TERM OF REFERENCE
Baseline and Need Assessment Study of CERIA Project

Name of Activity	Baseline Study of CERIA (Climate Education, Resilience, Innovation and Action) Project
Program	Program Implementation
Location	DKI Jakarta (Jakarta Utara, Jakarta Timur, Jakarta Barat)
Duration of research	4 months
Starting Date	April 2026
End Date	July 2026
Language	English & Indonesia
Contract Type	Direct implementation
Staff in Charge	Ratu Bintang Assyifa Arweys
Reporting to	Sugesti Aprilia CERIA Project Manager

Background

Climate change is already acutely felt across Indonesia. According to the Children's Climate Risk Index published by UNICEF (2023), Indonesia ranks 46th out of 163 countries with 'high climate risk' for children[1]. Climate change exacerbates other natural and environmental hazards. The Indonesian Government estimates that 97 percent of the population are living in areas prone to natural disasters. Earthquakes are the highest-risk events, with 62.4 percent of the population considered exposed to them. Further, 26.8 percent of the population are exposed to floods[2]. What is more, Jakarta is sinking as much as 20 centimeters per year in the worst affected places due to heavy urbanisation and excessive ground-water extraction gaining the capital an international media reputation as "the sinking city"[3].

[1] UNICEF (2023) The climate-changed child: A children's climate risk index supplement
[2] UNFPA (2015) Population Exposed to Natural Hazards: a Study Based on the 2010 Population Census
[3] Burhani (2023) Jakarta's Sinking: A Look At Current Initiatives

In Jakarta, nearly three million children feel the effects of these hazards every day. In a Plan International study from 2023[4] children themselves point to flooding, waste, and air pollution as the biggest challenges. They have seen homes, schools and neighborhoods flooded by storm surges, and are at the same time exposed to waterborne diseases when water stands still on the streets. Their lungs hurt from the polluted air whether they play at home or sit in the classroom. It is common for schools to close early or for several days because they have been forced to evacuate community residents because of floods or due to high levels of air pollution.

The project will be implemented in three of Jakarta's five administrative cities: North Jakarta (e.g. Penjaringan, Rawa Badak Selatan), West Jakarta (e.g. Tambora), and East Jakarta (e.g. Kampung Melayu/Ciliwung river). These areas are characterized by the specific vulnerabilities below.

The coastal areas of Northern Jakarta are particularly vulnerable to flooding due to its proximity to Jakarta Bay and the low-lying nature of the area. The combination of wave setup, sea surge, and river flow leads to high risks of compound flooding, exacerbated by the rapid land subsidence in this region. The situation is further complicated by the inadequacy of current coastal defenses, which may become insufficient with rising sea levels and more intense storm events. Northern Jakarta also suffers from dense urbanization, contributing to higher surface runoff and reducing natural water absorption. Frequent flooding causes economic disruptions for businesses in the area and residents, many of whom are low-income families vulnerable to financial shocks.

The densely populated Western Jakarta is also vulnerable to flooding due to its proximity to river inlets and its low-lying topography. The encroachment of urban development on floodplains and natural drainage areas compounds these risks, reducing the capacity to absorb excess water. Urbanization, high population density, and reliance on aging infrastructure contribute to economic vulnerability, as floods can disrupt transportation, damage businesses, and affect residential areas. This region also experiences issues with waste management, contributing to clogged drainage systems.

The riverbank areas of Eastern Jakarta's vulnerability stems from the risk of riverine flooding, compounded by urban sprawl and insufficient drainage systems. The district is intersected by several rivers, such as the Ciliwung, Sunter, and Cipinang rivers. When these rivers overflow due to heavy rain or poor drainage systems, adjacent areas are prone to flooding. Insufficient drainage systems and flood control measures contribute to the vulnerability of East Jakarta to flooding. As the population grows and urbanization intensifies, the existing infrastructure may become overwhelmed, leading to more frequent and severe floods.

[4] Plan International (2023) For Our Futures: Youth Voices on Climate Justice and Education

In this context, the project addresses three key problems:

1. Children, schools and communities lack capacity to adapt and respond to climate change

2. Local and youth-led climate adaptation and responses lack support and funding

3. Perspectives of children and young people are not recognised in governance processes, coordination and decision-making related to climate policies and climate adaptation programmes

Children, schools and communities lack capacity to adapt and respond to climate change

The education system is ill-equipped to teach children about climate change. There is no dedicated climate education curriculum. The 2013 Curriculum introduced by the Indonesian government integrated character education, including climate and environmental awareness, into the education curriculum. And another government initiative, the Sekolah Adiwiyata program, aimed at promoting environmental sustainability in schools. However, neither of these initiatives have been fully implemented. Teachers do not have the knowledge and skills to effectively teach about climate issues, and in many cases climate awareness is de-prioritized and competes with other topics in the broad curriculum. Moreover, much of the information about climate change is outdated, overly academic, and not child centered. This leaves children feeling disconnected from the environmental crisis unfolding around them. Teachers, lacking training and teaching materials on the subject, are unable to guide discussions or foster a sense of agency among students. Furthermore, school committees often remain unaware or unwilling to support initiatives that could empower children to understand and tackle climate change.

