

Terms of Reference

Mapping of financing for climate and girls' education

1. About Plan International

We tackle the root causes of poverty, support communities through crisis, campaign for gender equality, and help governments do what's right for children and particularly for girls. We are here to ignite the creativity, talent and ideas of girls in all their diversities. We are informed by evidence, and always learning.

We've been doing this for more than 80 years, but we don't do it alone. We bring people together to create change that lasts. Children, families, local communities, government, schools, businesses, and you.

We do what we do so babies can survive their first 1000 days, so children can learn in safe environments, so girls can live and work without discrimination, so young people can stand up for their rights, and so all children can break free from poverty. We view the children, families and local communities we work with as our partners and our equals.

Plan International Australia's (PIA) Advocacy and Community Engagement Department builds PIA's reputation in Australia as a leading organization for equality for girls around the world. We engage key target groups in Australia to influence them about children's rights and girls' rights through public campaigns and strategic communications. We engage with young Australians, provide opportunities for them to advocate on issues relating to child rights, gender equality, and make changes in their own communities and lives.

2. Project Background

Plan International has been working in the climate change and child rights space for over a decade, including creating flagship programs such as the 4CA child-centred adaptation programme, being a member in various coalitions such as the Children in a Changing Climate Coalition and Children's Environmental Rights Initiative (CERI), and influencing at key climate change events such as the UNFCCC Conference of Parties (COP).

In line with a global pivot towards gender justice and girls' rights, Plan International now has a strong focus on the intersection of climate change, age and gender. The organisation advocates for a need for age and gender responsive climate education as an essential factor in enabling girls and young women to become leaders in action for climate justice and to participate in climate change decision-making. It also highlights the urgent need for more gender-balanced leadership in climate policy and decision-making to ensure climate change investment and action at all levels is gender transformative.

This year, Plan International is conducting a range of research with adolescent girls and young women, including a youth-led feminist participatory action research project facilitated by Plan International Australia and Edith Cowan University with partners and young women facilitators in Fiji and Kiribati. This research will explore how climate change *reshapes* the very experience of adolescence and girls' lives as they enter adulthood, alongside how girls' leadership and voice for climate action can be elevated and amplified. It is complementary to a study using the same approach in Southern Africa, which will focus on girls' education and climate change.

At the same time, Plan International is advocating on both girls' education and climate justice at local, national, regional and global levels, with the Global Partnership for Education replenishment conference, G7, G20 and COP26 as key global moments across the year.

As such, opportunities exist for Plan International to engage on climate change, education and gender justice with a focus on climate change and girls' education at national, regional and international levels. Recognising that financial assistance is one of the key modalities through which Australia and demonstrate support for these issues, and in order to engage on these issues in Australia and regionally, we require a consultant to assist us to map donor financial flows for both girls' education and climate change and the intersection of the two areas.

3. Research Focus

3.1 Purpose of the research

The purpose of this research is to map the finance flows from Australia and the Asia-Pacific region related to the intersection of climate change and girls' education; develop policy recommendations for additional funding or leadership on these agendas; and identify key targets and moments for influencing change.

The research will be used to guide PIA's in-Australia influencing for G7, GPE replenishment and other key influencing moments as part of a broader climate change influencing strategy in the lead up to COP26.

3.2 Research questions

- How much of GPE funding goes to the top 10 climate sensitive countries in SE Asia and the Pacific and/or to climate projects, and how much of the GCF goes to education projects?
- Is there an existing business case within the GPE portfolio around channelling funding to natural resource-based conflicts and climate sensitive countries/communities, and demonstrating an understanding of the links between achieving gender equality in education and climate justice?
- How much climate finance has Australia committed via mechanisms such as the Green Climate Fund, COVID assistance to the Pacific, ODA, or other (e.g. from DFAT and other relevant Australian Government departments)?
- Within that climate finance, how much has been earmarked for:
 - Climate change adaptation;
 - Gender focused initiatives;
 - Education focused initiatives; and
 - Girls' education initiatives specifically?
 - Which countries or regions if any are stipulated in the funding?
 - Is there an age and/or gender lens applied to the funding?
- How much has Australia committed to education finance via mechanisms such as the Global Partnership for Education, COVID assistance to the Pacific, ODA, or other?
- Within that education finance, how much has been earmarked for:
 - Climate change education (including a brief outline of what type of education this is, e.g. safe school projects, extra-curricular modules, formalised climate change curriculum in schools, climate resilience, etc); and
 - Gender responsive resilience, including continuous access to education for adolescent girls and young women?
 - Which countries or regions if any are stipulated in the funding?
 - Is there an age and/or gender lens applied to the funding?
- What other regional donors (e.g. Asian Development Bank, private donors/institutions, managing contractors, MFAT, SPREP) are providing climate financing and education financing, and any intersection between the two?
- Within financing from those regional donors, how much are they providing and how is it earmarked?
- From any donor in the region, including the Australian Government, what are some illustrative examples of how this funding is creating systemic change in responding to girls' education for climate justice/action?
 - How is girls' education for climate justice/action defined in these examples?
 - How is impact measured within these examples?
- Analysing all the above, where are the gaps in financing for girls' education for climate justice and climate action?
- What might be a realistic policy ask of the Australian Government and other donors in terms of funding and/or leadership on climate and education?
- Who is the Action for Climate Empowerment (ACE) focal point in the Australian Government? What is their remit, what is their position on climate and girls' education, who are their main allies?
- Who in DFAT / other agencies work with the ACE focal point, provide briefings to them, sit on relevant working groups, etc?
- Which events would they be attending, and what are the main negotiation moments for the ACE agenda?

