

UNITED NATIONS CHILDREN'S FUND
Terms of Reference

Consultant to support the piloting of the resource kit *Mainstreaming Climate Change Adaptation and Disaster Risk Reduction (CCADRR)* into the Education Sector at global, regional, and national levels.

1. Background:

Complex environmental conditions – including the unfolding of diverse and widespread climatic changes, environmental degradation, and increasing threats of disasters – pose impressive challenges to present and future generations of children and to the achievement of their rights.¹ According to the United Nations Development Programme's (UNDP) 2011 Human Development Report, "environmental degradation stunts people's capabilities in many ways, going beyond incomes and livelihoods to include impacts on health, education and other dimensions of well-being."² A child's right to education is endangered by complex and changing environmental conditions, especially for children previously disempowered by poverty or other inequities such as those linked with gender, ethnicity, language, disability, and location.

UNICEF's soon to be released resource pack, *Scaling Up and Mainstreaming Climate Change Adaptation and Disaster Risk Reduction in the Education Sector: Promoting Child Rights and Equity*, is primarily a capacity-development tool to support governments and their development partners in guaranteeing the right to quality education for all children. It builds upon the goals set by the Convention on the Rights of the Child (CRC), the Hyogo Framework for Action, the Millennium Development Goals (MDGs), and the Education For All movement (EFA). Focusing on equity and rights, the resource pack aims to enhance the climate change adaptation, mitigation, resilience, and risk reduction capacities of children and their communities in response to changing physical environments. A decision was made to highlight adaptation to climate change rather than *mitigation* as UNICEF works mainly with vulnerable children in developing countries, where the challenge is to adapt to a changing environment in an uncertain climatic future. This work demands an approach to adaptation that encompasses current risks and uncertainties, and also fosters the adaptive capacity of the most vulnerable. Such an approach requires multi-stakeholder engagement, youth and civil society participation.

2. Purpose:

To prepare for a successful implementation of the policy tool at regional and national levels, these Terms of Reference define the roles of a consultant to support and coordinate plans for "roll-out" of a policy tool at the regional and country levels to mainstream climate change education and disaster risk reduction within existing UNICEF-supported educational/environmental programs in the developing world.

¹ Cameron Catherine, Back, Emma, *Our Climate, our Children, our Responsibility: The implications of climate change for the world's children*, Agulhas: Applied Knowledge, 2008, UNICEF

² United Nations Development Programme, 'Human Development Report 2011: Sustainability and Equity – a Better Future for All', UNDP, 2011.

Potential challenges to effectively implement the resource pack have been identified and are to be mitigated through the below proactive planning activities. The consultant will be asked to review UNICEF 2011 Country Office Annual Reports and Regional Annual Reports and to develop a mechanism for situation analysis building upon the content as presented in the resource pack. Consultant will receive a copy of the draft resource pack to review.

3. Expected results:

Within the Child-Friendly Schools approach described in the Child Friendly Schools Manual³ the scope of this assignment is to:

Deliverables	Duration (Estimated # of days)
<ul style="list-style-type: none"> • Relevant reference materials such as COARS 2009-2011, UNICEF 2011 Regional Annual/Analysis reports, CCADRR Resource Kit (UNICEF draft), UNITAR’s library of UN materials relevant for climate change learning⁴. • Consultations with regional and country offices and UNCTs to scope relevant national partners held with 2 regional offices and an expected 3-4 countries per region. • Assess country-level needs and challenges in the education sector in an expected 3-4 countries per region with help from 2 regional offices. • Assess opportunities for mainstreaming CCADRR in the education sector in an expected 3-4 countries per region. 	15 days
<ul style="list-style-type: none"> • Two regional workshops delivered and workshops reports on Climate Change Adaptation and Disaster Risk Reduction in the education sector produced • Roster of experts on mainstreaming Climate Change Adaptation and Disaster Risk Reduction developed at regional and national levels in two regions. • Strategic partnerships established with key local and regional stakeholders to facilitate the mainstreaming of Climate Change Adaptation and Disaster Risk Reduction in the education sector. 	30 days
<ul style="list-style-type: none"> • Needs Assessment tool for the education sector based on the CCADRR resource kit finalized. • Two regional workshop reports, inclusive of recommendations and case-studies produced. 	22 days
<ul style="list-style-type: none"> • Webinar developed and presented on workshop results to UNICEF-wide colleagues. • 800 word article developed for UNICEF website. • Technical assistance such as preparation of resources for the UNICEF Rio+20 side-event on education 	13 days
TOTAL	80 days

³ For more information on Child Friendly Schools, please visit:

http://www.unicef.org/publications/files/Child_Friendly_Schools_Manual_EN_040809.pdf

⁴ For more information on this library, please visit: <http://www.uncclearn.org/inventory-search>

The content, which exists in draft form of a resource pack, will be adapted into a participatory workshop format. The consultant will help UNICEF identify two or more countries that will host regional workshops. Countries will be selected based on expressed interest in this work and/or ongoing and planned activities related to CFS and environmental education.

4. Start date: April 9th **End date:** July 27th, 2012

5. Location: Home-based

6. Duration of contract: 4 months

7. Competencies:

- Knowledge of UNICEF and UN system policies and programming on education, sustainable development, climate change, DRR, gender equity.
- Knowledge of the work around Environmental Education and Education for Sustainable Development (ESD).
- Excellent communication, presentation and drafting skills in English. Working knowledge of other UN languages would be an asset.

8. Required Skills and Experience:

- Higher degree (Masters or equivalent experience) in Education, Sustainable Development, Climate Change, International Development or a related field.
- Minimum of 10 years of experience in education and programme development, on issues related to sustainable development and climate change, in capacity-building and training. (Priority will be given to candidates with experience in Education for climate change adaptation and DRR).
- Knowledge of education, and the intersection/interrelationship of environment, economic, social and gender issues.
- Prior experience conducting workshops and trainings with Ministries and with educators on education and sustainable development related issues in English.

How to Apply:

Qualified candidates are requested to submit a cover letter, CV and P 11 form (which can be downloaded from our website at http://www.unicef.org/about/employ/index_53129.html) to pdconsultants@unicef.org with subject line "**Consultant, Climate Change Adaptation and Disaster Risk Reduction (CCADRR)**" by 05 April 2012. Please indicate your daily/monthly rate and availability to undertake the terms of reference above. Applications submitted without a daily rate will not be considered.