

NAP GLOBAL NETWORK TERMS OF REFERENCE

Short-term Consultancy: Scoping a NAP GN Early Career Professionals Program aimed at strengthening the capacities for the national adaptation plan process in developing countries

January 2025–March 2025

The National Adaptation Plan (NAP) Global Network supports developing countries in advancing their NAP processes to help accelerate climate change adaptation efforts around the world. The Network was established in 2014 at the 20th session of the Conference of the Parties of the United Nations Framework Convention on Climate Change (COP 20) in Lima, Peru. Currently, the Network connects over 2,700 individual members from over 170 countries involved in developing and implementing NAPs. Financial support for the Network has been provided by Austria, Canada, Germany, Ireland, the United Kingdom, and the United States. The International Institute for Sustainable Development (IISD) hosts the Secretariat.

1. Background

The United Nations Framework Convention on Climate Change states that Parties shall “(b). Cooperate in and promote, at the international level, and, where appropriate, using existing bodies: (ii) The development and implementation of education and training programs, including the strengthening of national institutions ... in particular for developing countries.”

Engaging and empowering young professionals is an important opportunity for strengthening capacity for climate action. However, due to multiple barriers, youth often remain underrepresented in national-level decision-making processes.

To bridge this gap, the Early Career Professionals Program aims to enhance human and institutional capacities in partner countries by strengthening the skills and technical knowledge of early career professionals to support the NAP process.

This program will structure a model in which early career professionals are placed in government host organizations, enabling them to work directly with decision-makers, develop key competencies, and contribute to specific tasks related to the NAP process.

The Early Career Professionals Program will foster intergenerational collaboration and deliver mutual benefits. For professionals, it provides valuable personal and professional development opportunities. For government institutions, it strengthens long-term capacity by developing a new generation of skilled climate change adaptation practitioners and policy-makers.

2. Objectives

General Objective

Through this short-term consultancy, the NAP Global Network is seeking to engage a consultant to support in-country capacity development by scoping a NAP Global Network Early Career Program for professionals who have the potential to support adaptation planning teams within governments of developing countries.

Specific objectives

1. **Identify and summarize good practices** in professional development for climate change adaptation through research on existing relevant internship and early career programs in public institutions across various regions and supranational organizations supporting governments.
2. **Scope a concept model for a NAP Global Network Early Career Professionals Program and structure key elements for the design** of a pilot program in a developing country.

3. Activities

- Define the research methodology and work plan.
- Identify existing capacity development initiatives in accordance with the consultancy's objectives.
- Organize and consult with relevant stakeholders involved in existing internship/early career projects.
- Analyze and process information from various sources.
- Prepare a report on best practices and lessons learned regarding the characteristics and scope of existing internship/early career programs.
- Scope an early career program concept model for the NAP Global Network focused on government agencies involved in the NAP process.
- Present the proposal to the NAP Global Network team and other relevant stakeholders.
- Structure key elements for the design of a pilot program in a developing country considering the specific national context.

4. Expected results

- An analysis of existing internship/early career/professional development programs in climate work taking place within government agencies of developing countries and international organizations around the globe. The analysis should try to answer, at least, the preliminary questions outlined in Annex 1.
- A concept model for an early career program to be implemented with partner governments in the Global South. The document must include at least the following:
 - o objectives
 - o structure
 - o operational guidelines
 - o monitoring, evaluation, and learning guidance
 - o specific considerations for the NAP process
 - o recommendations to increase the scalability potential
- A report structuring key elements for the design of a pilot program in a specific developing country considering the specific national context.

5. Deliverables (products)

The following table describes the deliverables of the consultancy:

#	Product	Date	% of payment
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1	A detailed work plan, including a methodology of research and consultations, timing, and a list of identified existing relevant programs along with potential contacts.	15 days after the start of the consultancy	20%
2	A report analyzing existing internship/early career programs in climate work within government agencies of developing countries and international organizations. The analysis should try to answer, at least, the preliminary questions outlined in Annex 1.	45 days after the start of the consultancy	40%
3	A concept model for an early career professionals program to be implemented with partner governments in the Global South. One report structuring key elements for designing a pilot program in a specific developing country considering the specific national context.	90 days after the start of the consultancy	40%

Payments will be made upon delivery of the products and receipt of compliance from the NAP Global Network/IISD.

The deliverables should consider gender equality and social inclusion (GESI). How this will be done should be detailed in deliverable 1 and agreed upon in the inception phase. It will be particularly important to study how GESI has been integrated into other existing programs (deliverable 2) and to integrate GESI into the concept model (deliverable 3). In terms of methodology, gender-responsive and socially inclusive consultations should be ensured.

6. Required Profile

A person with extensive knowledge in the design, implementation, or evaluation of capacity or professional development projects for youth or early-career professionals in climate change or environmental policy and with experience in developing knowledge products.

