

फा.सं. 1-3/2021-ई.सी./ 2191-2223  
राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद  
श्री अरविंद मार्ग, नई दिल्ली -110016  
(स्थापना समन्वय अनुभाग)

दिनांक : 06.04.2021

परिपत्र

**विषय : Call for proposal- Climate Change and Right to Education- Deadline 12 April, 2021, midnight Bangkok time (GMT + 7:00)**

उपरोक्त विषय पर NEQMAP Secretariat, Quality of Education Team, Section for Inclusive Quality Education (IQE), UNESCO Asia-Pacific Regional Bureau of Education, Mom Luang Pin Malakul Centenary Building, 920 Sukhumvit Road, Prakanong, Klongtoey, Bangkok 10110 Thailand से प्राप्त ई-मेल दिनांक 29.03.2021 की प्रतिलिपि सूचना एवं आवश्यक कार्यवाही हेतु ई-ऑफिस (KMS) एवं ई-मेल द्वारा परिचालित की जा रही है।

यह सक्षम अधिकारी के अनुमोदन से जारी किया जा रहा है।

25/4  
06/4/2021  
(रजनी हिल)  
अवर सचिव

**संलग्नक: उपरोक्तनुसार**

1. संयुक्त निदेशक, सी.आई.ई.टी.।
2. संयुक्त निदेशक, पी.एस.एस.सी.आई.वी.ई., श्यामला हिल भोपाल।
3. डीन, अकादमिक एन.सी.ई.आर.टी.।
4. एन.आई.ई. के सभी विभागों के अध्यक्ष।
5. प्राचार्य, क्षेत्रीय शिक्षा संस्थान, अजमेर/भोपाल/भुवनेश्वर/मैसूर/शिलांग।
6. निदेशक, एन.सी.ई.आर.टी. के निजी सचिव।
7. संयुक्त निदेशक, एन.सी.ई.आर.टी. के निजी सचिव।
8. सचिव, एन.सी.ई.आर.टी. के निजी सचिव।
9. विभागाध्यक्ष, डी.आई.सी.टी., सी.आई.ई.टी. – परिषद की वेबसाइट पर अपलोड करने हेतु।

director

**From:** neqmap@unesco.org  
**Sent:** Monday, March 29, 2021 9:53 AM  
**Cc:** neqmap@unesco.org  
**Subject:** FW: Call for Proposal -Climate Change and Right to Education - Deadline 12 April 2021, midnight Bangkok time (GMT +7:00)

Dear NEQMAP colleagues,

For your information and please feel free to circulate further in your networks:

## Call for Proposal (Institution/Organization)

### Application date

26 Mar 2021 - 12 Apr 2021

### Regional Research on Climate Change Displacement and the Right to Education

**Organizational Unit:** UNESCO Bangkok, Section for Inclusive Quality Education (IQE)

**Duration:** 7 months, from 1 May to 30 November 2021 tentatively

**Application Deadline:** 12 April 2021, midnight Bangkok time (GMT +7:00)

Under the overall authority of the Director of the UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok), and the supervision of Chief of Section for Inclusive Quality Education (IQE), the consultant will undertake the regional research study, including four in-depth case studies from the Asia-Pacific region (India, Indonesia, Tuvalu and Viet Nam) and a regional synthesis report.

For more details and to submit the application, please visit [here](https://bangkok.unesco.org/jobs).

<https://bangkok.unesco.org/jobs>

Best wishes,  
NEQMAP Secretariat



United Nations  
Educational, Scientific  
and Cultural  
Organization

NEQMAP Secretariat  
Quality of Education Team  
Section for Inclusive Quality Education (IQE)  
UNESCO Asia-Pacific Regional Bureau for Education  
Mom Luang Pin Malakul Centenary Building  
920 Sukhumvit road, Prakanong, Klongtoey  
Bangkok 10110 Thailand  
Tel.: +66 (0)2 39 105 77 (ext.214)  
<http://bangkok.unesco.org/>



Handwritten notes in blue ink: 3185, 01-04-2021



Dy no. 65/BC  
01/04/21

May be forwarded to  
BC section for n.a  
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US/DS-CEP 31/3/21