4. Users of the research

This evaluation will be used by PIA staff to guide in-Australia influencing for G7, GPE replenishment and other key influencing moments.

5. Methods for Data Collection and Analysis

Recommended methods of data collection include:

- Literature review
- Desk based research
- In-person, skype or email questions to key informants

6. Ethics and Child Protection

Plan International is committed to ensuring that the rights of those participating in data collection or analysis are respected and protected, in accordance with Ethical MERL Framework and our Child and Youth Safeguarding Policy. Should the applicant intend to conduct interviews or face-to-face data collection, they should include details in their proposal on how they will ensure ethics and child protection in the data collection process. Specifically, the consultant(s) shall explain how appropriate, safe, non-discriminatory participation of all stakeholders will be ensured and how special attention will be paid to the needs of children and other vulnerable groups. The consultant(s) shall also explain how confidentiality and anonymity of participants will be guaranteed.

7. Key Deliverables

Deliverable	Format	Length	Due	Detail
Inception Report	Written report	No more than 2 pages	13 May 2021	<ul style="list-style-type: none">- Timeline- Detailed methodology (including KII questions)- Ethical considerations- Consent forms if required
Draft Report	Written report	Approx. 10 pages	24 May 2021	Including one feedback round to incorporate comments/suggested edits from PIA team
Final Report	Written report	Approx. 10 pages	31 May 2021	

8. Timeline

Activity	Due Date	Consultant Days of Work	Responsible	Individuals Involved
<i>Tendering</i>	<i>Circulated w/c 26 April, applications due by 5 May</i>		<i>Senior Policy and Advocacy Advisor</i>	
<i>Background Checks and Contracting</i>	<i>6 May 2021</i>		<i>Senior Policy and Advocacy Advisor</i>	<i>Business Partner, People & Culture</i>
Inception Call/ Inception Workshop	7 May 2021	0.5	Senior Policy and Advocacy Advisor	Consultant; Director, Advocacy & Community Engagement
Submission of Inception Report	13 May 2021	1.5	Consultant	Senior Policy and Advocacy Advisor

<i>PIA to provide feedback on inception report</i>	14 May 2021		<i>Senior Policy and Advocacy Advisor</i>	
Data Collection (literature review, KIIs, etc.)	19 May 2021	3	Consultant	Key stakeholders
Data Analysis and Drafting of Report	24 May 2021	3	Consultant	
Submission of Draft	24 May 2019		Consultant	
<i>PIA to provide feedback on draft report</i>	27 May 2021		<i>Senior Policy and Advocacy Advisor</i>	<i>Key PIA/PII stakeholders</i>
Revisions and preparation of final report	38 May 2021	1	Consultant	Senior Policy and Advocacy Advisor
Submission of Final Report	31 May 2021	1	Consultant	Senior Policy and Advocacy Advisor

9. Budget

This research should not incur any costs related to travel or per diems. You will be paid in two tranche payments; the first (25% of total cost) after submitting the draft report, and the second (75%) upon submission of the final report.

10. Expected Qualifications

- Postgraduate degree in international development, political science, gender studies, social sciences or equivalent experience
- Proven experience in carrying out research
- Proven experience with data analysis and synthesis
- Experience on cross-cutting issues such as gender, inclusion as well as awareness on child protection and child rights issues.
- Understanding of climate financing

11. Contact

Katherine Phillips, Senior Policy and Advocacy Advisor; katherine.phillips@plan.org.au

12. Applications

Interested applicants should provide the following:

- CV
- Brief cover letter detailing your relevant qualifications
- Your costs for delivering this work
- Example of previous work

Please send your application Katherine Phillips katherine.phillips@plan.org.au at Plan International Australia by midnight Wednesday 5 May 2021 referencing “Climate and Education Finance mapping” in the subject line.