

Terms of reference

Consultancy on biodiversity and environment awareness among students and communities in Oudomxay province

1 - Background to the assignment

A – CCL and the project ADAEBIO2

The CCL (Comité de Coopération avec le Laos) has been involved in implementing rural development programs in Laos for about 45 years. Currently, CCL works in different provinces in Laos, including Phongsaly, Oudomxai and Bolikhamsai.

The project ADAEBio phase 2 “Project on Integrated rural development in Beng, La and Xay districts, Oudomxay province”, funded by Bread for the World and the French Development Agency, is implemented from 1st of January 2025 to 31st of December 2027. It targets 50 villages from ethnic minorities (Khmu 80%, Hmong 10%, Akha 9%, Lao/PouNoy 1%). The project follows an integrated and participatory approach and has 3 specific objectives:

1. The villagers and communities activate levers to reduce the economic and environmental vulnerability of their agroecosystems.
2. The local governance on environment and economic development issues is strengthened.
3. The local knowledge on development and environmental issues are acknowledged, strengthened and shared at the scale of the Oudomxay province and beyond.

B - Context on biodiversity

Biodiversity loss and environmental degradation in the Lao PDR have steadily increased, driven by unsustainable resource extraction and changing rural livelihoods. This trend has raised significant concerns about potential impacts on local ecosystems, food security, and human well-being, particularly in a context where natural resources are poorly managed. The degradation of biodiversity poses threats at different levels, such as:

- Methods of fishing and harvesting used: Communities still rely on illegal and acutely destructive practices, such as electrofishing, chemical poisoning, and explosives in rivers, which eliminate aquatic life. Other practices, such as cutting down entire trees or completely stripping wild plant and mushroom patches, destroy the long-term regenerative capacity of natural habitats.
- Deforestation and slash-and-burn: Uncontrolled forest clearing and unsustainable shifting cultivation (slash-and-burn) practices severely fragment ecosystems, cause loss of critical forest canopy, and destroy key habitats, driving wild animals away from degraded zone. Furthermore, clearing watershed forests directly degrades and disrupts the natural water sources that local villagers rely on for daily consumption and agriculture.
- Management of plastic cans and household waste: Plastics and general waste are usually thrown directly into the natural environment, leading to further pollution of forests and water bodies and creating hazards for local wildlife.
- The hunting and poaching of protected wildlife: Target hunting of vulnerable and endangered species (ex: pangolin, bear, gaur, monkeys, wild cats, serow, etc.), driven by short-term financial gains, bushmeat, or traditional medicine trade without regard for species extinction risks.

- The person in charge of harvesting and family roles: Both men and women play distinct roles in natural resource collection, yet there is often limited knowledge on sustainable gathering practices and equitable resource management within households.
- The legal status and awareness of natural species: Villagers often lack clear information regarding national laws, protected lists of flora and fauna, and the boundaries of community conservation zones.
- The poor quality of information and community outreach received beforehand: Rural populations may exploit natural resources without getting well informed on local environmental regulations, sustainable yield techniques, or the long-term impacts of habitat destruction.

C - Integration of biodiversity' challenges in ADAEBIO2

CCL has been working for several years on the aforementioned issues, raising awareness and accompanying communities to find practical solutions. In the frame of ADAEBio2, villages committees are supported in improving the local governance on natural resources and developing practical solutions. These include, between others: the development of fish conservation zones, the development of protected forest areas, the sustainable use of non-timber forest products, the protection of the watershed around the water source. Moreover, the organisation of provincial think tanks on biodiversity aims at providing technical advice and new knowledge to decision-makers. Besides these, CCL works on raising awareness on the challenges linked to biodiversity conservation and environment protection. Two activities are directly linked to awareness raising:

- **Awareness sessions on environment and biodiversity at school and secondary-school level**

These shows are composed of sketches of rural life and will allow, through laughter, to convey important messages concerning the challenges. The shows are followed by discussions with the students, allowing them to re-engage with the concepts presented and put them into perspective with their daily lives. The objective is to train the next generation about biodiversity conservation and environment protection.