A recent survey of more than 3,600 schools in Jakarta conducted by the Provincial Disaster Management Office of Jakarta and PREDIKT, shows that most schools are not adequately prepared to respond to disasters. Approximately 46% of schools lack disaster-related SOPs, only 42% have disaster preparedness teams, and just 54% conduct regular disaster drills. Furthermore, 46% of teachers report a lack of resources for teaching about disasters and climate change, while 62% feel unqualified or lack confidence to effectively integrate these topics into their curricula. These are some of the key factors that hinder the implementation of disaster preparedness and climate change education, particularly in Jakarta's schools.

Local and youth-led climate adaptation and responses lack support and recognition

Slums and informal settlements tend to be located in high-risk zones for extreme weather (the lowlands, hillsides, coastal areas, riverbanks). Residents of slums are therefore at the frontline of climate change and usually the first to respond. Local communities and Youth-Led Organizations are doing what they can to adapt to the acutely felt effects of climate change, but they remain disconnected from funding, knowledge, networks and recognition in spaces of influence, and many innovative ideas never achieve their full potential. Youth-led organizations face a number of obstacles that hamper their ability to take a leading role in urban climate action. First and foremost, the funds that reach the most marginalized communities remain insufficient. Secondly, youth-led organizations in informal settlements are often disconnected from

city and national networks and climate expertise, which limits the efficacy of their local action as well as their presence and influence over what is prioritized in decision making spaces.

Perspectives of children and young people are not recognized in governance processes, coordination and decision-making related to climate policies and climate adaptation programmes. Adding to the problems described above there are gaps in policies and policy implementation, including limited involvement of the children and young people in policy development, planning, and budgeting processes.

The baseline and needs assessment is a critical initial step in ensuring that the project is contextually relevant, evidence-driven, and responsive to the needs of the target population. The purpose of this assessment is to generate a comprehensive understanding of the current situation. The results of this baseline and needs assessment will inform project design and implementation strategies, refine target indicators, and serve as a foundation for measuring progress and outcomes. It will also provide key recommendations to enhance climate education, support and empower youth-led climate actions and youth-led advocacy.

Baseline and Need Assessment Purpose

1. Assess the current state of knowledge, behavior, and perceptions regarding climate change adaptation and climate-related disaster preparedness among children, adolescents, and young people in the target areas (North Jakarta, East Jakarta, and West Jakarta).
2. Identify provincial-level programs and policies in DKI Jakarta related to climate change adaptation and climate-related disaster preparedness, particularly in the analysis of GEDSI (Gender, Disability, and Social Inclusion) and participation that benefit youth.
3. Map the interests of ecosystem stakeholders in climate change adaptation and climate-related disaster preparedness, particularly schools, teachers, youth organizations, and provincial and city governments in the target areas (North Jakarta, East Jakarta, and West Jakarta).
4. Identify key gaps, misconceptions, and barriers that hinder awareness and access to program and decision-making processes on climate change adaptation and climate-related disaster preparedness
5. Evaluate the readiness and capacity of schools, youth community, local government and stakeholders in climate education, climate action and youth participation in decision making processes related to climate change adaptation and climate-related disaster preparedness.
6. Provide technical recommendations for adjusting project implementation strategies.

Baseline Study Question

This baseline will assess the extent of the early situation of the Outcomes indicators covering knowledge, attitude, and practice below:

Outcome 1 Statement: Children and young people in vulnerable communities have increased knowledge, skills, and agency to protect themselves from climate-related disasters and participate in climate action in targeted areas (Jakarta Utara, Timur, Barat).

1. What is the current level of knowledge, skills, and agency among students and youth on climate change adaptation and climate-related disaster preparedness?
2. To what extent do schools currently integrate climate change adaptation and climate-related disaster preparedness into curriculum and learning activities?
3. To what extent do communities currently integrate climate change adaptation and climate-related disaster preparedness into village/city policy, budgeting and program?
4. What are existing practices, challenges, and opportunities for students and youth groups to initiate or participate in climate action activities? What kind of support do they need?
5. What are existing practices, challenges, and opportunities for students and youth groups to initiate or participate in decision-making processes related to climate change? What kind of support do they need?

