Terms of Reference

**Name of consultancy:** Creating a curriculum for the Sustainable Grenadines Inc. Junior Ranger Program.

<table>
<thead>
<tr>
<th>Summary</th>
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<tbody>
<tr>
<td>Title</td>
<td>Junior Ranger Program curriculum development consultant.</td>
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<tr>
<td>Purpose</td>
<td>To create a curriculum for the Sustainable Grenadines Inc. Junior Rangers Program.</td>
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<tr>
<td>Expected fee</td>
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<tr>
<td>Location</td>
<td>Union Island, St. Vincent and the Grenadines.</td>
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<tr>
<td>Duration</td>
<td>2 months</td>
</tr>
<tr>
<td>Start Date</td>
<td>June 26th, 2017</td>
</tr>
<tr>
<td>Reporting to</td>
<td>James Lord, Executive Director, Sustainable Grenadines Inc.</td>
</tr>
</tbody>
</table>

1. Background

1.1 Beneficiary country

St. Vincent and the Grenadines, focused on Union Island in the southern Grenadines.

1.2 Contracting and Program

Sustainable Grenadines Inc. (SusGren) is a bi-national NGO working to empower the people of the Grenadines to develop a prosperous and sustainable blue economy. Through partnerships with the governments of Grenada and Saint Vincent and the Grenadines, grassroots organizations and the private sector, SusGren is improving natural resource management in the Grenadines, an area of outstanding biodiversity value that contains the most extensive coral reefs in the southeastern Caribbean.

The consultant will be hired by SusGren with funding from the United States Agency for International Development (USAID) through the Caribbean Marine Biodiversity Program, a five-year project led by The Nature Conservancy in partnership with SusGren and other partners.

The Caribbean Marine Biodiversity Program aims to reduce threats to marine-coastal biodiversity in priority areas in the Caribbean – including high biodiversity ecosystems such as coral reefs, mangroves, and seagrass beds – in order to achieve sustained biodiversity conservation, maintain critical ecosystem
services, and realize tangible improvements in human wellbeing for communities adjacent to marine managed areas (MMAs). Toward this goal, the project aims to achieve four main results:

1. An enabling environment created for long-term MMA success (high level political support and sustainable finance)
2. Effective marine spatial plans and seascape governance mechanisms
3. A more sustainable fisheries sector
4. Effective management and governance of MMAs.

Toward the Result #4 – Effective management and governance of MMAs, SusGren is piloting a Junior Ranger program to train and inspire young people to embark on a career in natural resource management. The program is expected to help increase the availability of a skilled and motivated workforce.¹

The Junior Ranger Program is designed to foster a new generation of young environmentalists who are able to become future rangers, marine biologists and other environmental management professionals of the Grenadines. Additionally, the Program aims to foster a love of nature in young people, develop their ability to take care of the environment and show others the way. The Junior Ranger Program also provides opportunities to young people to develop their full potential and empower them to be agents of positive change within their communities. The Junior Rangers are expected to uphold a pledge they created, and the mnemonic ‘HELP’ - Heal, Explore, Learn, and Protect.

1.3 Current status and future direction of the program

The Junior Ranger Program is currently in the pilot stage. It involves eleven children from Union Island aged 11-14 who began the program in August 2015. The participants were chosen through a selection process whereby they were nominated by their schools then interviewed by SusGren staff. The participants meet every other Saturday, with each lesson facilitated by two of SusGren’s staff, who are responsible for planning and preparing lessons. Other community members occasionally teach classes in their subject area. Each session – either classroom-based or outdoors – is planned using an activity book containing 30 lesson plans for years 1 and 2 of the Junior Ranger Program.

By 2020, SusGren aims to have completed the pilot project and developed a fully fledged program that is ready to roll out to other islands in the Grenadines (and potentially further afield). The full program is envisaged to be a five-year program to train young people from age 10 to 16 so that by the time they finish the program they have the necessary competencies to start work as a protected area ranger or other environmental professional. There will be levels within the program to track advancement and upon completion of the final level, participants would graduate. To facilitate expansion and replication of the program, SusGren seeks to create a curriculum and teacher’s resource pack.

¹ A global analysis of protected area management effectiveness (Leverington et al., 2010) using the Management Effectiveness Tracking Tool (METT) found that the indicator ‘staff/other partners’ skill levels’ was the factor most closely correlated with the outcome ‘conservation of values’, suggesting that having competent personnel leads to more effective conservation outcomes for protected areas.

2. Objective, purpose and expected results of the consultancy

2.1 Overall objective
To create a curriculum for the overall Junior Rangers Program (ages 10 to 16, equivalent to primary school grade 6 to secondary school form 5).
Subsequent consultancies will utilize the curriculum to develop a teacher’s resource pack containing lesson plans and teaching resources for the program.

2.2 Purpose
The purpose of creating a curriculum is to guide the planning of lessons so that learning outcomes build on one another over time toward an end goal – to have 16 year-old graduates of the Junior Ranger Program with the competencies to be a protected area ranger or other environmental professional.