In the frame of the provincial think tanks on biodiversity, an educational book on biodiversity was developed for children. It includes the following topics: how everything is connected in ecosystems, the ways we rely on nature, climate change, bioindicators, endangered species, actions for biodiversity conservation and environment protection. This book is intended to be distributed to teachers and children and serve as an awareness tool subsequent to the shows.

Indicator: 1000 children (40% of girls) participate in the awareness sessions on biodiversity

- **Support to the students for the organisation of village biodiversity events in their communities**

Following the presentation of the play, the project facilitates the creation of groups of motivated students in each middle school (approximately 6-7 per group), who are trained during a 4-day workshop bringing together all the groups in a district, then regularly for approximately 2 months, with the support of teachers, in order to develop their knowledge of biodiversity issues and their skills in terms of theatrical interpretation and facilitation of games and quizzes. Then the students, in partnership with the project team, organize a village event on biodiversity, during which they present excerpts from the play, and facilitate a quiz and games on biodiversity. The young people are thus proactively involved in the preparation and implementation of awareness-raising actions aimed at their own communities. Their involvement also allows for the presentation of the play and facilitates exchanges during the village biodiversity events in the ethnic languages of the beneficiary communities, improving ownership of the activity and long-term strengthening of the knowledge of young people and all villagers.

Indicator: The biodiversity village events organised with the students beneficiate to 4000 villagers (50% of women).

These ToR directly relate to these 2 activities.

2 – Objectives and outputs of the consultancy

A – Specific objectives of the consultancy

1. Awareness is raised among schoolchildren (primary and secondary) about threats to biodiversity/environment and positive actions they can take to contribute to their protection.

Note: The 5 schools of the following villages are targeted (list subject to modification):

- La district: Langling, Hatnick, Ano
- Beng district: Khon, Nahome

2. Students are supported to develop the knowledge, confidence and facilitation skills required to facilitate biodiversity events with community members at village level.

Note: Groups of students from the 5 schools from La and Beng districts will facilitate these biodiversity events. Each group is made of 6-7 students from lower-secondary level. The 2 (Beng district) or 3 (La district) groups of each district will be trained together during workshops at district level. Each group will then organize biodiversity events in 2 to 3 villages, for a total of 12 biodiversity events.

3. Teachers and CCL staff are equipped with a practical methodology to independently use the children's biodiversity book during classroom awareness sessions.

Note: the consultant is not expected to directly use the book for awareness raising. Rather, the consultant is expected to develop a methodology and transfer it to teachers, who will then use the book for awareness during classroom sessions. These awareness sessions will take place afterwards and are different from the ones described in the SO 1.

B – Specific outputs of the consultancy

Specific output 1

1. Theatrical and educational materials for the awareness sessions in schools are produced and adapted. This includes the finalization of the script of the play.
2. Awareness sessions are conducted in 5 schools.

Specific output 2

3. Theatrical and educational materials for the biodiversity events at community level are produced and adapted. These include quizzes and games.
4. 2 workshops are organised, one in La district and one in Beng district, to train the students and their teachers on biodiversity issues and theatrical/facilitation skills to prepare the biodiversity events.

Note: each workshop is organized at the district level and thus gathers the 2 (Beng district) or 3 (La district) groups of students and their teachers, coming from the schools of the district.

5. The 5 groups of students receive follow-up in their preparation of the biodiversity events, during the time between the workshops and the biodiversity events, to make sure they are ready for facilitating the events.
6. The students are supported in the organization of 12 community-level biodiversity awareness events. The consultant plays an active role in the organization of the events and accompanies the students during the events.

Specific output 3

7. A methodology for using the children's book on biodiversity during class sessions is developed, tested and adapted.
8. 10 teachers from the 5 schools as well as 1 CCL staff are trained on the developed methodology.

Note: The teachers can be trained on the methodology during the follow-up of students during their preparation of the biodiversity events (cf. specific output 2, 5.)