Outcome 2 Statement: To empower children and youth to influence governance, coordination, and decision-making processes related to climate adaptation.

1. What is the current participation and engagement level of youth in decision-making processes on climate change adaptation and climate-related disaster preparedness in consideration of GEDSI?
2. What are existing mechanisms, policy, and budget allocation at local government level to facilitate meaningful youth participation in decision-making processes related to climate change adaptation and climate-related disaster preparedness in consideration of GEDSI?
3. What are existing practices, opportunities, and challenges for youth to participate meaningfully in decision-making processes related to climate change adaptation and climate-related disaster preparedness?

End user of Baseline and Need Assessment Study

This baseline and needs assessment study will be used by Plan Indonesia and its project donor as a foundation for evaluating project implementation and designing effective interventions. The findings will help refine strategies to promote climate education in schools and communities and empower young people to take climate actions and advocacy to ensure children and young people are safe from climate-related disasters and contribute to inclusive, gender-responsive community resilience, disaster preparedness, and climate adaptation in East Jakarta, West Jakarta, and North Jakarta.

Expected Result

The baseline study will provide an overview of the current knowledge, attitudes, and practices related to climate change adaptation, climate-related disasters, and disaster preparedness. It will also highlight the existing gaps, misconceptions, and barriers that hinder access to education and climate-related policymaking.

For schools and communities, the study will assess 15 schools and communities on the level of integration of climate education in their learnings and activities, as well as their capabilities to carry out climate actions. Additionally, the baseline will also be used to map risk and opportunities for youth-led advocacy in climate-policymaking.

Methodology

This baseline study uses a combination quantitative and qualitative methodology to answer the objective of the study. The quantitative will use survey method to measure knowledge, attitude, and practice of teachers, adolescent, young people, policymakers in targeted areas. The Qualitative will provide additional in-depth insight capturing how and why analysis to address the baseline questions

1. Sampling and Respondent

1.1 Quantitative

Minimum sample size for the survey with 95% confidence interval, 5% margin of error, with 10% additional to accommodate any losses during data collection. The population consists of target participants as follows:

- 6000 children from schools in targeted area (60% girls)
- 3000 young people (60% girls) from youth groups and initiatives from targeted areas
- Teachers and principals from schools in targeted areas
- Relevant policymakers from institutions in targeted areas

1.2 Qualitative

Semi-structured key informant interviews need to be conducted with different key stakeholders/representative:

1. Local policymakers, such as Dinas Lingkungan Hidup (DLH) DKI Jakarta, Dinas Pendidikan (Disdik) DKI Jakarta, Badan Penanggulan Bencana Daerah (BPBD) DKI Jakarta, Dinas Pemberdayaan Perempuan, Perlindungan Anak dan Pengendalian Penduduk (DPPAPP) DKI Jakarta and community leaders (Lurah) in targeted areas
2. Educators – Teachers, principal and vice principal (particularly vice principal of curriculum)
3. Children aged 7 – 13 years old currently at schools in targeted areas
4. Youth groups and initiatives, such as Karang Taruna and youth-led initiatives.

5. Organizations that focus on climate related program in Jakarta

Ethics and Child and Program Participant Safeguarding -PSHEA

The ethic process during assessment will ensure compliance with:

- The requirements of Plan International safeguarding-PSHEA policy and standards;
- Plan's Research Policy and Standards in relation to:
  - Recruitment & Training: Structured selection, training, and capacity building for peer educators.
  - Campaign Development: Designing inclusive campaigns, tools, and feedback/reporting mechanisms.
  - Safeguarding & PSHEA: Dedicated focal point ensuring participant safety and ethical compliance.
  - Informed Consent & Voluntary Participation: Participants can withdraw anytime if unsafe or uncomfortable.
  - Confidentiality & Data Protection: Ensuring anonymity and responsible data management.
  - Risk Mitigation & Support: Steps to minimize harm, provide interventions, and offer psychosocial support.
  - Ethical Feedback & Community Engagement: Transparent sharing of study findings.
  - Safe Participation: Protective measures for children, vulnerable groups, and researchers.
  - Chaperon Support: Trained chaperons to assist participants, with safeguarding briefings.
- Data storage and destruction of participant data when it is no longer needed.

Consultant's Responsibilities and Key Deliverables

Below are the consultant's responsibilities and the expected result of this consultancy:

1. Consultant's Responsibilities

The selected consultant will be responsible to:

- Develop Research Design and Work Plan following Plan Indonesia' format, including research background, sample size, purpose and questions, methodology, analytical framework, sampling and respondents, data quality assurance, team composition, logistic, deliverables, and schedule
- Develop respondent selection criteria with Plan Indonesia.