The purpose of creating a teacher’s resource pack containing ready-to-use lesson plans and teaching materials is to facilitate the delivery of high-quality teaching and the achievement of learning objectives by Junior Rangers. It will also facilitate replication of the program.

As described above, the ultimate purpose of the Junior Ranger Program is to generate skilled and motivated environmental professionals and spread environmental stewardship within communities throughout the Grenadines. Strengthening the program and facilitating its expansion will benefit more young people and raise standards in environmental management over a wider geographic area, helping to ensure a healthy future for the people and environment of the Grenadines.

3. Scope of the work

3.1 Geographical area to be covered
The curriculum and teacher’s resource pack for the SusGren Junior Ranger Program should be applicable to the Grenadine Islands of Grenada and Saint Vincent and the Grenadines.

3.2 Target groups
The curriculum and teacher’s resource pack should be usable by any teacher, whether professionally trained or amateur, who wishes to teach a Junior Ranger class. The idea is to create a set of user-friendly resources that will make it easy to teach a class even with minimal prior teaching experience or knowledge of the subject matter. We anticipate these resources being used by SusGren staff, staff of other government and non-government organizations, school teachers and youth group leaders.

3.3 Approach – subject matter, teaching methods and other considerations
The subject matter should focus on building competencies necessary for a career as a ranger or other environmental professional. The consultant should utilize an authoritative source such as the IUCN Global Register of Competencies for Protected Area Practitioners by Mike Appleton (a great reference for the competencies needed by managers, staff and stewards of terrestrial and marine protected areas) to define the set of competencies that Junior Rangers should possess when they graduate aged 16.
Competence to perform a particular function (e.g. drive a boat safely) requires skills (e.g. boat driving), knowledge (e.g. regulations, safety issues) and attitudes (e.g. responsibility for oneself and others). Thus, the Junior Ranger Program should develop the necessary skills, knowledge and attitudes to give Junior Rangers competencies. This will entail a mixture of practical and theoretical learning.

Junior Rangers should graduate with a good general understanding of key environmental issues facing the Grenadines and their solutions. The Program should foster their love of and fascination with the natural world. It should also give them opportunities to take action individually and as a group. By organizing and taking action together to solve an environmental problem, the Junior Rangers should become empowered by witnessing what people can accomplish when we work together.

We wish to minimize the traditional “chalk and talk” style of teaching which places the teacher at the center, as the source of knowledge, and embrace modern teaching methods that focus on learning by doing, discovery through experience and critical thinking. There should be a mix of outdoor and classroom based learning.

Where possible, the consultant should draw upon existing teaching resources.

There should be at least 15 lessons per year of the Junior Ranger Program. A typical Junior Ranger class is from 09:00 a.m. to 12:00 p.m. on a Saturday. The majority lessons should be designed for this duration. There can be some longer classes and other educational activities, including field trips.

The availability of resources must be considered when designing the lesson plans. It should be assumed that modest amounts of resources are available (e.g. classroom, teacher, printing, teaching supplies) and that some classes can involve greater amounts of resources (e.g. specialist trainers in particular fields, books, transportation, equipment and refreshments for field trips).

### 3.4 Deliverables and Timeline

The following is a suggested approach. Interested consultants are welcome to make recommendations for modifications.

<table>
<thead>
<tr>
<th>Tasks</th>
<th>End products/ deliverables</th>
<th>Timeline</th>
</tr>
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<tbody>
<tr>
<td>1. Review an authoritative source such as the IUCN Global Register of Competences for Protected Area Practitioners by Mike Appleton. Use this source, as well as input from SVG National Parks, Rivers and Beaches Authority, Grenada’s MPAs and the marine managed areas in the Grenadines such as Tobago Cays Marine Park and Sandy Island / Oyster Bed MPA, to define the set of competences that Junior Rangers should possess when they graduate aged 16 that will prepare them for a career as a protected area ranger or other environmental professional.</td>
<td>A table detailing the competencies that Junior Rangers should possess when they graduate aged 16 that will prepare them for a career as a protected area ranger or other environmental professional. The table should give a brief explanation of the competence, main knowledge/skill/attitude requirements for the competence, example performance criteria, example means of assessment and recommended prior competence requirements. Note that the initial version of this</td>
<td>June 30th, 2017</td>
</tr>
<tr>
<td>Table may be amended once the subsequent tasks have been completed because developing the curriculum and researching available educational resources will provide a clearer idea of what is feasible. Provide a brief report explaining the process by which these competencies were selected, including who was consulted.</td>
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<tr>
<td><strong>2. Design a five-year curriculum that builds the skills, knowledge and attitudes Junior Rangers will need to develop the desired competencies.</strong></td>
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<td>The learning objectives (skills, knowledge, attitudes and competencies) to be achieved in each year should be defined and organized according to how they will be achieved (i.e. which objectives will be achieved in which classes / activities). The classes and activities that enable the learning objectives to be achieved shall be outlined, including an outline of required resources as well as means of assessment of achievement of learning objectives and timeframe.</td>
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<tr>
<td>A curriculum that defines the learning objectives to be achieved during each year of the five-year Junior Ranger Program. The curriculum shall outline how the learning objectives will be achieved through classes and other educational activities. The curriculum must include an outline of the resources required (including teaching materials) for each class or activity, as well as a brief description of the means of assessment and timeframe. Accompanying text shall explain the rationale for the choices, how the learning objectives build on one another, and any other important considerations. July 15th, 2017</td>
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<td><strong>3. Review existing educational resources to identify appropriate resources to deliver the curriculum learning objectives and identify gaps where it will be necessary to develop new resources.</strong></td>
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<tr>
<td>For instance, if a learning objective is for the Junior Rangers to be able to administer basic first aid, an appropriate first aid course can be identified, rather than “reinventing the wheel.” As another example, we may wish for the Junior Rangers to learn about their local ecosystems through guided nature walks. Resources are available that provide guidance for teachers wishing to provide such learning experiences. These would need to be tailored to the local context.</td>
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<tr>
<td>A finalized version of the curriculum concisely detailing which existing courses and teaching resources can be used to achieve each of the learning objectives, and where new teaching resources will need to be developed. A compendium of existing educational resources that can support the Junior Ranger Program development. All of the above deliverables combined into a single document with attractive presentation and consistent formatting and layout. July 30th, 2017</td>
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</table>
environment.