Job  
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US/EE 21  
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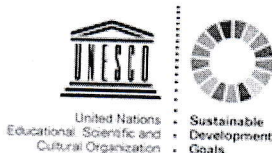
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## Call for Proposal (Institution/Organization)

Terms of Reference

### Regional Research on Climate Change Displacement and the Right to Education

Organizational Unit: UNESCO Bangkok, Section for Inclusive Quality Education (IQE)

Duration: 7 months, from 1 May to 30 November 2021 tentatively

Application Deadline: 12 April 2021, midnight Bangkok time (GMT +7:00)

#### I. BACKGROUND

Climate change is now an unequivocal fact, and human influence on the climate system is clear (IPCC, 2014, SPM1-SPM1.1). The warming of the climate system has led to observed changes in the environment, such as sea level rise, heavy precipitation events, extreme high temperatures and impacts such as heat waves, droughts, floods, cyclone and wildfires. These changes will undoubtedly affect human mobility. The climate crisis is already a reality for many regions, and large numbers of people are already displaced. Despite this, the conversation often remains focused on the distant future and is often heavily centred on migratory rights.

Yet the right to education in the context of climate migration is almost completely overlooked by academics, policy-makers and the international community. Urgent action must be taken to ensure that more attention is paid to access and continuity of education in disruptive circumstances, and how the education sector can withstand the pressures of displacement and heightened mobility. UNESCO launched in early 2020 a new initiative on **Climate Change Displacement and the Right to Education**. This new project aims to investigate the barriers that exist to the right to education of children, youths and adults displaced by the effects of climate change, considering the law and policy implications of heightened human mobility in this context. The overall expected outcome is to thereby improve the preparedness of states to ensure the inclusion of all displaced persons in quality education. The project will culminate with the publication of a guidance toolkit for the UNESCO Member States- providing specific and practical policy recommendations, as well as advocacy and communication materials, policymakers and stakeholders can utilize to protect and fulfil the right to education for climate-displaced persons.

The key steps of the research are as below:

#### **Development of a working paper (2020)**

The working paper "[The impact of climate displacement on the right to education](#)" has been developed by UNESCO HQ on the effects of climate displacement on the right to education, covering the basics of climate displacement, understanding, the affected populations, the international legal and policy framework governing this issue, impacts on education, and policy guidance.

This policy paper sets the scene at global level and will be followed by country case studies.

#### **In depth case studies and a regional synthesis report (2021)<sup>1</sup>**

<sup>1</sup> This Request for Proposal on the *Regional Research on Climate Change Displacement and its Impact on the Right to Education* focus on the above "In depth case studies and a regional synthesis report (2021)"

## TARGET REGION: Asia-Pacific

In order for the guidance toolkit to be fully informed and practically relevant, the project will include country case studies, as a follow-up to the policy paper, in priority selected regions: Asia and the Pacific, Latin America and Caribbean, and East Africa.

Within each region, UNESCO will select countries to study, depending on the variability of climate change effects in the given region to ensure representativeness. The objective of this set of case studies is to explore the impact of climate displacement on education in a variety of settings around the world. The case studies should provide evidence of the barriers or, if they exist, advantages, with regard to education for people on the move in this context.

### Global synthesis report of case studies (2021-2022)

Once the country case studies are completed, a global synthesis of the case studies will be developed and then further finalized into an initial report which concludes with a set of draft law and policy recommendations for policy-makers.

For the Asia-Pacific region, the selected countries were chosen taking into account the following:

- **India:** 2.675 million people were internally displaced in India in 2018 as a result of climatic events; the sheer number of internally displaced persons is significant, and it will be interesting to analyze measures taken to include such a large number of persons in education;
- **Indonesia:** the government announced that Indonesia's densely populated capital of Jakarta will move to another island due to the rate that the city is sinking. Moving an entire capital to another island is one of the first examples of mass, organized migration as a response to climate change;
- **Tuvalu:** this island nation serves as a sort of flagship for adaptation strategies in response to climate change, seeing as it is predicted to have completely been swallowed by the sea by the year 2050 and is already taking forward-looking and innovative measures to ensure the security of its population elsewhere;
- **Viet Nam:** in a country that has long dealt with seasonal migration in response to flooding, climate change has changed seasonal floods into a part of everyday life. As such, the government is one of the first to undertake very organized, planned relocation and an evaluation of these programmes could serve as a model for other countries in the future.