3 – Deliverables and timeline

N°	Deliverable	Timeline
<u>1</u>	Finalized theatrical and educational material for the awareness sessions in schools	Mid November
<u>2</u>	Awareness sessions organised in 5 schools	Early December
<u>3</u>	Short report on the awareness sessions organized in 5 schools	Mid-December
<u>4</u>	2 workshops facilitated at district level	End of December
<u>5</u>	Short report on the 2 workshops conducted at district level	Mid January
<u>6</u>	Finalized theatrical and educational materials for the biodiversity events at community level.	Mid January
<u>7</u>	Finalized methodology for using the children's book on biodiversity in classroom sessions. <i>Note: if necessary, the methodology should be reviewed again after training teachers and testing it (cf. 9).</i>	Mid January
<u>8</u>	5 groups of students coached and prepared to facilitate biodiversity events.	Early February
<u>9</u>	Training of 10 teachers and one CCL staff on the methodology for using the children's book on biodiversity and testing it (same time as 8.)	Early February
<u>10</u>	Support to the students during the organization of 12 biodiversity events	End of February
<u>11</u>	Short report on the 12 biodiversity events	Early March

4 - Methodology

A tentative methodology is detailed in the table below:

Activity	Expected number of days
Preparation step aiming at finalizing the theatrical and educational materials. The project team must be closely involved, in order to build material in line with the project objectives.	3
Preparation of the awareness sessions in schools and related plays.	7

Organization of awareness sessions in 5 schools of La and Beng district	7
Reporting on the awareness sessions	1
Organization of 2 workshops (4 days each) to train the students, at district level (La and Beng). Each workshop will include the following participants (final list to be confirmed): - Students: 7 per school (14 in Beng, 21 in La) - Teachers: 1 per school (2 in Beng, 3 in La) - CCL: 1 - District office of Ministry of Education and Sport: 1 Total: 26 in La district, 18 in Beng district Note that these workshops will help finalize the educational materials used for the biodiversity events.	10
Reporting on the 2 workshops, Finalization of the theatrical and educational materials for the biodiversity events, Finalization of the methodology for using the children's book on biodiversity	3
Follow-up of the 5 groups of students to make sure they are ready for the biodiversity events as well as training of the teachers about a methodology for using the children's book on biodiversity and testing it	7
Support to the 5 groups of students in their organization of 12 biodiversity events	14
Report on the biodiversity events	1
<u>TOTAL</u>	53

5 - Conditions

A total of 53 working days is expected. This number is indicative, based on the project budget and the anticipated scope of work, and will be discussed and agreed with the selected consultant.

Most of the work is expected to take place in Oudomxai Province, with some preparatory work potentially conducted elsewhere. Trips between Vientiane and Oudomxai, as well as transportation required for activities within Oudomxai Province, will be covered by CCL. DSA/per diem and accommodation costs will not be reimbursed separately and should therefore be included in the daily rate proposed by the consultant.

6 - Selection process

The CCL is looking for one national (Lao PDR) organization.

The application file should include:

- A Curriculum Vitae of the personnel involved.
- A technical proposal which includes the description of the method followed to complete each step of the consultancy.
- A financial proposal which details the consultancy fees (related to the number of working days required and every expense expected to be made to reach the objectives of the consultancy). The

financial proposal should detail the expected costs for each of the 3 specific objectives of the consultancy.

- Any other documents developed by the applicant and that could be relevant to the topic of the consultancy (ex: theatrical or educational material on biodiversity, etc.).

The following criteria will be assessed:

- Background and experience in facilitation of activities at school and community levels
- Experience in theatre, drama and/or participatory performance techniques
- Background and experience on biodiversity related issues
- Cost-effectiveness of the proposal

For any question about this call for proposal, please contact, before October 2, 2026: Mr Dorian DEJACE, dorian.dejace@ccl-laos.org.

Candidates should send their application file per email by October 6, 2026 to:

- CCL Director, Ms. Manivone VORACHAK, manivone@ccl-laos.org
- CCL Project advisor for ADAEBio2: Mr Rémi SEPTOURS, Remi.septours@ccl-laos.org
- CCL Project advisor: Mr Dorian DEJACE, dorian.dejace@ccl-laos.org

The consultant selected will be offered a consultancy contract signed with CCL.

Note: The consultant and any personnel involved in the assignment must comply with all applicable CCL policies. In particular, the CCL Policy for the Protection of Children and Vulnerable Adults must be strictly respected. The consultant and all personnel involved shall take all necessary measures to ensure the safety, dignity and well-being of children participating in the activities.