialist.

Date: Please submit proposal by 10 December 2024 clearly stipulating fees and anticipated expenses.