## II. SCOPE OF WORK

Under the overall authority of the Director of the UNESCO Asia and Pacific Regional Bureau for Education (UNESCO Bangkok), and the supervision of Chief of Section for Inclusive Quality Education (IQE), the consultant will undertake the regional research study, including four in-depth case studies from the Asia-Pacific region (India, Indonesia, Tuvalu and Viet Nam) and a regional synthesis report. The core responsibilities of the consultant include to:

- Undertake research of the four countries in the Asia-Pacific region identified by UNESCO (India, Indonesia, Tuvalu and Viet Nam), and develop four country case study reports.
- Produce a regional synthesis report, based on the four country case studies, and one country case study on Bangladesh<sup>2</sup>.
- Participate in regular interactive meetings organised by UNESCO to monitor the progress based on an agreed timeframe, identify jointly with UNESCO pending issues, and provide updates on the assigned deliverables.

<sup>2</sup> The regional synthesis report will also include a fifth case study from Bangladesh. The country case-study will be developed separately (based on the same objectives and guiding research questions). The regional synthesis report should incorporate the findings from the Bangladesh case study.



**Methodology and research questions for country case studies and regional synthesis report**

The main objectives/aims are to:

1. Identify the characteristics and profiles of climate displaced persons;
2. Identify barriers or, if they exist advantages, to education for climate displaced persons;
3. Investigate whether national policies, strategies, actions or measures already exist for climate displaced persons in the field of education;
4. Develop policy recommendations to enhance the quality and inclusiveness of national education systems and to optimize education opportunities for climate displaced persons.

The researcher should devise the research methodology to undertake the case studies on climate-change displacement and right to education prepared by UNESCO HQs, and regional synthesis in order to:

- Present a diverse range of displacement scenarios, including internal displacement, international migration, displacement due to slow onset or rapid onset weather events, permanent and temporary displacement, communities in the process of planned relocation and trapped populations;
- Consider education from a holistic, lifelong perspective, including at the early childhood stage;
- Draw conclusions about the impact that climate displacement may be having on education;
- Draft of a regional synthesis report, which to draw a conclusion from case studies and, from the conclusions, provide concrete and practical policy recommendations that the Member States could implement;
- Analyze regional trends, sub-regional differences, and suggest feasible measures for regional coordination following the results analysis.

This includes developing research tools/framework as necessary, i.e. surveys, interview questions, etc. and sampling methodologies. UNESCO will share relevant background documents and related materials with the researcher(s) accordingly. UNESCO will support to connect the researcher(s) with relevant stakeholders in each country, however, the researcher will be expected to communicate and connect with stakeholders directly.

Guiding research questions:

1. What are the characteristics and profiles of climate displaced persons in the selected four countries (India, Indonesia, Tuvalu and Viet Nam)?
2. What barriers or obstacles to education exist for climate displaced persons in these countries?
3. Do national education policies, strategies, actions or measures already exist for climate displaced persons in these countries?
4. In what ways can Member States enhance the quality and inclusiveness of national education systems and to optimize education opportunities for climate displaced persons?

The methodology developed by the researcher is flexible and can include a range of strategies so long as the final country case study ultimately answers the four questions above.

**III. WORK SCHEDULE AND EXPECTED DELIVERABLES**

The consultancy is home-based and will take place in the institution’s usual place of work. No travel is expected as part of this regional research, especially considering the current situation of COVID 19. If contractor decides to travel they do so under their own risk and capacity.