MANDATORY

- A university degree in education, social sciences, public policy, international development, environmental studies, geography, or another related field.
- At least 2 years of consulting experience with government agencies and/or international organizations working on education, public policy, or environmental studies.
- A proven track record in designing or implementing internship/early career programs, professional development initiatives or similar work, preferably within government or international organizations.
- Experience in/with government agencies, preferably in the context of climate change adaptation work.
- Demonstrated ability to conduct thorough research, including qualitative and quantitative data collection and analysis.

- Excellent writing skills and experience in developing reports and recommendations for decision-makers.
- Advanced Spanish and English levels.

DESIRABLE

- Experience systematizing information through technical reports on internship/early career programs in multidisciplinary contexts.
- A good understanding of and experience with GSEI in relation to adaptation.
- Contacts in government agencies and/or universities in the Global South and international organizations.
- Knowledge of French, Portuguese, or other languages.

7. Reporting

The individual or consulting team will report to the NAP Global Network through its Senior Policy Advisor, Mauricio Luna Rodríguez, and its Policy Advisor, Angela Prias Mahecha. Regular process updates will take place throughout the consultancy period, with opportunities for feedback and revision. To receive the corresponding payments, the NAP Global Network must approve the deliverables.

8. Application process

ADMINISTRATIVE REQUIREMENTS

- a. CV (2 pages maximum)
- b. Letter of interest (1 page maximum)
- c. Financial proposal for this assignment

In the letter of interest and CV, you should explicitly indicate the activities and experiences relevant to this consultancy.

FINANCIAL PROPOSAL

The proposal must indicate the total value of the professional services (in USD) in both numbers and words and include all applicable taxes, as well as the breakdown of costs by deliverable. The proposing person or leader of the consulting team should sign the financial proposal.

TECHNICAL PROPOSAL

A document of no more than 500 words that describes how your selection could add value to this task and provides insight into the technical approach that the individual will use to achieve the objectives of the contract.

To apply, send the administrative requirements, financial proposal, and technical proposal to info@nappglobalnetwork.org, with a copy to mluna@iisd.org and aprias@iisd.org. Please mention “**NAP Early Career Program – Consultancy Proposal**” in the subject line.

Application deadline: January 6, 2025.

Start date: January 13, 2025.

End date: 120 calendar days after the start of the consultancy.

Location: remote

This project is undertaken with the financial support of:
Ce projet a été réalisé avec l'appui financier de :

Secretariat hosted by:
Secrétariat hébergé par :



Government
of Ireland
International
Development
Programme

Annex 1. Preliminary Questions for Specific Objective 1

- Which country governments and regional organizations have – or have had – internship/early career programs in areas related to climate change?
- Which departments or institutions have participated as hosts in the internship/early career program? (e.g., directorates/secretariats of climate change, ministries of the environment, ministries of foreign affairs, UNFCCC negotiating teams, meteorological agencies, ministries of finance/economy, etc.).
- How were these programs developed? (e.g., solely by government/in partnership with an international organization, academic partner, other – specify)
- Has the governmental institution had allies in implementing the internship/early career program? (e.g., universities, non-governmental organizations)
- What was the duration of the internships/early career program?
- For how long has the internship/early career program run (# of cohorts)?
- How many interns/professionals have they had?
- What were the age ranges of the interns/professionals?
- Were the participants undergraduate or graduate students?
- What was the selection process like?
- Were there mechanisms to ensure gender parity and the inclusion of minority groups in the promotion and selection process?
- What was the duration of the program?
- Which climate change issues has the program focused on? (e.g., mitigation, adaptation, Loss & Damage, finance, a specific sector, policy, implementation of actions, monitoring, etc.)

- Were the interns/professionals assigned a permanent supervisor?
- Who did the intern/professional report to, and what was their rank? (e.g., officer, senior, director)
- Did the interns/professionals have an institutional mentor? If so, what was their rank? (e.g., officer, senior, director)
- What type of tasks did the interns/professionals perform?
- What type of compensation or benefits did they receive?
- What type of training, if any, was available as part of the internship/early career program?
- What performance appraisal mechanisms did you use for the interns?
- Who did the intern/professional report to, and what was their rank? (e.g., officer, senior, director)
- Did the interns/professionals have an institutional mentor? If so, what was their rank? (e.g., officer, senior, director)
- Did the interns/professionals have an opportunity to provide feedback at the end of the experience? Is this information available?
- Are there available records on the next professional steps of the participants once their experience in the program was over? (i.e., how many became part of the institution? How many continued working on issues related to the internship?)
- Did the internship/early career professionals' positions become institutionalized? If not, what factors prevented this from happening? If yes, what were the enabling factors that allowed it?
- What were the main benefits of the internship/early career program?
- What areas of improvement can be identified for this internship/early career program?