- Develop Risk assessment and Mitigation (RAM) according to Plan Indonesia’s standards.
- Develop research instruments as well as test the instrument before data collection.
- Recruit and train enumerators in collaboration with Plan Indonesia.
- Collect primary and secondary data using the final instruments.
- Conduct data cleaning, quantification, interpretation, and analysis.
- Develop a draft and final Research Report that refers to Plan Indonesia's format using English and Bahasa language.
- Submit Final Consultancy Report based on YPII standards, including result presentation, row data (raw and clean data), transcript, analysis result, infographics, and risk mitigation report.
- Ensure that all team members, including enumerators, understand and agree on Plan
- Indonesia's Safeguarding PSHEA guidelines
- Provide reporting and feedback mechanism channel
- Collaborate closely with Safeguarding-PSHEA focal points

No	Activities	Objectives	Deliverables	Estimated Level of effort
1	Develop research design and workplan	Research design and work plan are available	Research design and workplan, in English (Max 20 pages + annexes), including, • An update timeline • A research matrix • Detailed methodology, including draft sampling, methodology and size, and Risk Assessment & Mitigation (RAM) • Draft data collection tools • Ethical considerations • Consent form for any primary data collection • (draft) methods for data analysis • (draft) methods for data analysis • A brief justification of the methods and techniques used (including relevant underlying values for assumptions/theories) with a rationale for the selections made (e.g., of persons interviewed)	4 days
2	Data collection instrument available and tested	Data collection instrument available and tested	Instrument trial report and final data collection instrument	6 days
3	Selecting and training enumerators	Enumerators selected and trained	Selected and trained enumerators with research design, instruments and safeguarding	3 days
4	Data Collection to the selected respondent and secondary data	Relevant data collected	Information is documented and cleaned • Field data collection result of qualitative (audio record, qualitative excerpt) • And quantitative data output	14 days
5	Data analysis	Collected data has been analysed	Study result • Desk review summary • Analysis output	7 days
6	Result presentation	The findings are validated and confirmed	Findings are validated and confirmed	1 days
7	Report writing	First draft of consultancy report developed	First draft of research report	12 days
8	Meetings and workshop on design, findings, and report	Feedback on findings and report is available	Agreement on design: confirmation on findings and feedback on report	1 days
9	Revising and finalising report	Consultancy report finalized	Final consultancy report, result presentation, data set and infographics	12 days
Total				60 days

2. Timeline Activity

Activities/deliverable	Timeline																			
					Apr 26				May 26				Jun 26				Jul 26			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Develop TOR, review, finalize and procurement																				
Consultant selection process and result (safeguarding – PSHEA should include in all process)																				
Document review and writing the draft of concept note (update analysis plan, sampling, work plans, and logistics as necessary)																				
Submit & presentation of the concept note (updated analysis plan, sampling, plans, and logistics) and feedback from YPII and DNO																				
Concept note revision to incorporate input by YPII during the inception report presentation and prepare the draft of research tool (questionnaire, KII & FGD interview guideline)																				
Concept note finalization, including the research tools and submission to YPII																				
Enumerator training																				
Secondary data collection																				

Activities/deliverable	Timeline																			
					Apr 26				May 26				Jun 26				Jul 26			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Qualitative and quantitative fieldwork																				
Qualitative and quantitative data analysis																				
Supervised by Quality Assurance																				
Writing the draft report																				
Draft report submission to YPII and DNO																				
Draft report presentation & feedback from YPII																				
Submit the final report and all relevant documents																				

3. Budget and Term of Payment

4. Safeguarding Children and Programme Participants and PSHEA

Plan International is committed to respecting and protecting the rights of participants in the Youth Leadership Summit, in accordance with our Safeguarding Children and Programme Participants and Preventing Sexual Harassment, Exploitation and Abuse (PSHEA) Policy. Every party involved (staff, speakers, participants, vendors, and others) must uphold the highest standards of ethics and child protection, ensuring that all interactions are safe, respectful, and non-discriminatory. Special attention will be paid to the needs of vulnerable groups to facilitate their full and fair participation. Everyone should also ensure that no participant feels pressured or uncomfortable during the summit, providing a supportive environment where everyone can express themselves freely. Any form of harassment, exploitation, or abuse is strictly prohibited and will be addressed immediately. By adhering to our guidelines, we can ensure that the session will be held with integrity, respect, and a strong commitment to safeguarding the rights of all participants.

5. Closing

This term of reference will be used as a reference to conduct baseline study.