The work schedule is envisaged to comprise the following deliverables by the following due dates:

Task	Due Date
First draft of the four country case studies + outline of regional	1 August 2021

TARGET REGION: Asia-Pacific

synthesis	
Submission of the final country case studies + final synthesis report	30 November 2021

Each country case study report is expected to not exceed 15,000 words (approx. 30 A4 pages).  
A regional synthesis report is expected to not exceed 15,000 words (approx. 30 A4 pages).  
All deliverables shall be submitted to UNESCO Bangkok in the English language.

#### IV. ELIGIBILITY

The consultancy is open to suitably qualified institutions/organizations.

##### Essential:

- Officially registered entity with a valid registration.
- Relevant experience in the themes such as right to education, migration, climate change, disaster risk reduction.
- Strong network of partners in the above-mentioned areas, especially in the Asia-Pacific region.
- Publications or co-authorship of knowledge products.

##### Qualifications of Senior Expert/ Team Leader

- Advanced academic degree in the above-mentioned related field (preferably education; human rights; international development; sociology, etc.).
- Proven experience in designing research methodology and tools, and synthesizing material of a technical or scientific nature.
- Excellent skills on writing for academic publications and other professional written work, including for a general audience.

##### Qualifications of team member

- Minimum Bachelor's degree in the above-mentioned related fields.
- Strong skills in research methods for qualitative and quantitative data and data analysis.
- Excellent analytical, writing and communication skills in the English language.

##### *Desirable for institutions and individuals:*

- Familiarity with key concepts and topics in quality inclusive education (notably, gender equality, preventing stigma and discrimination/ supporting inclusion and diversity).
- Previous experience working with the UN/multilateral/bilateral institutions.
- Competency in languages (other than English) in the Asia and Pacific region.
- Previous work experience in Asia and the Pacific and an understanding of the social and political sensitivities.

#### V. APPLICATION AND EVALUATION PROCESS

Interested institutions, which meet the above required qualifications are invited to submit a short written proposal containing: (1) A letter of intent, (2) Technical proposal, and (3) Financial proposal.

Each proposal will be assessed first on its technical merits and subsequently on its price. In making the final decision, UNESCO considers both technical and financial aspects. The Evaluation Team (composed of UNESCO members) first reviews the technical aspects of the proposal, followed by review of the financial proposal of the technically compliant vendors. The proposal obtaining the highest overall score after adding the scores for the technical and financial proposals together, that offers UNESCO the best value for money will be recommended for award of the contract.



**The Technical Proposal (not exceeding 8 pages) should include but not be limited to the following:**

- **Methodology:** Detailed methodology and/or approach to requirements detailing how to meet or exceed UNESCO's desired research, information, and final case study requirements;
- **Measures** to address any possible setbacks, impediments to obtaining information, and work-arounds.
- **Summary of outcomes, outputs and activities:** Briefly list the anticipated outcomes, outputs and activities of the research;
- **Partners:** Include any existing partnerships that the Institution has, as well as any government bodies, NGOs, or other institutions to whom you can envision contacting to obtain the necessary research and information;
- **Workplan:** Workplan and schedule/timeline, and comments on the Terms of Reference, if any (in Annex);
- **Team Composition and Organizational Profile:** Title, role and CV of each team member. Ensure to include information related to the legal status and experience of the institution (in Annex);

**The Financial Proposal (not exceeding 3 pages) should include but not be limited to the following:**

Bidders are expected to submit a lump sum financial proposal to complete the entire assignment based on the terms of reference. The lump sum should be broken down to show the details for the following:

- **Regular rate:** Daily rate multiplied by number of days;
- **Any other costs (if any):** Indicate nature and breakdown;
- **Copy** of the company/organisation registration;

Expressions of interest should be submitted no later than **12 April 2021, midnight Bangkok time (GMT +7:00)** to the attention of:

Chief, IQE Section  
UNESCO Bangkok Office  
E-mail: [iqe.bgk@unesco.org](mailto:iqe.bgk@unesco.org)

Subject line: Regional Research on Climate Change Displacement and its Impact on the Right to Education

Questions about the assignment can also be directed to Sayaka Tsutsui [iqe.bgk@unesco.org](mailto:iqe.bgk@unesco.org) (UNESCO Bangkok).

*Only short-listed proposals will be contacted.*