As another example, there are existing lesson plans, teaching materials and resources that can either be used as they are, incorporated into Junior Ranger lessons or adapted. The consultant should identify good sources of such materials.

Finally, the consultant shall put all of the deliverables together in one document with consistent formatting. If applicable, the earlier deliverables should be edited based on information coming to light since the initial versions.

4 Contractor Duties

- Review an authoritative source on competencies required by environmental professionals such as the IUCN Global Register of Competencies for Protected Area Practitioners by Mike Appleton.
- Consult senior personnel at SVG National Parks, Rivers and Beaches Authority, Grenada Fisheries Division, and at least one marine protected area in the Grenadines, such as Tobago Cays Marine Park, regarding the competencies required by marine protected area personnel in Grenada and Saint Vincent and the Grenadines.
- Define the set of competencies that SusGren Junior Rangers should possess when they graduate aged 16 that will prepare them for a career as a terrestrial or marine protected area ranger or other environmental professional. Document this in a table.
- Write a concise report explaining the rationale for the choice of competencies, including which sources were researched and who was consulted.
- Design and write a five-year curriculum that builds the skills, knowledge and attitudes Junior Rangers will need to develop the desired competencies.
  - Define the learning objectives (skills, knowledge, attitudes and competencies) to be achieved in each year and organize them according to how they will be achieved (i.e. which objectives will be achieved in which classes / activities).
  - Outline the classes and other educational activities to achieve the learning objectives, including the required resources, means of assessment and timeframe.
  - Write accompanying text explaining the rationale for the choices made in designing the curriculum, how the learning objectives build on one another, and any other important considerations for developing the program.
- Review existing educational resources, identify appropriate resources to deliver the curriculum learning objectives and identify gaps where it will be necessary to develop new resources.
- Revise the curriculum document by adding information explaining which existing courses and teaching resources can be utilized to achieve each of the learning objectives, and where new teaching resources will need to be developed.
- Compile a compendium of existing educational resources that can support the Junior Ranger Program development.
5 Qualifications or Specialized Knowledge/Experience Required

- Minimum of a bachelor's degree in marine or environmental science, education or related field
- Minimum of two years teaching experience
- Excellent written communication skills
- Proven ability to synthesize information from desk research and consultation
- Excellent organizational skills
- Ability to meet deadlines
- Passion for environmental education and training

6 Knowledge/Experience Desired but not Required

- Master's degree in protected area management, marine or environmental science, education or related field
- A formal teaching qualification
- Understanding of learning theory and modern teaching methods
- Experience in environmental education
- Experience developing curricula and training programs
- Experience in teacher training
- Experience working with pre-teen and teenage children
- Experience working in the Grenadines or the Caribbean
- Visual communications skills.

7 Payment schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Deliverable</th>
<th>Payment</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 30th, 2017</td>
<td>Table of competencies to be possessed by Junior Rangers by the end of the five-year training program.</td>
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</tr>
<tr>
<td></td>
<td>Report explaining the research and consultation process followed.</td>
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<tr>
<td></td>
<td>See Section 3.4 for further details of the deliverables.</td>
<td></td>
</tr>
<tr>
<td>July 15th, 2017</td>
<td>Junior Ranger Program five-year curriculum.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See Section 3.4 for further details of the deliverables.</td>
<td></td>
</tr>
<tr>
<td>July 30th, 2017</td>
<td>A final document containing an edited version of the curriculum including information on educational resources used to deliver it, together with a compendium of educational resources and final versions of the deliverables above.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>See Section 3.4 for further details of the deliverables.</td>
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</tbody>
</table>

Call for Applications

Please send your CV, cover letter, proposed approach, financial proposal and samples of relevant work to Ms. Neema Ramlogan, Caribbean Marine Biodiversity Program officer, Sustainable Grenadines Inc. (susgreninc@gmail.com) no later than Friday 9th June, 2017. Please title your email “CURRICULUM FOR THE SUSTAINABLE GRENADINES INC. JUNIOR RANGER PROGRAM.”

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